

Framework for Planning Writing Lessons

As you plan or adapt writing lessons that address the CCSS writing standards, you should:

- Decide which writing text type(s) and genre will engage your students, build on prior knowledge, address the standards, and push students to gain new skills and understanding.
- Develop the writing prompt or task, as well as the writing situation (audience, purpose, content, and context).
- Select the CA CCSS for ELA/Literacy writing standards — as well as applicable content-area standards — the lesson will address and determine the focus and supporting standards for the lesson.
- Choose print and digital texts for students to read and research: essays, podcasts, videos, articles, reports, infographics, speeches, etc.
- Determine the instructional purposes for the selected text: to increase knowledge of and provide evidence for the content or issues students will write about, serve as models for the genre they will write, and/or increase their knowledge of academic and rhetorical language.
- Develop a sequence of learning activities to immerse students in the content and issues, the writing genre, and supporting texts.
- Include in the sequence specific instructional steps and strategies for reading and research in order to prepare students for composing — planning, drafting, revising, editing, and publishing.
- Include in the instructional sequence specific support for inquiry and composing — collaboration, academic discourse, and technology.
- Assess student writing and use that information to plan next instructional steps and support for student improvement.

(adapted from Dean, 2008; Derewianka, 1990; Stead, 2002; & Routman, 2005)