

## Writing Protocol

### Lesson of the Day

- Based on the cycle of new teaching and learning, the teacher selects an objective from the curriculum.
- Then, she/he initiates the lesson of the day by explaining the selected objective, giving examples, and modeling its application, if needed.
- The teacher allows the students to practice independently or in groups while providing constructive feedback.
- The teacher allows the students to practice independently to check if they acquired the targeted skill/objective through formative assessment (self-assessment, peer feedback, teacher-led assessment).

### Writing Protocol:

Writing Process	Instructional Practices		
	Shared/Interactive Writing	Guided Writing	Independent Writing
Keynotes	Based on the results of the pre-assessment, the teacher will have the students categorized as beginner, intermediate, proficient, and advanced. Accordingly, she/he chooses the most appropriate instructional practice.		
	<ul style="list-style-type: none"> <li>- If most of the students are beginners and intermediate, the teacher implements shared or interactive writing.</li> <li>- This instructional practice is teacher led and addresses the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- If the levels of the students vary across the four categories, the teacher implements guided writing.</li> <li>- The teacher might distribute students into heterogeneous pairs or groups that include students from different</li> </ul>	<ul style="list-style-type: none"> <li>- For students who are proficient or advanced, the teacher facilitates independent writing.</li> <li>- The teacher provides tools and support as needed.</li> </ul>

		<p>categories (beginner, intermediate, proficient, and advanced) to promote peer learning. The teacher provides support as needed.</p> <ul style="list-style-type: none"> <li>- The teacher might distribute students into homogeneous groups, in which they are grouped based on their levels and common needs. In this case, the proficient and advanced students work independently, while the teacher intervenes to provide support and guidance as needed for the beginner and intermediate students.</li> <li>- The teacher plans for her/his level of intervention at this stage based on each group's needs.</li> </ul>	
<b>Prewriting</b>	<ul style="list-style-type: none"> <li>- The teacher introduces the topic and prompts students to share their ideas as a whole class.</li> <li>- The teacher writes these suggestions on the board and occasionally invites students to participate in writing.</li> <li>- The teacher might use a graphic organizer or mind map at this stage.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher introduces the topic and prompts students to share their ideas within their groups.</li> <li>- The students brainstorm ideas about the topic together and write them down.</li> <li>- The students might use a graphic organizer or mind map at this stage.</li> <li>- The teacher monitors the group work and intervenes to provide support as needed, especially for the beginner and intermediate students.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher shares the prompt and rubric with the students and asks them to work individually.</li> <li>- The teacher shares other related tools as needed (for example: outline table, mind map, graphic organizer, revising and editing checklists, etc.)</li> <li>- The teacher reminds the students to follow the steps of the writing process.</li> </ul>
<b>Drafting</b>	<ul style="list-style-type: none"> <li>- Based on the mind-map/ graphic organizer, the teacher writes relevant sentences about the topic on the board and</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher provides each group with a copy of the rubric or displays it in the print environment.</li> </ul>	

	<p>occasionally invites students to participate in writing.</p> <ul style="list-style-type: none"> <li>- The teacher “thinks aloud”/ encourages students to “think aloud” about the steps to follow while drafting in terms of ideas, sentence structure, paragraph structure, genre-specific characteristics, organization, etc. based on the rubric.</li> </ul>	<ul style="list-style-type: none"> <li>- Based on the mind-map/ graphic organizer, the students write down relevant sentences about the topic within their groups.</li> <li>- While drafting, the students refer to the rubric to make sure they are following the criteria in terms of ideas, sentence structure, paragraph structure, genre-specific characteristics, organization, etc.</li> <li>- The teacher monitors the group work and intervenes to provide support as needed, especially for the beginner and intermediate students.</li> </ul>	
<b>Revising</b>	<ul style="list-style-type: none"> <li>- The teacher displays the genre-specific revising checklist, models using it to revise the first draft, and encourages the students to participate in revising.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher provides each group with a copy of the genre-specific revising checklist or displays it in the print environment.</li> <li>- Students use the checklist to revise their own work or the work of other groups.</li> <li>- The teacher monitors the group work and intervenes to provide support as needed, especially for the beginner and intermediate students.</li> </ul>	
<b>Editing</b>	<ul style="list-style-type: none"> <li>- The teacher displays the editing checklist, models using it to edit the first draft and encourages the students to participate in editing.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher provides each group with a copy of the editing checklist or displays it in the print environment.</li> <li>- Students use the checklist to edit their own work or the work of other groups.</li> </ul>	
<b>Publishing</b>	<ul style="list-style-type: none"> <li>- The teacher discusses with the whole class creative ways to</li> </ul>	<ul style="list-style-type: none"> <li>- The students within each group agree on creative ways to</li> </ul>	

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