

Facilitator’s Guide for Writing Resources

For both the 21st Century Expectations: Examining Task, Purpose, and Audience and Characteristics of Effective Writing Instruction resources, download the corresponding PowerPoint or Google Slides presentation and handouts. You can locate these on the “Writing” and the “Writing Resources” pages. There are videos that correspond with specific portions of each presentation if you choose to use them. You will find the videos on the “Writing” page.

Description and use of each presentation:

21st Century Expectations: Examining Task, Audience, and Purpose

This resource begins with some of the research and theory related to 21st century expectations and how they inform task, purpose, and audience in several genres. You will examine different pieces of writing in the argument/opinion, informational/explanatory, and narrative genres, including time for analysis, discussion, and trying out some different tech tools for writing. There are detailed speaker notes you can use to facilitate and guide the presentation. The speaker notes also alert the facilitator when there is a corresponding handout for a particular slide. The handouts can be found on the Writing page under “Writing Resources.”

If you prefer to use it, there is a video available explaining the slides for the research and theory portion of the presentation which you can find on the Writing page. Feel free to replace the example mentor texts used under argument/opinion, informational/explanatory, and narrative sections with texts from your own context if you prefer.

One of the most important things to do will be to provide time when noted in the beginning of the presentation for educators to write about their beliefs about the teaching of writing and then spend some time talking about these beliefs to note commonalities or things that may be non-negotiable in your context. At the end of this resource, you will return to these beliefs with the opportunity to add to educators’ beliefs with research and experiences that support them.

Characteristics of Effective Writing Instruction

The focus of this presentation is to explore what some of the research and theory says about characteristics of effective writing instruction and the writing process. This resource begins with time for writing and reflection on educators’ beliefs about the teaching of writing. It is important to spend some time talking about these beliefs to note commonalities or things that may be non-negotiable in your context. At the end of this resource, you will return to these beliefs with the opportunity to add to educators’ beliefs with research and experiences that support them. There are resources from the Wisconsin Department of Public Instruction and examples to support the research for teaching and learning purposes. The second part of this presentation revisits the writing process approach with opportunities to experience a writing process, learn how it is connected to the writing standards, and explore the value of sharing your own writing process with students at any grade level. Finally, the presentation ends with time for exploration and reflection on purposeful teaching and a balanced assessment system for writing.

If you prefer to use it, there is a video available explaining the slides for the example of Jim Burke’s writing analogy to the *Carpenter’s Manifesto*. In this video, the English Language Arts consultant works through an example of her own writing based on Burke’s analogy. The

facilitator is invited to work through his/her own writing example, or ask another educator to share for the purpose of breaking down the analogy. The purpose for this is to analyze the value of sharing writing examples with students to understand how writing really isn't a three step process of brainstorm, write, and then revise, especially today with so many different ways to write/create text.