

# Modeled Writing Expectations

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Definition of Modeled Writing: Modeled writing is unique in that the teacher is doing all or most of the thinking and talking and all of the writing. Students are invited to tune in and notice the things that the writer is doing, but they don't offer suggestions or ideas for improving the piece. Students listen and observe as the teacher plans, makes choices, researches, drafts, rereads, edits, evaluates, or revises. The teacher makes his or her **thinking transparent** while students observe. Kelly Boswell, *Write this Way*.

Materials: (may use mentor text as starting point before teacher models)

- White Board
- Markers
- Computer
- Sticky Notes
- Document Camera
- Sentence Strips
- Tape
- Easel/Big Book Stand
- Pointer
- Chart Paper

Environment/Organization: (this is dependent on supplies/materials teacher has available)

- Class Made Anchor Charts
- Whole Group Carpet/Meeting Area
- Small Group Meeting Area
- Easel/Chart Paper/Document Camera
- Interactive Display
- Success Criteria/Student Rubric
- Routines/Procedures (*Same text/class or teacher story should be used for multiple days/lessons*)

Modeled Writing Elements: (Varies by lesson focus)

- Specific Strategy Focus \_\_\_\_\_  
(Is it meaningful, purposeful, enhance the writing my students do?)
- Writing Genre \_\_\_\_\_

**\*\* Mentor Text** (pull out familiar read alouds to model or refer back to. This could be done in Reader's Workshop during immersion)

- Model Writing Process (plan, make choices, research, draft, reread, edit, evaluate, or revise)
- Connect Teaching Point during Modeled Writing (teacher models purpose and support based on student needs)
- Link/Transfer to: Independent Writing

Possible Modeling Focus Points:

- |  |   |
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| <ul style="list-style-type: none"><li><input type="checkbox"/> Brainstorming Story Ideas</li><li><input type="checkbox"/> Leads/Endings</li><li><input type="checkbox"/> Adding Details (dialogue, character action, physical description, thought shot/internal thinking, explode a moment)</li><li><input type="checkbox"/> Supporting Ideas/Evidence</li><li><input type="checkbox"/> Heart of the story</li><li><input type="checkbox"/> Thinking about writing all the time</li><li><input type="checkbox"/> Spelling consciousness</li><li><input type="checkbox"/> Using writing to reflect, plan, or learn</li><li><input type="checkbox"/> Using mentor text to improve writing</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Adding Interesting words (nouns, adjectives, adverbs, etc.)</li><li><input type="checkbox"/> Using Punctuation as a Craft</li><li><input type="checkbox"/> Text Organization for specific genres</li><li><input type="checkbox"/> Revising with the reader in mind</li><li><input type="checkbox"/> Editing with the reader in mind</li><li><input type="checkbox"/> Rereading</li><li><input type="checkbox"/> Audience and purpose, choosing structure based on audience</li><li><input type="checkbox"/> Adjusting voice and tone to match audience</li><li><input type="checkbox"/> Skills that support narrative, informational, opinion</li><li><input type="checkbox"/> Other _____</li></ul> |
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Over 

**Reflection: (Teacher)**

**Personal Goal: (Teacher)**

**Feedback:**