

# Assign writing-time tasks

## Apply the gradual release when teaching writers.



**SPIN-OFF SESSIONS**

**MANAGEMENT | Session 1:**  
Lead a writer's workshop.

**MINI-LESSONS | Session 1:**  
Master the mini-lesson.

**MINI-LESSONS | Session 2:**  
Model a strong example.

**ASSESSMENT | Session 1:**  
Assess based on instruction.

### Mini-Lesson Instruction

- Deliver a daily 15-minute lesson on a single skill.
- Include an *I-do* and *We-do* model within every lesson.

### Writing-Time Task

- Provide an opportunity for students to immediately apply the skill they learned.
- Outline the literal and concrete *You-do* task— that parallels the *I-do* and *We-do* models from the lesson.
- Recognize that all of the writing produced *during* the unit is practice and will not be part of the end-of-unit product.

### SECRET SITE RESOURCES



Teach one skill across 3+ days.



End writing units with a from-scratch product.

## Recognize that *You-do* tasks come in several levels.

Apply the gradual-release principle with writing-time tasks, too.



*You do* can be executed as a whole-class activity (e.g., interactive writing time, share the pen, etc.).



*You do* can be executed in a small group.



*You do* can be executed with a partner.

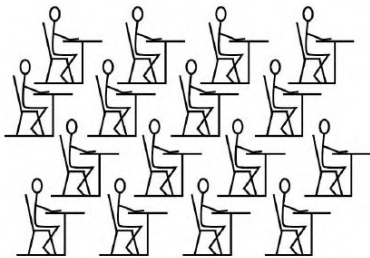
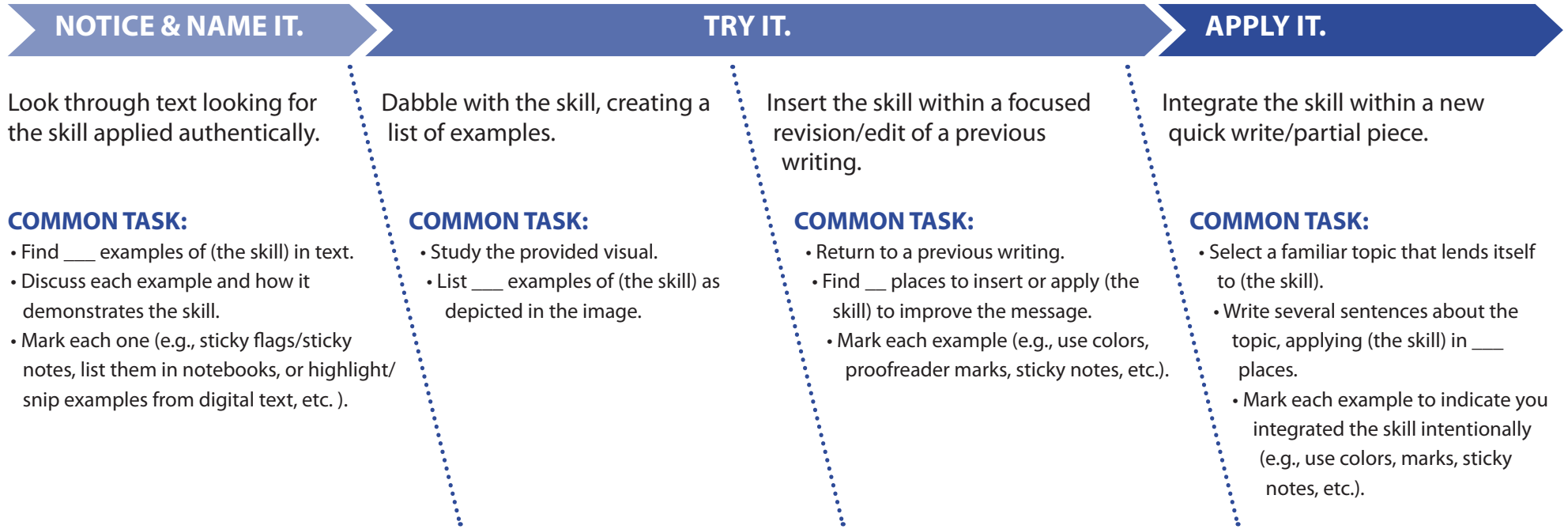


*You do* can be executed independently.



Scaffold writing experiences.

### Layer writing-time experiences across the mini-lesson series.



The level of peer support provided during Writing Time depends on the students' interaction within the *We do* of the mini-lesson.

### NOTICE & NAME IT.

### TRY IT.

### APPLY IT.

## WRITING SKILL



Help the reader visualize the topic with **sensory description**.  
WORD CHOICE

Find \_\_\_ excerpts that include descriptive/sensory detail. Reread each excerpt *without* the sensory detail. Discuss the difference in the visualization created in the reader's head.

Study the photo/image. Generate a list of \_\_\_ sensory details that describe the scene or subject precisely.

Return to a previous writing that lends itself to sensory details. Identify descriptive words/phrases already included. Strikethrough any weak ones. Revise to have a total of \_\_\_ effective sensory details.

Close your eyes and picture (topic). Generate a quick write describing it with sensory details. Share your writing with a peer and ask him to sketch what he visualizes. Compare it to your imagination.

Provide specific *where* and *when* information with **prepositional phrases**.  
CONVENTIONS

Find \_\_\_ *different* prepositional phrases within authentic text. Reread each sentence *without* the prepositional phrase. Discuss its added meaning to the sentence.

Secretly choose an object/person within the busy scene. Create a list of \_\_\_ prepositional phrases to guide someone to find it. Swap lists with a peer and follow the phrases to identify the secret object/person.

Reread a previous writing. Identify (or insert) a total of 10 prepositional phrases to add more *when* and *where* details that would add meaning to the message.

Identify a precise time something important happened to you. Describe what happened with great attention to *when* it happened and *where* you were. Include at least \_\_\_ prepositional phrases.

Create a basic plot in any **narrative writing**.  
IDEAS

Look through familiar texts. Identify the character's main problem in each text and how it is solved/resolved by the end.

Select 1 photo. Brainstorm \_\_\_ different problems and solutions for the SAME scene. Choose the strongest combination.

Return to a previous story you wrote. Identify *if* it has a main problem and *if* it gets solved? Revise as needed.

Choose one photo. Determine a problem and solution that fits the scene. Write a story in \_\_\_ words that reveals the problem and its solution.

**Pre-write**— Put similar information together *before* writing.  
ORGANIZATION

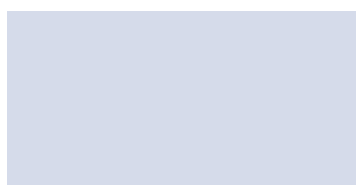
Read each word/detail listed on the provided flashcards. Sort them into groups to represent which details you would put together in its own paragraph. Explain your groupings.

Make a list of details about (topic). Group the details by highlighter color to represent those you would put together in different paragraphs.



Make a list of \_\_\_ details about (topic). Organize the details into \_\_\_ groups. Generate a quick write, with each grouping being a part of its own paragraph.

Add specific details/more information with **two-word labels (adjective-noun)**.  
WORD CHOICE



Study a photo/image. List 2-word labels to describe objects in the scene. Include as many labels as you are years old.

Return to a drawing that you previously labeled. Add more letters (to represent sounds) to each label. Make sure you have as many labels as you are years old and that they are each two words (e.g., adjective-noun).

Draw (a familiar place). Label the picture using two words per object. Be sure that you have enough adjective-noun labels to match your age!

### Troubleshoot common questions.

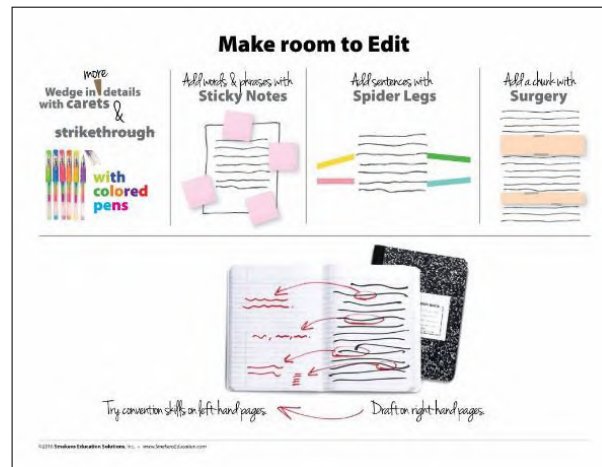
Where can I find more *You-do* tasks tied to mini-lesson skills?



**RELEVANT RESOURCE**



How do students make room to insert the new skill within previous writings?



Where do I store all these previous writings?

What can I do if I don't have a stash of previous writings saved?



**SECRET SITE RESOURCES**



Make room to revise and edit.



How do I launch a digital writer's notebook?



Introduce a writer's notebook to 6-year olds.



Combine reading & writing in literacy notebooks.



End writing units with a from-scratch product.



**SPIN-OFF SESSION**

**ASSESSMENT | Session 1:**  
Assess based on instruction