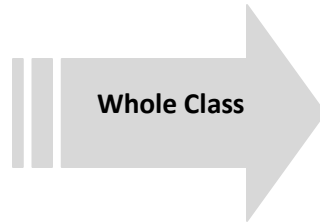
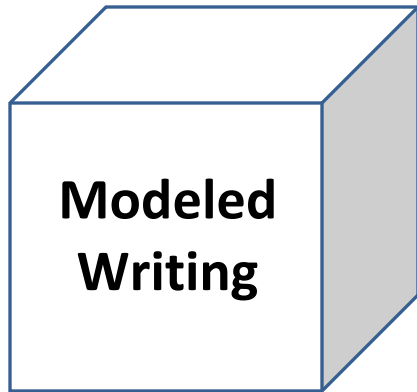


Montgomery County Public Schools

K-5 Balanced Writing Program

Core Texts: *Being a Writer* and *Units of Study*

June 2010



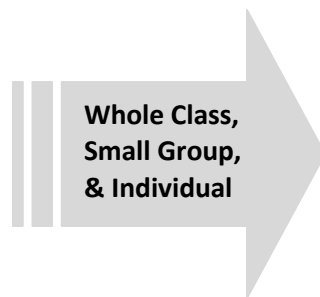
Writing with Learners

- **Language Experience (K-1):** builds concepts about print, purpose for writing, conventions of written language (concepts of print, using sound and visual analysis to construct words, mechanics, usage); supports reading
- **Shared Writing:** demonstrates writing process in a variety of genre; develops understandings of structures, patterns, and conventions of written language (concepts of print, mechanics, usage, using sound and visual analysis to construct words); supports oral language and reading
- **Interactive Writing Language Practice:** demonstrates and engages students in the writing process (planning and constructing texts) in a variety of genre, in the craft of composing, and in demands of writing conventions, including using sound and visual analysis to construct words
- **Language Practice (2-5):** builds print and language conventions (mechanics and usage)



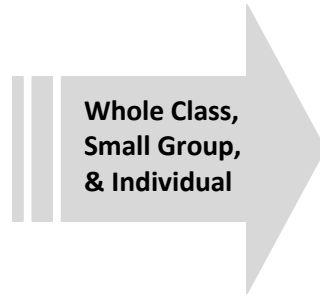
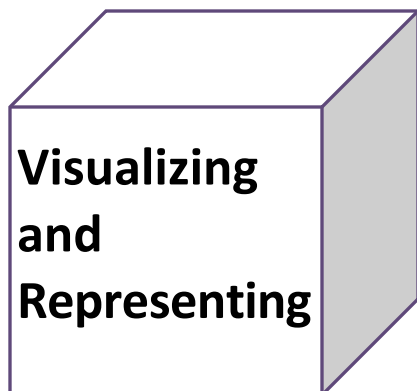
Writing by Learners

- **Focus Lessons:** direct instruction on a teaching point to develop one aspect of the writing process: prewriting, composing, revising, or editing
- **Independent Writing:** provides time for students to write on self-selected works within the parameters set by the teacher—time to practice and apply writing strategies, craft, and conventions
- **Teacher/Student Conferences:** provides focused coaching during the writing process as students independently work on their pieces
- **Sharing and Celebrating Writing:** develops appreciation for the writing of others and pride in one's own writing



Writing with & by Learners

- **Writing to Learn (analysis):** prompted by teacher, students use writing to record information in order to make meaning. Students may record facts, their understandings or thoughts about what they are learning, or data they are gathering. They may write in sentences or phrases or use common visual forms of representation. (See Visualizing and Representing.) Learning Logs, Reader's Response Journals, Interactive Reading & Note-taking Notebooks are examples of where students record their ideas.
- **Writing to Demonstrate Learning (synthesis):** within parameters set by teacher, students develop brief or extended pieces of writing that synthesize what they have learned.



Writing with & by Learners

- **Representing Information:** constructing effective visuals in order to convey ideas. Ideas may be based on observations, information read or viewed, or original thinking.
- **Common Forms of Representation:** charts, graphs, graphic organizers (e.g., comparison/contrast, cause/effect, main idea/detail, story map, timeline), diagrams, pictures/drawings, framing routine, thinking maps, graphics/icons, slide shows, video, multimedia