



Subject Area: Language Arts (Writing)

Title of Instructional Method, Strategy, or Approach: Guided Writing

Grade Level(s): K-12

Description of Instructional Methods, Strategy, or Approach:

Guided writing is useful for a range of teaching purposes, and is the short-term step between teacher directed and independent writing. This writing strategy is often done as a whole class activity, however, children are working at their own pace with peers and independently composing and editing their work. The teacher will provide the student(s) with prompts or clues for the student(s) to use as a basic framework. It allows the student(s) to consider audience, purpose, topic, selection of text type, etc. when planning their writings. It allows the students to focus on conventions such as spelling, punctuation, standard usage and handwriting. Guided writing is known to help promote critical, creative, and reflective thinking on topics. This approach also allows teachers to see how a student completes their writing piece, which allows them to base their instruction more on the individual needs of their students.

References:

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Glenn, W.J. (2007). Real writers as aware readers: Writing creatively as a means to develop reading skills. *International Reading Association. 10, 10-20.*

Harris, J. D., Ph. D., Perzynki, H., B. A. *The web of writing using reflective writing as a literacy strategy.*

Rickabaugh, Cheryl (1993). The Psychology Portfolio: Promoting Writing and Critical Thinking about Psychology. *Teaching Psychology*. 20, 170-172.

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“How-To” Information:

Guided writing can be used in many different ways. The guided writing approach looks more at building a student(s) writing abilities. This approach will work well in the classroom because it is fun and the student(s) will enjoy exploring the different aspects of writing with the help of the classroom teacher and peers.

With the scaffolding approach, guided writing comes after modeling and before independent writing. In the classroom the teacher will implement “guided writing during a whole-class lesson”. The teacher will work one on one or with a small group and help to guide the student(s) in their writing. For example, if a teacher were to use a weekend web in their classroom. The teacher would first explain what they wanted them to do, which is brainstorm ideas from what they did the past weekend, and then discusses with a peer the topics they wrote and elaborate, and then write a brief piece that incorporates what ever aspect of writing the teacher was focusing on that week.

After the teacher explained/modeled the weekend web the students would then move into guided writing. The students would get into small groups and with the teachers help they would begin to share their work and get feed back from peers and the teacher as well. This allows them to explore their writing more in-depth. While in these groups the teacher would also be able to

work more on helping each individual student with their work because each student is given a chance to share their piece. This allows the teacher to see where that particular student needs more help or direction to be a successful writer.

Implications for Practice:

Guided writing is a good approach to use in classrooms. It allows the student(s) to open their minds to new ideas and issues. Lori Oczkus said that while researching and using guided writing that, “We consistently found that as a result of these guided writing experiences student writing and motivation improved dramatically”. In the classroom, as the students use guided writing throughout the school year, they will be able to generalize the ideas of writing that were prompted and become more independent when it comes to their writing across the curriculum and will have fun doing it.

EIU Candidates:

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