

Writing Fundamentals

K-8

Writing Fundamentals improves students' writing by providing explicit standards-aligned instruction that focuses on why writers write and how writers effectively communicate ideas and information. Writing Fundamentals empowers teachers to establish a predictable classroom routine where students take ownership of their writing, share work with peers, and learn to plan, revise, and edit their writing.

Writing Fundamentals uses quality mentor texts and student exemplars to provide authentic examples of genres and text types; engage students in sustained and thoughtful writing behaviors; create a writing environment that is supportive and collaborative; and develop and strengthen writing as students work through a writing process that reflects the true nature of the act of writing.



GUIDING PRINCIPLES AND BACKGROUND INFORMATION

Writing Fundamentals and the Writing Process

Writing Fundamentals utilizes the writing process as a means to support students in contemplating and developing their ideas, apply powerful revision and editing techniques, and effectively compose their ideas into clear, well thought pieces that demonstrate an awareness of purpose, style, and audience.

Writing Fundamentals provides teachers with all the resources necessary, including interactive read-aloud lessons, mini-lessons, assessments, and rubrics, to routinely guide students through the writing process.

The process approach for teaching writing was developed in the latter part of the twentieth century, primarily from the work of Donald Graves (1983), Donald Murray (1984), Nancie Atwell (1987), and Lucy Calkins (1983, 1986, 1991). Subsequent research in the United States and New Zealand provides further support for the importance of this methodology to improving the quality of writing content, mechanics, and students' view of themselves as capable writers (Elley et al., 1979; Smith & Elley, 1997; Hillocks, 1986). Notably, the process approach for teaching writing is explicitly mentioned in state and national standards and by national organizations that support education and teachers.

Writing Fundamentals and the Writing Process:

The Writing Fundamentals Units of Study provide a whole-class instructional focus on a particular topic, genre, or author, which allows students time to develop a deep understanding, appreciation, and application of what is learned. Each unit also provides a road map for effective writing instruction that supports students as they progress through the stages of the writing process.

Generation	Generating Ideas	Researching	Collecting	Drafting	Revising	Editing	Publishing
1-2 weeks	3-5 days	2-3 days	2-3 days	2-4 days	2-3 days	1-2 days	1-2 days
Read, discuss, and learn from mentor authors and texts.	Write often and write for various purposes.	Find subject to read, gather, and are relevant to the subject and audience.	Research, explore, and gather information about your topic using different sources.	Plan, organize, and compose text.	Revised and craft one piece to fit the genre and purpose.	Use conventions to get meaning across.	Prepare texts for an audience of readers.





IN OUR PRODUCT

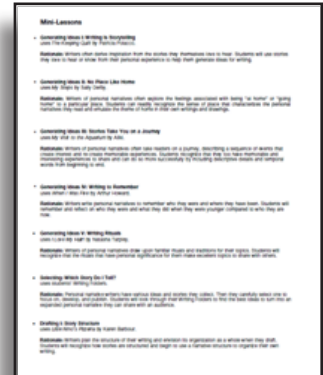
The structure of the writing process approach in Writing Fundamentals is:

Immersion, Generating Ideas, Selecting, Collecting, Drafting, Revising, Editing, Publishing, and Assessment (including multiple performance rubrics and a student self-reflection).

Over the course of repeated 4- to 6-week cycles of instruction (“units of study”), Writing Fundamentals immerses students in a predictable process and routine that fosters understanding of the complexity of the procedural actions in which writers engage as they produce a variety of texts.

Through such extended and recurring practice, students develop a repertoire of skills, strategies, and practices for generating and developing ideas and revising and editing different kinds of texts. Additionally, students develop their own writing identities as they learn to self-reflect and set goals for themselves as writers.

Sample Unit Overview



REFERENCES AND FOUNDATIONAL RESEARCH

Gradual Release of Responsibility Model

- [Effective Use of the Gradual Release of Responsibility Model](#) by Dr. Douglas Fisher
- [Gradual Release of Responsibility Instructional Framework](#) by Nancy Frey and Douglas Fisher
- [The Messy Business of Gradual Release \(GRR\)](#) by Sunday Cummins and Julie Webb

Best Practices in the Teaching of Writing

- [Understanding and Teaching Writing: Guiding Principles](#)
- [Thinking About Process Versus Product: Looking Back and Moving Forward](#)

Utilizing Mentor Texts to Support Writing Instruction

- [Using Mentor Texts to Learn From the Best and Improve Students' Writing](#)
- [How Mentor Texts Provide Valuable Lessons Beyond Writing Instruction](#)

The Efficacy of Talk

- [Metacognitive Talk Guides Students to Discuss Their Thought Processes by Nina Parrish](#)

Conferring and Feedback

- [Three Ways To Make Your Conferring More Effective](#)

Best Practices in the Teaching of Grammar and Conventions

- [Mentor Texts Can Help Kids Grasp Grammar](#)
- [Sentences That Matter, Mentor and Motivate](#)

Importance of Culturally Responsive Teaching and Use of Diverse Texts

- [Using Diverse Books to Support Writing Instruction](#)

Teaching Multilingual Learners

- [Effective Anchor Charts That Support Multilingual Learners](#)
- [Meeting the Needs of English Language Learners](#)



Additional References and Foundational Research

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