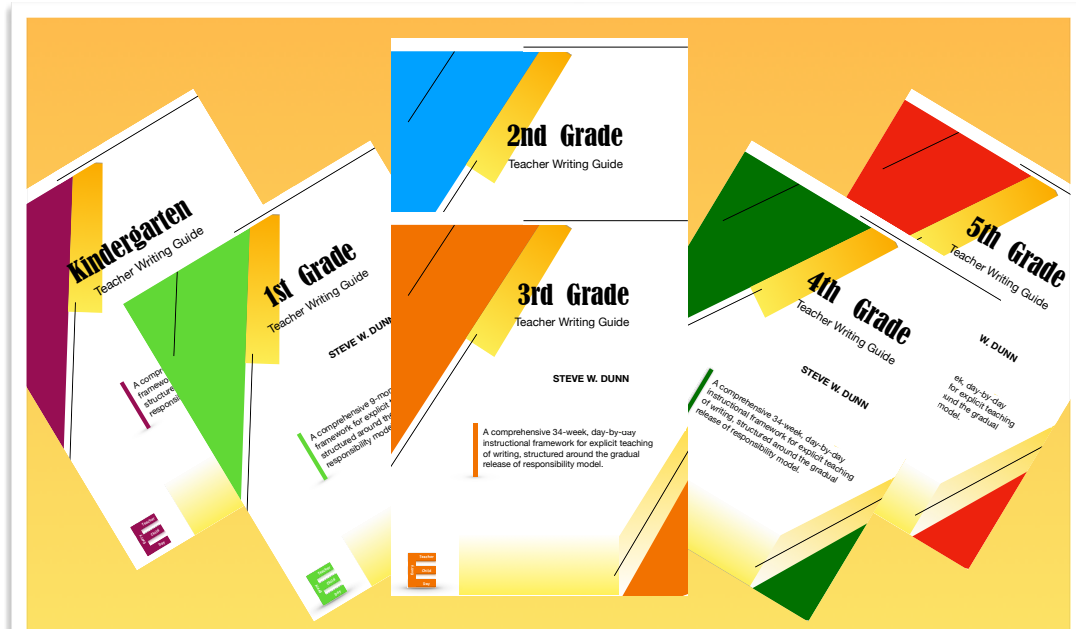


2025

Teacher Writing Guide

Steve W. Dunn



New Teacher Writing Guides

Unlock the academic performance of every student by providing them with the comprehensive, research-based “*Teacher Writing Guides*.” These guides offer proven methods for engaging learners, differentiated instruction, and establishing a deep foundation for writing success based on the research-proven Gradual Release Model. Transform your school’s curriculum and elevate the writing skills of your students today!

1

NARRATIVE

Multiple Focus Lessons that support depth of writing

2

ARGUMENTATIVE

From Book Review to Argumentative writing citing and explaining text evidence

3

INFORMATIONAL

A unique way to synthesize multiple sources



Research

Each genre has research that supports the instruction



Sample Scripts

Sample scripts to help teachers prepare for daily lessons



Prewrites

Every genre has a prewrite that helps students organize and hold their thoughts

Overview

Each grade-level guide directly builds upon the preceding year, providing depth, mastery, and automaticity for all strategies and genres.

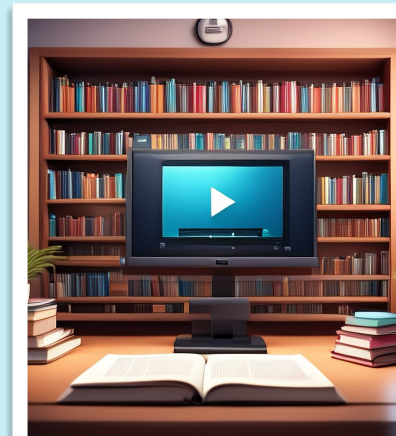
A comprehensive writing instructional program encompasses a diverse range of resources and tools tailored to meet the unique needs of students and enhance the effectiveness of teaching lessons. The Teacher Writing Guide serves as the cornerstone, providing clear instructions, strategies, and a step-by-step approach to explicitly and systemically teaching each genre of writing. It includes sample scripts for educators to demonstrate effective instructional language and engagement. Incorporating research on each genre, the guide ensures the implementation of evidence-based practices that align with developmental milestones and cognitive processes. Graphic organizers are invaluable tools that support executive function, assisting students in planning, organizing, and structuring their ideas effectively. These organizers can be paired with pacing guides, which help teachers allocate time efficiently while ensuring that all necessary



concepts and skills are covered. The program also includes assessments for all taught strategies, ranging from formative checks to summative evaluations, providing data to tailor instruction to individual needs. Lesson goals ensure that instruction is intentional and measurable, while cognitive procedures embedded in the lessons support metacognitive awareness, enabling students to reflect on and enhance their writing processes. All necessary texts, including those for both the teacher and the students, are included to facilitate the think-aloud, think-together, and guided and independent practice. Together, these components create a structured and supportive environment that fosters writing proficiency and confidence.

VIDEO SUPPORT LIBRARY (COMING SOON)

A subscription video library provides on-demand instructional support, offering a review of best practices and strategies for teaching writing effectively. These professional development opportunities deepen teachers' understanding of pedagogy and enhance their skills. These resources can be accessed at your own convenience, allowing educators to fit training into their busy schedules. For collaborative growth, these videos can be used during Professional Learning Communities (PLCs) creating spaces for teachers to share insights, strategies, and challenges, fostering a culture of continuous improvement.



What's Included in the Guide

- ❖ Overview of Purpose of each genre/strategy
- ❖ Research on Supporting **Executive Function** in Writing
- ❖ **Research** that Supports Each Genre
- ❖ Day-by-day **Pacing Guides** Based on Gradual Release
- ❖ **Sample Scripts** for each Genre and Strategy
- ❖ **Prewrites** for Every Genres and Strategy
- ❖ **Assessments** for Every Genre and Strategy
- ❖ **Cognitive Procedures** to Assist Executive Function
- ❖ **Conferring** with Students and **Record-Keeping**
- ❖ **Small Group Instruction** for remediation and acceleration
- ❖ **Holding Students Accountable** for quantity and quality
- ❖ Explicit **Grammar Instruction**
- ❖ **Lap Cards** for Strategy Teaching
- ❖ **Teacher tips** to teach each genre, skill, or strategy
- ❖ What Was **Taught in the Previous Year**
- ❖ **Explicit Concrete Teaching** of Editing and Revision



This research-based writing curriculum integrates explicit grammar instruction with writing process guidance, offering a comprehensive program that facilitates writing instruction for educators and captivates students. Sentence structure, complexity, and variety are explicitly taught over the course of the program, progressively increasing the complexity of students' writing.

Program Design

This program is structured in two-year increments, with each grade level introducing and reinforcing specific concepts. For instance, the introduction of adjectives for inference occurs in the second grade and is further developed in the third grade. This structured approach allows students to acquire and master the concepts at their own pace as they progress through the grades.

Each year is designed to explicitly build upon the previous year's learning. Common language and cognitive procedural charts serve as anchors, ensuring that student's knowledge and skills are consistently reinforced and mastered from year to year.

The Foundation of the Program

The Teacher's Writing Guides employs a sequential and systematic direct instructional model based on the research-proven **Gradual Release of Responsibility Model** (Pearson & Gallagher, 1993).

The foundation of all focus lessons, small group lessons, and one-to-one conferences is based upon the Gradual Release of Responsibility Model. In this writing program, the same skill or strategy is often taught in continuous focus lessons over one, two, or three weeks, depending upon the complexity level. Daily, repetitive, intentional focus lessons will accelerate writing development during the elementary years. Materials are included to provide adequate demonstration and practice for teachers and students.

- As instruction begins, the teacher thinks aloud the thinking process and creates an anchor chart to guide further release. Students partner up throughout the demonstration as the teacher listens in on the private responses of partners.
- Think together occurs as students begin to offer their thinking after the pair/share is finished.
- Guided practice is used as teachers turn the process over to pairs. The teacher listens in, recording the names of students who will need small-group instruction.
- An assessment is given before students are released and required to use the skill or strategy in their writing. Assessment helps the teacher group students for future instruction.



The revised Teacher's Writing Guides have been carefully crafted to explicitly instruct educators on all the essential writing proficiencies required to adhere to state standards. These comprehensive strategies not only encompass the three primary text types (informative/explanatory, opinion/argumentative, and narrative) but also meet numerous standards within the domains of reading comprehension, speaking and listening, language and literacy, and specific standards within history, social studies, and science.

The Teacher Writing Guides offer instructional strategies to assist students in comprehending the significance of each phase in the writing process. Initially, beginning writers explicitly acquire and practice each phase of the process. Consistent expectations and language for writing across all grade levels foster confidence as students progress into more proficient writers, and the process becomes fluid and automatic.



Scope and Sequence

	Kinder	First	Second	Third	Fourth	Fifth
Genre Narrative	x	x	x	x	x	x
Concepts of Print Focus	x	x	x			
High Frequency Words	x	x	x			
Sentence Construction and Structure	x	x	x	x	x	x
Sentence Variety	x	x	x	x	x	x
Sentence Fluency	x	x	x	x	x	x
Subject/Predicate	x	x	x	x	x	x
Pronouns	x	x	x	x	x	x
Common Nouns	x	x	x	x	x	x
Proper Nouns	x	x	x	x	x	x
Action Verbs	x	x	x	x	x	x
To Be Verbs	x	x	x	x	x	x
Dot and Say (proofreading)	x	x	x	x	x	x
Green/Red Light (Capitals/ Punctuation)	x	x	x	x	x	x
Word Wall Words	x	x	x			
Bottom to Top (Spelling Proof)			x	x	x	x
Every word has at least one vowel	x	x				
Every word has at least one vowel	x	x				
Every Syllable has at least one vowel		x	x			

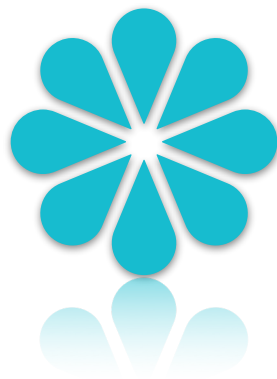
Scope and Sequence Continued

	Kinder	First	Second	Third	Fourth	Fifth
One to One Confer	x	x	x	x	x	x
Small Group Differentiation	x	x	x	x	x	x
Writing Process	x	x	x	x	x	x
Prewriting	x	x	x	x	x	x
Drafting/Sentence Construction	x	x	x	x	x	x
Publishing	x	x	x	x	x	x
Other words for Said			x	x		
Using Correct Homophones			x	x		
Concepts of Literature	x	x	x	x	x	x
Dialogue and Punctuation			x	x	x	x
Adding Adjectives		x	x	x		
Vigorous Verbs			x	x	x	
Building the Paragraph				x	x	x
Mood & Tone						x
Similies					x	x
Show Versus Tell						x
Appositives						x
Compare & Contrast Writing						
Objects	x	x	x			
Using Text			x	x	x	x

Scope and Sequence Continued

	Kinder	First	Second	Third	Fourth	Fifth
Opinion/ Argumentative						
Book Review	x	x				
Character Traits			x	x		
Text-Based Evidence				x	x	x
Informational Text						
Summarizing	x	x	x	x	x	x
Synthesizing				x	x	x
Research	x	x	x	x	x	x
Descriptive Writing						
Riddle Writing		x				

For more information on the Teacher Writing Guides and Professional Development, please call
714.357.1253





Dunn Writing Model

Research-Based Foundation Using Best Practice

Introduction

The Need for Writing Instruction

Writing serves as an integral part of engaging in various domains, encompassing professional, social, community, and civic realms. A substantial portion, approximately 70 percent, of individuals employed in salaried positions carry some degree of responsibility for written communication. Proficiency in writing is thus deemed indispensable for effective communication across diverse audiences. Given its multifaceted utility in communication, learning, and self-expression, individuals lacking adequate writing skills may encounter disadvantages, potentially limiting their opportunities in education and employment.

It is imperative for students to establish a strong foundation in writing early on to articulate their thoughts with clarity and precision. However, a concerning trend persists among American students, with a significant



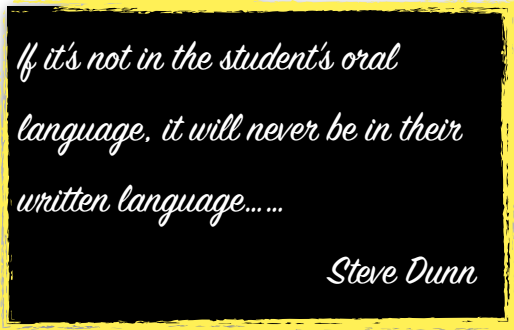
Prewriting should take longer than any other part of the writing process. It is in this phase, the planning phase, that writing is crucial to the final product. When we pre-write well, more time is left for revising for voice, word choice, and craft.

portion failing to demonstrate proficient writing skills. According to the 2007 National Assessment of Educational Progress Writing Assessment, less than one-third of students performed at or above the "proficient" level in writing. This underscores the urgent need to address deficiencies in writing education and prioritize the development of proficient writing skills among students.

The synthesis of 28 studies examining contemporary classroom approaches to writing instruction yielded two overarching conclusions. Firstly, certain educators implement robust writing programs, with some classrooms showcasing exemplary teaching practices (Wilcox, Jeffrey, & Gardner-Bixler, 2016). Secondly, this standard is not consistently met, as the majority of classrooms demonstrate deficiencies in both writing skills and instructional methods. These findings demonstrate a broad applicability, transcending national boundaries and educational levels.

Regarding the provision of a robust writing curriculum, it was a consistent observation across all reviewed studies (Cutler & Graham, 2008; Dockrell, Marshall, & Wyse, 2016; Hsiang & Graham, 2016) that certain teachers allocate significant time to writing instruction. For instance, elementary educators often dedicate one hour per day to writing activities and instruction, in alignment with recommendations outlined in the What Works Practice Guide for elementary writing (Graham et al., 2012). These teachers employ a diverse array of instructional strategies aimed at fostering student writing proficiency and growth, incorporating evidence-based practices. At the elementary level, these evidence-based strategies encompass teaching writing for various purposes, facilitating writing processes such as prewriting, editing, and revising, utilizing formative assessments to inform instructional decisions, and imparting foundational writing skills such as handwriting, spelling, and sentence construction.

While it's crucial to acknowledge the commendable efforts of many educators in providing robust and exemplary writing instruction to their students, it's equally imperative to address the prevailing norms in classroom practices. Regrettably, the overarching portrayal derived from the analysis of 28 pertinent studies suggests that

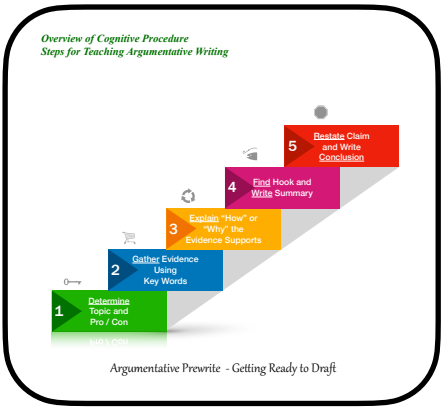


writing instruction in the majority of classrooms falls short of adequacy. One notable indicator of this deficiency is the insufficient amount of time dedicated to teaching writing by a significant proportion of teachers (Brindle, Harris, Graham, & Hebert, 2016; Graham et al., 2014; Kiuvara et al., 2009). Writing, being a multifaceted and challenging task, demands a substantial allocation of instructional time for mastery (Graham, 2018a). Yet, both at the elementary and secondary levels, the typical teacher allots far less than the recommended one hour per day for writing instruction (Coker et al., 2016; Drew, Olinghouse, Luby-Faggella, & Welsh, 2017)

Merely allocating time for writing endeavors falls short of fostering meaningful progress. The efficacy of this time hinges on the strategies employed during its utilization. A comprehensive analysis of classroom methodologies reveals a spectrum of approaches to writing and writer's workshops. To optimize the efficacy of a designated writing time, it is critical to structure it into four distinct components. These components serve to facilitate purposeful and effective utilization of time, ensure students' accountability, cater to differentiated instructional needs, and provide ample time for actual writing tasks.

In studying current classroom methodologies, the concepts of writing and writer's workshop encompass disparate meanings, largely based upon the pedagogical background of the instructor and the underlying philosophy shaping their approach. Consequently, the efficacy of the writing workshop may vary, many times failing to increase proficiency levels as shown in the data. Thus, it becomes imperative to identify the shared elements that characterize effective writing practices.

Clearly Defining Writing Workshop



In recent years, Writing Workshop has faced criticism for its unclear teaching methods and lack of clear guidelines, such as Gradual Release of Responsibility. This scrutiny is important and encouraging because I've always believed that effective teaching shouldn't involve students simply doing whatever they want or random acts of teaching. The term "Writing Workshop" means different things to different people, so it's crucial to define what the Dunn Writing Workshop involves and what it doesn't. To clarify, the issue isn't with the term "Writing Workshop" itself. Changing the name does not guarantee that gradual release and focus will occur. The real concern lies in the absence of explicit teaching and practice using Gradual Release. The table below compares how the Dunn Writing Workshop compares to Writing Workshops that are typically conducted in many schools across the United States,

Focus Lesson

Dunn Writing Workshop	Generic Writing Workshop
There is a clear explicit focus on ONE objective using the Gradual Release of Responsibility	There is little and often teacher focuses on more than one objective
Focus can last up to 15 days	Focus changes daily
Teacher guides students through Gradual Release to Independence through explicit, direct instruction	No Gradual Release of Responsibility
Focus is assessed for mastery and expected in student writing	Skills and strategies are not assessed for mastery and not expected in student writing
A sequential and organized scope and sequence is delivered every year, building upon the previous year	Is random and does not grow from year-to-year
Teacher and students use explicit and clearly posted Cognitive Procedures to guide students to independence. Anchor Posters serve as a reminder as students navigate the process	Teacher and students do not have Cognitive Procedures and often Anchor Posters are more definitions of the genre, skill, or strategy, rather than thinking maps.
Task analysis guides explicit direct instruction	Tasks are not broken down
Exemplars are gathered by the district to ensure consistency of expectation and scoring	Exemplars are random and often not used to ensure consistency of expectation and scoring
Consistent genre vocabulary is used across grade levels	Genre vocabulary is often different from room to room
Each year directly connects to the previous year in order to build complexity, proficiency, and rigor	Instruction is often decided by individual teachers and may not connect to the following year(s)
Explicit Visible procedure are used to ensure students move through the process (i.e., green/red light, say/ syllabicate and stretch, vigorous verbs, etc.)	Visible procedures are not used

Focus Lesson Continued

Dunn Writing Workshop	Generic Writing Workshop
Mentor texts are used to show strategy, however, the teacher’s focus is on how to write like the author with explicit procedures and skills	Mentor texts are often used to show good writing but little to no emphasis is provided on how to write like the author
Control of a skill, strategy, or genre is emphasized before flexibility is allowed	Flexibility is promoted when often the students do not have control over building skills that support the learning.
Student engagement is highly valued and does not control a clear, concise, think aloud of a new skill or strategy.	Student engagement often promotes students ‘helping’ the teacher instead of a clear concise think-aloud
Kinder and 1st grade focus more on narrative in order to develop syntax and strategic phonics spelling based on the Science of Reading scope and sequence	Syntax and Strategic Phonics are often not emphasized

Accountability

Dunn Writing Workshop	Generic Writing Workshop
Students are held highly accountable for quantity and quality of writing	Students can work at their own pace
Students must wrtte in the genre being taught	Student can write anything they want
Students are pulled immediately when they are not progressing	Students fall between the cracks

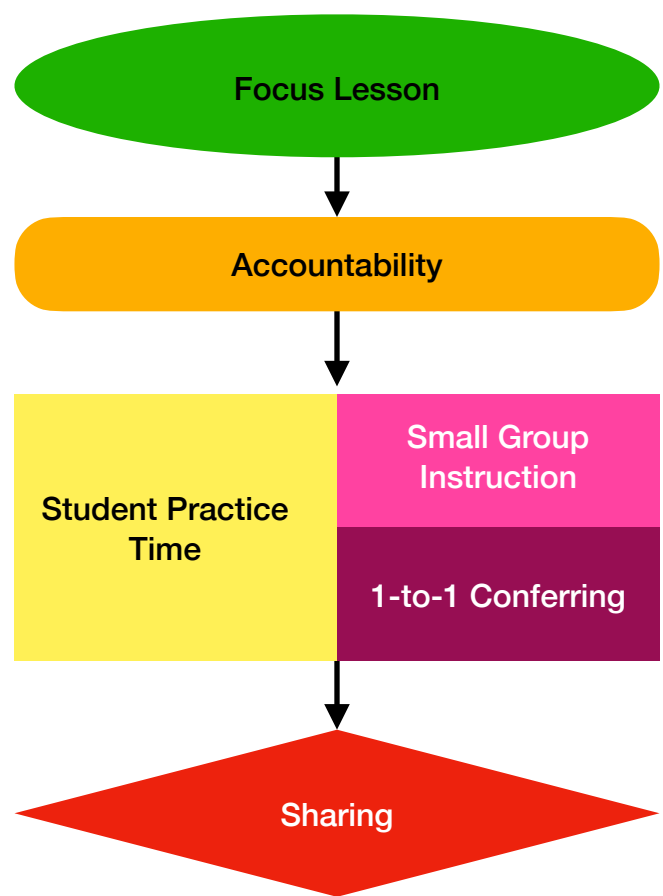
Student Practice Time/Small Group/1-to-1 Conferring

Dunn Writing Workshop	Generic Writing Workshop
Teachers uses homogeneous small group explicit direct instruction for acceleration and remediation	Practice is not long enough and often not explicitly prompted
Students write in genre being taught	Students often struggle with sentence complexity because it is not demonstrated during the drafting process
A final writing task in the genre being taught is provided and assessed to promote small group instruction	Final writing task in a genre being taught is often not provided
Defined, differentiated reading text passages are purposefully gathered when working with informational or opinion/argumentative writing	Reading passages are often random and supplied by the individual teacher
Conferring is used with accountability and teacher record keeping	Conferring is lose and there is little record keeping

Sharing

Dunn Writing Workshop	Generic Writing Workshop
Sharing serves as a time to emphasize students who are using a particular strategy or skill. It serves as a motivation, celebration, and a chance to revisit strategies or skills in context of real writing	Sharing time is used to praise a student.
Is purposeful and deliberate	Random and fun
Used to show focus lesson application	Used to celebrate writing
Is done in different formats - whole groups focus, small group, editing and revising circles	Author's chair
Fair and equitable based on small group and concerning	not sure.....

Writing Workshop Format Overview



Dunn Writer's Workshop Model

<p>Focused Lesson</p> <p>10-20 minutes</p>	<p>Each workshop begins with explicit, direct instruction. The focus lesson is a series of 3 to 15 day focus on a skill, strategy, or procedure that improves writing (dialogue, tone, vigorous verbs, etc.). Within the scope of the focus lesson, a gradual release of responsibility framework is employed to guide students to independence. At the end of the 3 to 15 days, an assessment is give to effectively document students' performance of the learning focus. Focus Lessons drill down into one objective over a series of days until mastery is achieved for the majority of the students.</p>
<p>Accountability</p> <p>2-3 minutes</p>	<p>As students prepare to begin their writing process, each student commits themselves to a specific goal to accomplish throughout the writing time. Teachers have the ability to assess both the quantity and effectiveness of students' efforts during the allotted writing period.</p>
<p>Student Practice Time</p> <p>Teacher Conducts Small Homogeneous Group and Confers with Students</p> <p>20-30 minutes</p>	<p>Students engage in practicing the genre emphasized in the focus lessons. Often, they are given the option to choose their topic within the genre. Students progress through the writing process that has been explicitly taught to them.</p> <p>Teachers organize small, homogeneous groups for a duration of up to five days, based on assessments and conferencing. During these sessions, teachers provide remediation or acceleration to students as needed. Following the small group sessions, teachers hold individual conferences with other students, utilizing a "Praise and Prompt" format document. These interactions are recorded for each student as the teacher confers.</p>
<p>Sharing</p> <p>5 minutes</p>	<p>Sharing serves as a motivating factor for students in their writing process. This sharing can encompass various aspects such as content, grammar, spelling, or any other focus previously taught. It may take the form of whole-group sessions, small-group discussions, or one-on-one interactions. Sharing can also involve presenting students with examples generated by their peers to illustrate effective writing tools.</p>

Effective Writing Foundations

In many schools throughout the country, numerous students come to the classroom with limited literacy, language, and academic experiences. Due to this, writing instruction needs to focus on building meaning, syntax, and phonics/visual monitoring systems. First, students need to write about what they know – their own lives and what they do – to even the playing field while they are learning the concepts of print. Second, Total Physical Response (Asher, 1977) - visual, kinesthetic, and auditory - is incorporated throughout focus lessons to help build the monitoring systems and language.

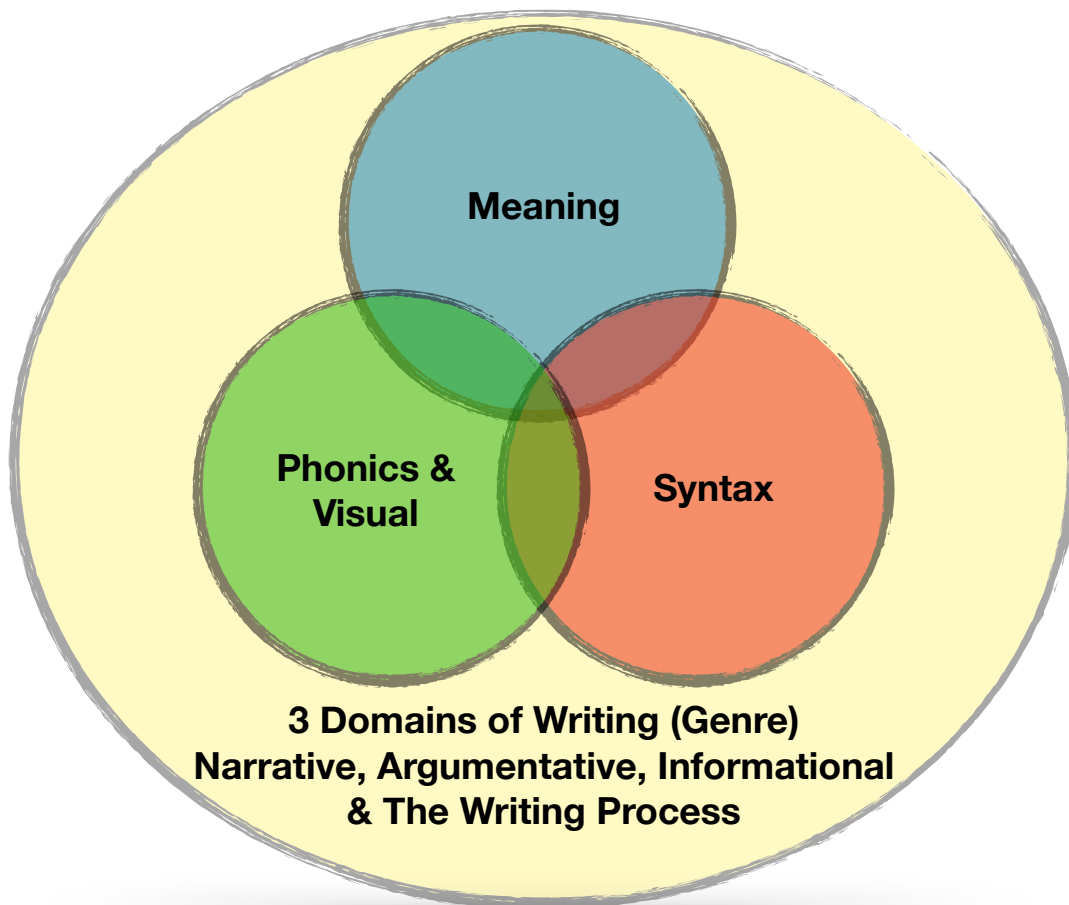
Visual – drawing what we want to write about

Kinesthetic – Acting out the parts of a sentence

Auditory – numerous repetitions of the writing plan

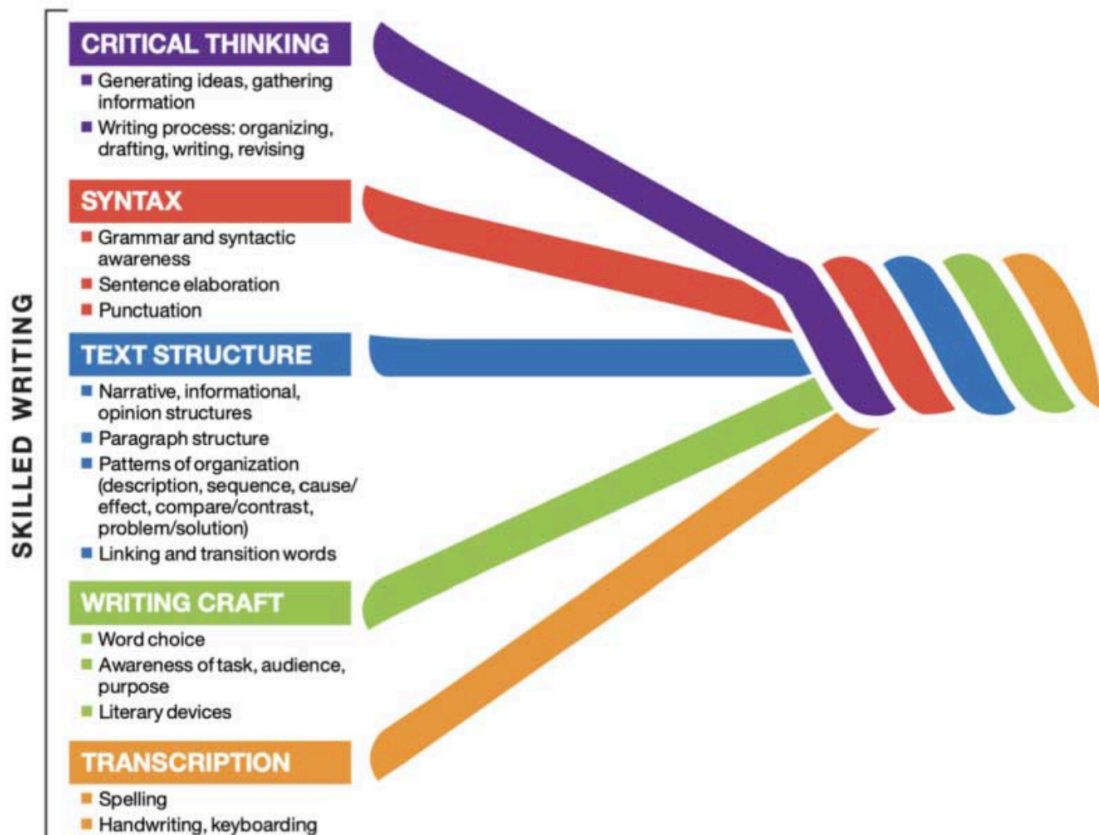
Finally, direct grammar instruction (Van Patten, 1996) is given through focus lessons to help improve sentence fluency, complexity, and length. All students, regardless of their native language background, benefit from these important skills that are directly applied to student writing.

The Monitoring Systems of Writing (Dunn, 2001)



The Writing Rope (Sedita, 2019)

Joan Sedita, the Founder and President of Keys to Literacy, has formulated a model delineating five essential components crucial for proficient writing. Analogous to Scarborough's Reading Rope, which delineates word recognition and language comprehension as interwoven strands crucial for fostering fluent readers, Sedita's Writing Rope delineates the requisite skills for cultivating adept writers.



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Correlating The Monitoring Systems of Writing and The Writing Rope

