

Using the Lessons

Each lesson is prefaced with information to help teachers choose lessons that match the needs of their students. The **instructional focus** of each lesson includes a description of specific writing indicators targeted in the lesson. **Suitability** spotlights students' developmental levels. A checkmark (✓) identifies the level or levels of students for whom the lesson is designed. Some lessons include **adaptations** for other levels; in those cases, additional instructions are included at the end of that lesson. The checked (✓) **text types** inform teachers of the text mode(s) that can be easily used within that lesson. Content area teachers, such as those teaching science, social studies, or math, can use this information to decide if the lesson will work for their subject areas.

Lessons within each goal are organized developmentally, with the first lesson being the least complex. Teachers should think of these lessons as samples that can be adapted to best fit the needs of students.

The authors chose to help teachers visualize the growth of a flower when evaluating the writing performance of each student. Students grow at different rates depending on natural ability, experience, and quality of instruction. The levels used to identify the suitability of each lesson within a goal are explained in the form of the developmental continuum found below.

Suitability of Lessons

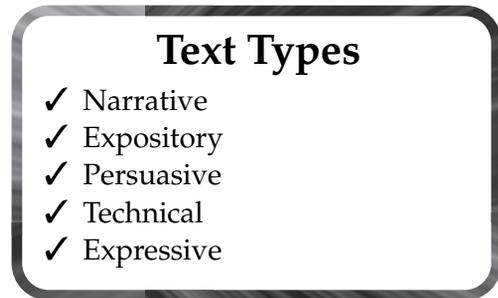
Emergent →	Growing →	Blooming →	Producing
<ul style="list-style-type: none">• The writer is attempting to achieve the targeted goal.• Ideas are simply expressed.• Organization is not always apparent.• The writer focuses on what he or she wants to say.• Grade levels typically include kindergarten, first, and second grades.	<ul style="list-style-type: none">• The writer is beginning to achieve the targeted goal.• Ideas are developed more clearly with the writer considering word choice and sentence structures.• Organization is apparent.• The writer focuses on how to express his or her thoughts.• Grade levels typically include third, fourth, and fifth grades.	<ul style="list-style-type: none">• The writer shows evidence of achieving the targeted goal.• Ideas are clearly expressed and supported by details.• Organizational pattern appropriate for the chosen text type is evident.• The writer focuses on purpose and audience while considering word choice and sentence structure.• Grade levels typically include sixth, seventh, eighth, and ninth grades.	<ul style="list-style-type: none">• The writer applies targeted goal within the chosen text type to effectively communicate with the reader.• Ideas are expressed using clear vivid descriptions and supporting details.• Organizational structure is appropriate for purpose and audience.• The writer thinks about purpose and audience while considering revision, word choice, sentence structure, and conventions.• Grade levels typically include tenth grade and up.

The developmental continuum is simply a guide. In every class there will be students at multiple levels on this continuum. A student could be at one level for one text type and at another level for a different text type.

Examples of student writing at each developmental level (emergent, growing, blooming, and producing) follow the **Realizing Stage** and each goal in the **Understanding Stage**. Each stage is explained at the beginning of its section. The examples should help teachers assess and guide student writing.

The **instructional focus** includes indicators found within writing standards set by many states. These indicators easily link with the six traits of writing and are labeled as:

- Ideas and Content (I&C)
- Organization (O)
- Sentence Fluency (SF)
- Word Choice (WC)
- Voice (V)
- Conventions (C)



This information allows teachers to choose a lesson that includes instruction on a particular writing trait. Teachers should understand that in these lessons traits are often taught together in the context of a complete writing curriculum. To help teachers use the six traits of writing as a guideline for instruction, a chart listing the writing indicators and the lessons in which that indicator is incorporated is included in Appendix A.

Text types—narrative, expository, persuasive, technical, and expressive—that could be used appropriately within each sample lesson are listed. Teachers must consider using a variety of genres for each text type. To help teachers use diverse genres, a checklist with numerous genres listed under each text type is included in Appendix B.

Teachers can use prompts as a way to stimulate visualization in writers. Students' prior knowledge will provide a variety of mental images as they plan their texts. A powerful prompt should work as a springboard for mental images appropriate for a variety of text types. To help teachers use powerful prompts, a categorical list with examples of prompts is provided in Appendix C.

Integrating visualization into each part of the writing process helps students understand how authors think as they create text. Writers use questions to help them envision, compose, and refine text as they write. They consider their audience and purpose as they construct a plan for writing a specific text. This plan helps writers draft their ideas. The writer revises and edits, concluding with a careful final appraisal and product. The process is not linear: writers may plan, even as they revise, may draft as they edit, and may produce a product only to go back to redraft whole sections of text. Finally, the text is presented to a reader. A reproducible graphic design on page 34 displays how visualization can be incorporated within the writing process. Teachers can copy or enlarge *Envisioning the Writing Process* reproducible to place in their classrooms as a reference for students.

As previously noted, writers use questions to help them envision, compose, and refine text. Because questions cue visualization, which can lead to appropriate decisions about the text, specific questions for each part of the writing process are included on page 40–42. These questions are organized to help teachers match and extend the developmental level of each writer. The more practiced writers are, the more questions they need to consider as they navigate through the writing process.

When teachers encourage visualization as a tool within a writing lesson, it facilitates unique thinking within each student. Students using visualization when writing are engaged learners and empowered thinkers who enjoy creating text. They are involved emotionally with the texts they create. Visualization is a link to help students connect who they are to what they write.

Visualization motivates students. It enables rich discussions and promotes metacognitive thinking for students and teachers. The end result will be improved writing and a feeling of successful accomplishment among your students.



Collaborative Learning—This icon indicates activities that can be done in groups.