

LA 6.4 Process Writing and Writer's Workshop



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy and content area subjects. Assessment: 20 pts. TA: 35 Minutes	Teachers can use the writing process with different methods to help further the literacy skills of the ELs.	Teachers have studied different aspects of writing instruction based on the literacy needs of ELs. Now, they will deepen their understanding of the writing process as they compare the methods and teaching practices of four different teachers.

Instructions

- For this learning activity, you will be discussing the different methods the teachers used in process writing, using your notes from HW 5.4 and Wright, pgs. 242-247, 2nd edition/pgs. 252-257, 3rd edition).
- Describe the work of the different teachers you watched (Hilda, Susan, Derek, Jerry).
 - How did their methods teaching process writing differ? How were they similar?
 - How did they use questions in their teaching?
 - How did they use low-stakes writing? (short, informal writing from a few sentences to a few paragraphs in length)
 - How did they make their writing assignments authentic and meaningful?
 - How did they use student interactions?
 - How did they use explicit instruction? Why?
 - What does process writing look like in non-social science/language arts content areas (for example: PE, music, art, counseling, administration, coaching, etc.)
- Make a word art, graphic organizer, or list of definitions and examples of what the writing process looks like in non-social science/language arts content areas (for example: PE, music, art, foreign language, counseling, administration, coaching, etc.)
- Review the writing assignments from your unit plan. Discuss in your group:
 - Do you use the writing process in your unit? If you don't, could you revise what you have to create a writing process? If you do have one, what would you like to include from your learning today?



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