



Making Writing Easy with Guided Writing

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NE _ Build & Grow



Agenda

- u Myths about writing
- u Common problems / common solutions
- u Guided writing
- u Lesson walkthrough
- u Wrap up





Myths About Writing

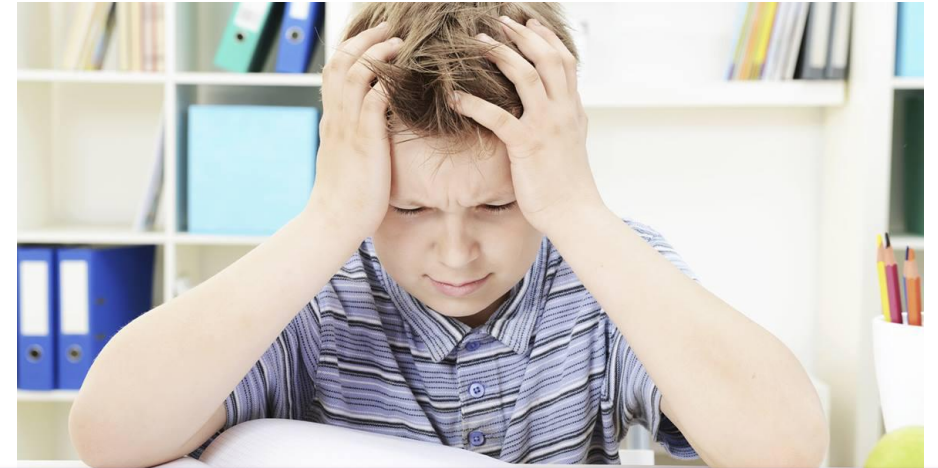
- You can learn writing skills by reading lots of texts.
- Writing often will help you develop good writing skills.
- To write well, you need good ideas before you start.
- Good writing looks the same for everyone.





Common Writing Problems

- v General challenges
 - v Structure / organization
 - v Opening and closing sentences
 - v Tone
 - v Logical progression and flow - “What next?”
- v Writing challenges for ESL learners
 - v Word order in sentences (syntax)
 - v Limited vocabulary
 - v English organizational logic may be different from my L1
 - v Difficulty generalizing rules from spot correction



How can teachers help?



Teaching Writing

- u The writing process
- u Is it useful? Why or why not?





Teaching Writing



What's missing?



Teaching Writing

My Monster

Let me tell you about my monster.
It is tall and thin.
It has one eye, one nose, and two mouths.
It has short arms and long legs.
My monster is happy!



A good model

Why?



Guided Writing

- A way of teaching the writing process using model texts
 - Students analyze the model texts.
 - use the models to learn the rules of good writing
 - Write their own essays following these rules
- Teachers guide students through each step.
 - explain and discuss why each step is important
- Students receive constant feedback and input
 - from the teacher and **each other**





How does guided writing help students?

- u makes each step of the writing process clear and easy to understand
- u gives students the tools they need to write well
- u helps students:
 - u identify good and bad writing
 - u concrete examples vs. abstract explanation
 - u improve weaknesses through constant feedback
 - u visualize their progress across multiple drafts





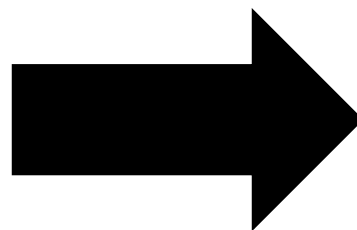
End Result

- Over time, students develop a **schema (mental map)** of what good writing looks like.
- Independently produce good writing





End Result



Independent Writers!



Guided Writing Lesson



4 My Monster

Task Writing a short essay

Get Ready

Look and stick. Then ask and answer.
Which monster is your favorite?



Quiz Who is it? Find and circle.

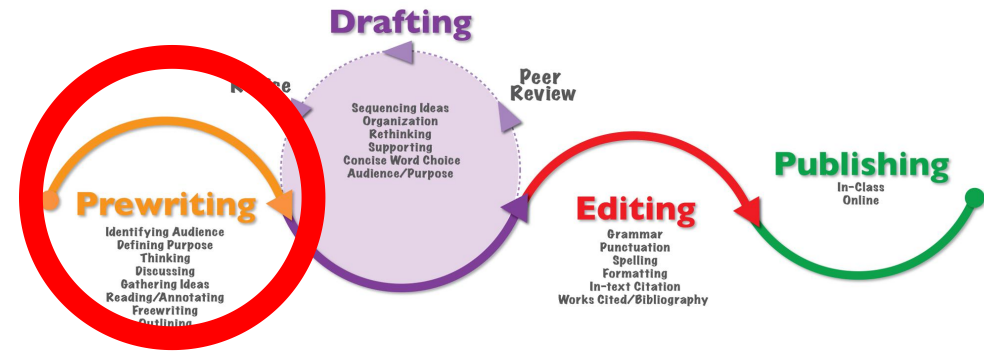


It has one eye, one nose, and two mouths.
It has short arms and long legs.



1. Prewriting

- u Introduce the topic
- u Grab the students' attention
 - u increases students' interest in the writing task
 - u gives them a chance to brainstorm ideas
- u Students practice the language they will need for their writing.
 - u expands students' vocabulary
 - u prepares them to write well



4 My Monster

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Look and stick. Then ask and answer.
Which monster is your favorite?



Quiz Who is it? Find and circle.



It has one eye, one nose, and two mouths.
It has short arms and long legs.

Essay: a piece of writing that gives information about a subject

What are we going to do?
We're going to tell readers about our favorite monster.

Unit 4



My favorite monster is the green monster/one.

It has ...
It has ...

Monster guessing game

It has ...

___ eye(s)

___ nose(s)

and

___ mouth(s)



Physical features

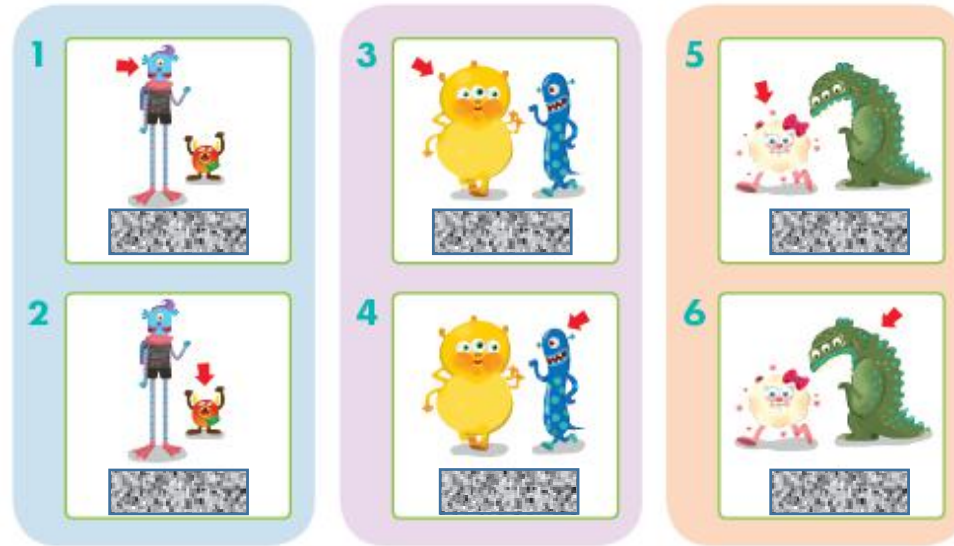
For each picture answer

1. How are they different?
2. Compared to this monster, this other monster is...

Vocabulary



STEP 1 Look and trace.



STEP 2 Complete and write.



Writing game:
Write the word.
Then call it out.



chubby



ugly



short



cute



thin



tall

tall

Recognition game:
Draw the monster.





2. Drafting



- Remember!
 - Composition is a skill that has to be learned, just like grammar, spelling, or punctuation.
- Give examples!
 - Start with a good model.
 - Show bad models to help identify mistakes.
- Scaffolding and modeling must be explained.
 - Not only “Look and do,” but also “What do you see?” and “Why is that good?/Why is that bad?”



Model 1



STEP 1 Read about Emily's imaginary monster.

My Monster

Let me tell you about my monster.
It is tall and thin.
It has one eye, one nose, and two mouths.
It has short arms and long legs.
My monster is happy!



Content Analysis

STEP 2 Circle *Yes* or *No*.

- 1 Emily's monster is thin.
- 2 Emily's monster has two eyes.
- 3 Emily's monster is angry.

<input checked="" type="radio"/> Yes	<input type="radio"/> No
<input type="radio"/> Yes	<input checked="" type="radio"/> No
<input type="radio"/> Yes	<input checked="" type="radio"/> No

Model 1



STEP 1 Read about Emily's imaginary monster.

My Monster

Let me tell you about my monster.

It is tall and [redacted]

It has [redacted] eye, one [redacted], and [redacted] mouths.

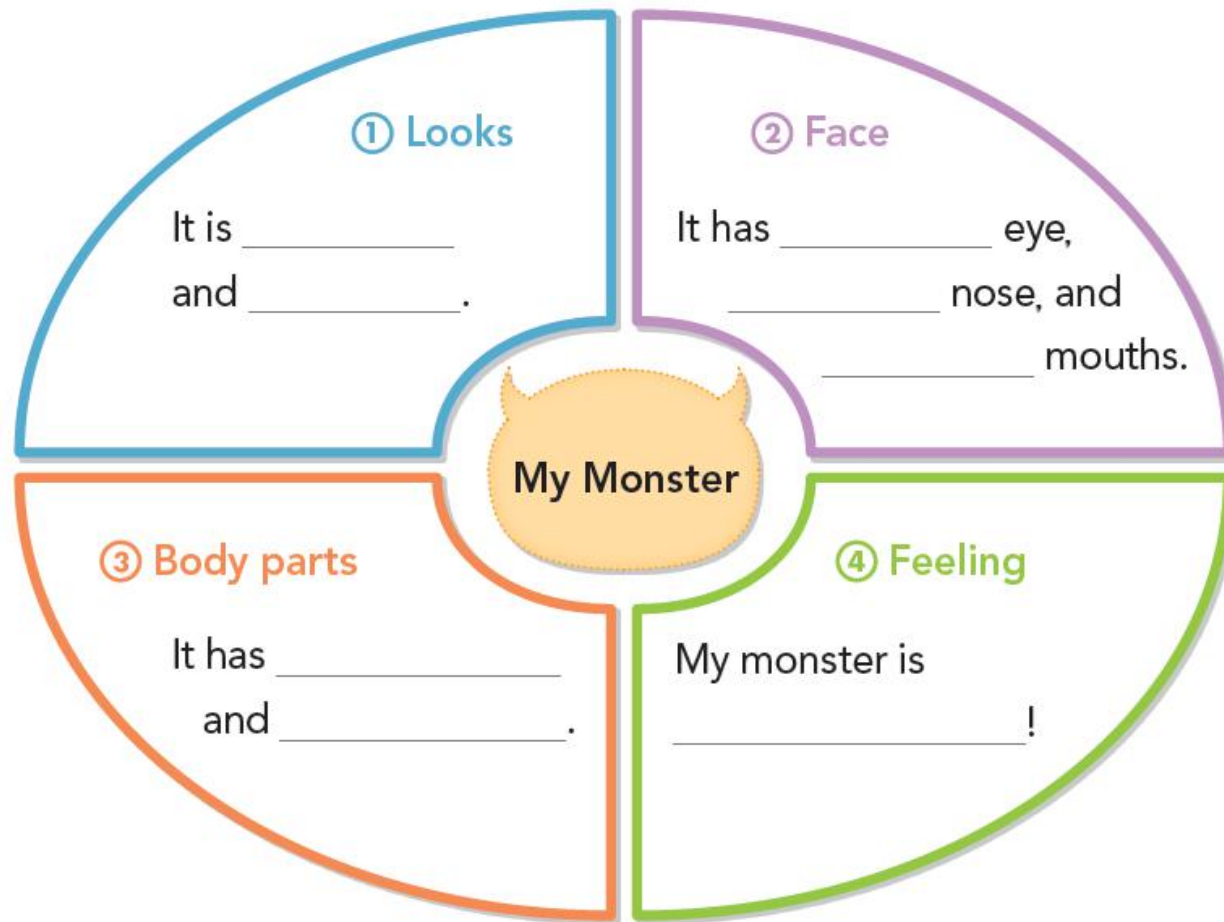
It has [redacted] arms and long [redacted]

My monster is [redacted]!



Structural Analysis

- Explain Organization
- Why do you think the writer made this choice?
- What if the writer did it a different way?



Comma

It has one eye, one nose, and two mouths.





Improve my writing!

My Monster

Let me tell you about my monster.

~~My monster is angry!~~

~~It is thin and chubby.~~

~~It has three eyes one nose and one mouth.~~

It has long arms and short legs.

My Monster

Let me tell you about my monster.

It is short and chubby.

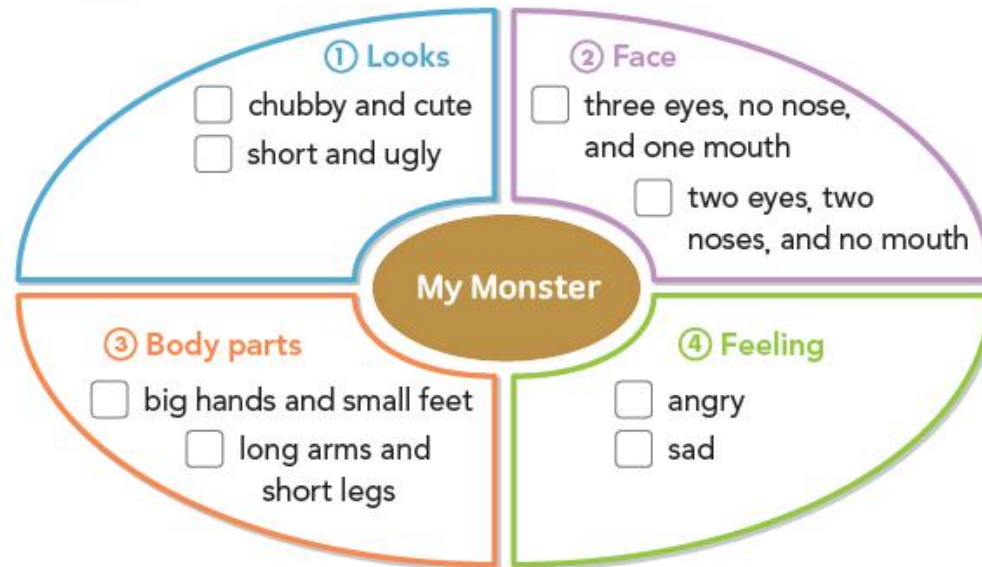
It has three eyes, one nose, and one mouth.

It has long arms and short legs.

My monster is angry!

- The monster' s feelings should go at the end.
- The monster can' t be thin **and** chubby.
- The sentence is missing three commas.

STEP 1 Choose one for each question.



STEP 2 Fill in the blanks.

My Monster

Let me tell you about my monster.

It is ① _____.

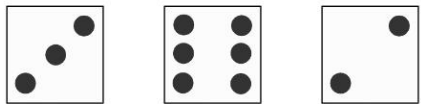
It has ② _____.

It has ③ _____.

My monster is ④ _____!

Dice Roll Sentence Game

1. Assign a die to each body part.
2. Roll three die.
3. Write the sentence.



Ex. It has three eyes, six noses, and two mouths.

A Look and write.

It has **one eye**, **one nose**, and **two mouths**.

1



two eyes / one nose / four mouths



2



three eyes / no nose / one mouth



3



one eye / no nose / three mouths



B Unscramble and write.

It has short arms and long legs.

1



and big feet has It . skinny arms



2



. long arms and It short legs has



3



has . big hands It and small feet



Unscramble Number Game

1. Make 4–6 sentences.
2. Chop each sentence up into 5 segments.
3. Assign a number to each segment at random.
4. Have students write the numbers in the correct order to unscramble the sentence.

A Look and write.

It has **one eye**, **one nose**, and **two mouths**.

1



two eyes / one nose / four mouths



2



three eyes / no nose / one mouth



3



one eye / no nose / three mouths



B Unscramble and write.

It has short arms and long legs.

1



and big feet has It . skinny arms



2



. long arms and It short legs has



3



has . big hands It and small feet



1

2

3

4

5

and short arms

has

It

.

big feet

3

2

5

1

4

1

2

3

4

5

small hands

It

and big feet

has

.

2

4

1

3

5

1

2

3

4

5

has

.

and big legs

skinny arms

It

5

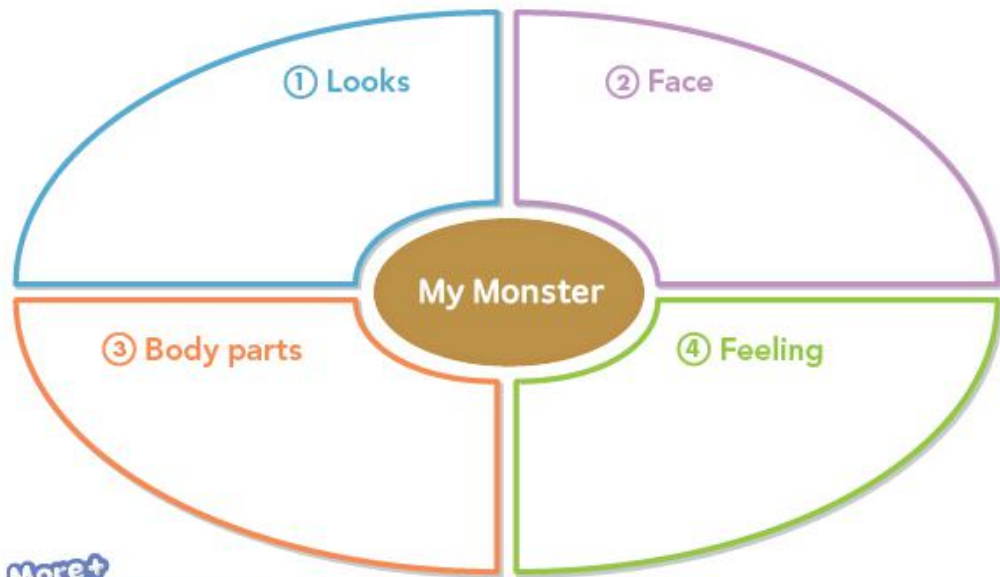
1

4

3

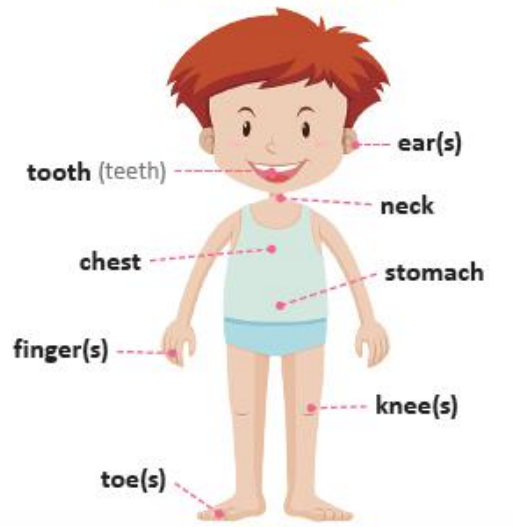
2

STEP 1 Complete the organizer for your essay.



More+ Expressions

Face and Body Parts



STEP 2 Complete your essay.



Let me tell you about my monster.

Looks

It is _____.

Face

It has _____

_____.

Body parts

It has _____.

Feeling

My monster is _____!



Check and Revise

- Commas
- Spelling

After analyzing the model text, brainstorming ideas, and drilling grammar structures, students are ready to write.



3. Editing



- u Students get the opportunity to write both with and without scaffolding.
 - Students practice a variety of writing structures and styles to help absorb the rules of good composition.
- u Teachers should “lean in” wherever necessary and provide strong “feed forward.”
 - teacher should ask leading questions to help guide students in the right direction.
 - Let me tell you about my monster. It is ... and ... It has ...
 - Is your monster tall or short? Is it chubby or thin?
 - It is tall and chubby. It has ... eyes ... nose, and ... mouths.
 - helps remind students to pay careful attention to spelling and punctuation



4 My Monster

When you peer edit, call the **COPS!**



C

Capitalization

- Beginning of sentences
- I, names, titles
- Months, days of the week

O

Overall Look

- Letter spacing
- Neat handwriting
- Complete sentences

P

Punctuation

- End of sentences: . ? !
- Commas: ,
- Apostrophes: '

S

Spelling

- Sound it out
- Use a dictionary



In the physical classroom:
Pair students up and have them analyze each other's work.

In the online classroom:
Give students time to check their own writing using COPS.

Revise & Edit

Rewrite your essay.



Looks

Face

Body parts

Feeling

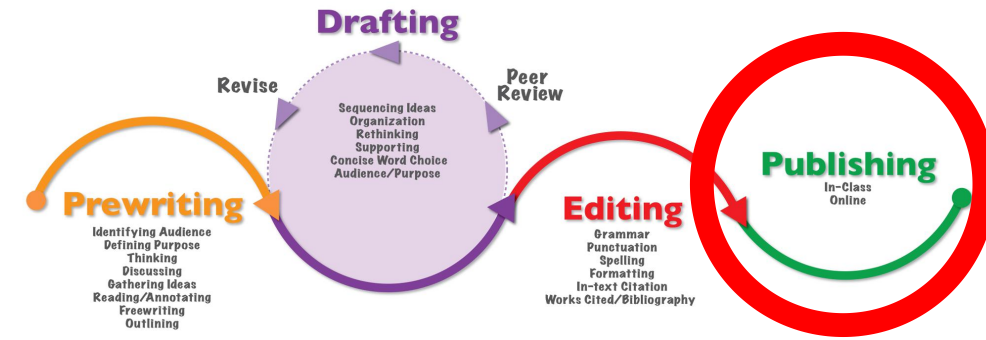
Students get one more chance to put together everything they've learned.

Teachers get one last chance to give constructive feedback.





4. Publishing

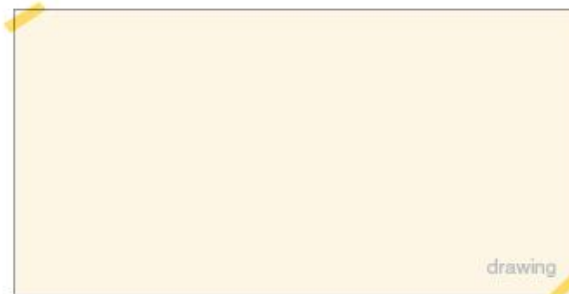
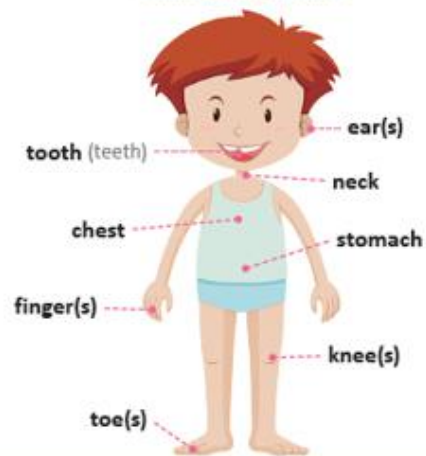


- Young writers need an audience.
- Sharing helps students develop the ability to convey information.
- Students get a general sense of what they should improve by seeing and hearing their classmates' writing.
- ▶ Teachers and students can make suggestions to help improve the writing.



More Expressions

Face and Body Parts



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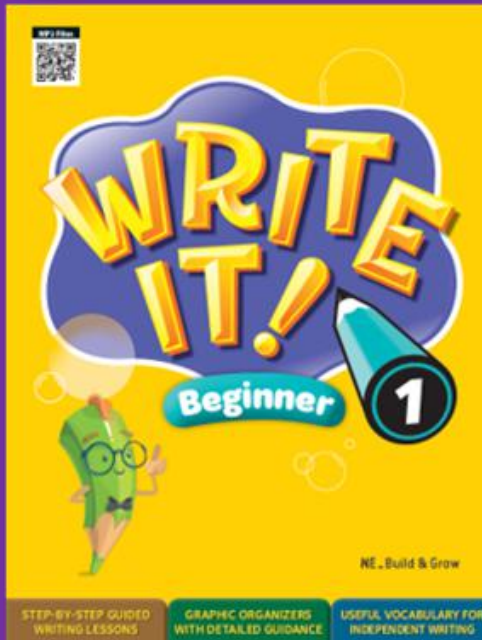




Wrap Up Quiz

1. What are some problems students face when writing?
2. What is the purpose of guided writing?
3. Why do students need both good/bad model texts?
4. How can teachers help students when they are stuck?
5. What should the teacher do at each stage of the writing process?

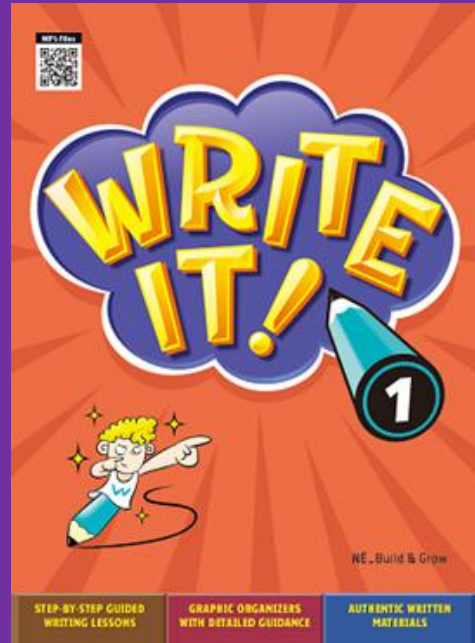
Write It! Series (2020)



Write It! Beginner

1-3

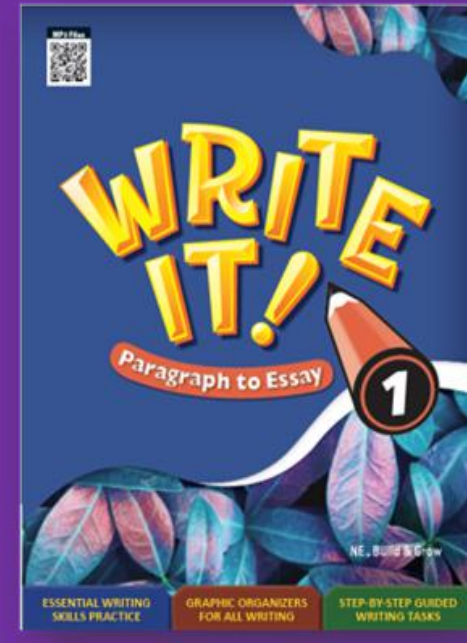
A1



Write It!

1-3

A2



Write It! Paragraph to Essay

1-3

B1-B2



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**Thank
you!**