Hello, teaching colleagues! You’re looking at a partial version of the “Goal-Setting & Intro to the Seven Elements” PowerPoint I present during my 2- and 3-day professional development workshop: **The Seven Elements of a Differentiated Writing Lesson**. You can purchase all eight PowerPoints used in this workshop at our Teachers Pay Teachers Store. Like this PowerPoint, the materials are all self-paced for independent learning, but they also can be shared whole staff.

During most of June, July, and August, as well as during our district’s Fall and Spring Breaks, I am available to provide this 2- or 3-day workshop for schools or whole districts who wish to hire me as an independent contractor. You may visit my website’s trainer page to see my rates and upcoming availability.

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The 7 Elements of a Differentiated Writing Lesson

Here is my initial goal-setting PowerPoint for teachers and administrators interested in improving writing instruction using differentiated philosophy and techniques.

(Note-takers begin on page 1 of your packet.)
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

• Fact: This workshop will focus on going into depth on seven, research-inspired strategies that can strengthen writing instruction when used effectively.

• Fact: Becoming better at effectively using any of the seven elements is not easy work. It requires diligence. It requires time. Learning will be enhanced by collaboration.

• Fact: Trying to improve on all seven simultaneously is an unrealistic goal. The “Seven Elements” are presented to you as a long-term professional development goal.

• Fact: Many of the “Seven Elements” complement each other; they can be learned about together.

• Fact: You will be asked to commit to studying one, two, or three of the seven as a professional goal during the next school year.
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

Let’s liken this workshop’s goal-setting process to realistic goals students might set with their own writing.

If there are Six Writing Traits...

- Idea Development
- Organization
- Voice
- Conventions
- Word Choice
- Sentence Fluency

This is Alfredo, a 5th grader. With writing skills, he’s pretty competent but not one of your “superstars.” Alfredo likes to write.

...how many (out of six) do you realistically think Alfredo could think about, improve upon, and still learn something about while revising?
Let’s liken this workshop’s goal-setting process to realistic goals students can set with their own writing.

**If there are Six Writing Traits...**

- Idea Development
- Organization
- Voice
- Conventions
- Word Choice
- Sentence Fluency

This is Brooklyn, a 6th grader. With writing skills, she’s gifted, but she’d rather read her independent novel than spend extra time revising.

...how many (out of six) do you realistically think Brooklyn could think about, make choices for, and still learn something about while drafting?

**Essential Questions:** What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?
Let’s liken this workshop’s goal-setting process to realistic goals students can set with their own writing.

Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

If there are Six Writing Traits...

• Idea Development
• Organization
• Voice
• Conventions
• Word Choice
• Sentence Fluency

This is Avery, an 8th grader. With writing, he really struggles and needs one-on-one time. He tries, but conventions frustrate him.

...how many (out of six) do you realistically think Avery could think about, make choices for, and still learn something about while pre-writing?
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

If there are...

The Seven Elements
Skill/Trait Focus
Mentor Text
Graphic Organizer
Student Choice
Teacher/Student
Writing Models
Students Talk about Process
Real Revision

...to choose from...

...and...

...what realistic goal will you set for yourself during this workshop?
How many of the 7 will you commit to study this next year?

...you know you better than I know you...

(your picture here)
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

Before setting a goal, you’ll obviously need to think deeply about the seven elements. Let’s start by asking your opinion (no right answer) about these seven bold statements that I like to make...

**Bold Statement #1:** Without a graphic organizer, most students would not produce writing that is organized?

5 = “I strongly agree.”   3 = “I could go either way.”   1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

My workshop contains research-based materials that show teachers new ways to design graphic or advance organizers that focus students on writing skills found in any set of academic standards!

**Bold Statement #1:** Without a graphic organizer, most students would not produce writing that is organized?

5 = “I strongly agree.”  3 = “I could go either way.”  1 = “I strongly disagree.”
**Essential Questions:** What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

Before setting a goal, you’ll obviously need to think deeply about the seven elements. Let’s start by asking your opinion (no right answer) about these seven bold statements that I like to make...

**Bold Statement #2:** A published model (mentor text) that exemplifies writing skills should always be used when teaching writing?

5 = “I strongly agree.”   3 = “I could go either way.”   1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

My workshop shares the classification system I created for my own library of mentor texts, and we explore just how using a mentor text well can inspire a reluctant writer to try something new!

**Bold Statement #2:** A published model (mentor text) that exemplifies writing skills should always be used when teaching writing?

5 = “I strongly agree.” 3 = “I could go either way.” 1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

Before setting a goal, you’ll obviously need to think deeply about the seven elements. Let’s start by asking your opinion (no right answer) about these seven bold statements that I like to make...

**Bold statement #3:** If students are allowed to talk to each other before, during, and after writing, they will produce better writing.

5 = “I strongly agree.” 3 = “I could go either way.” 1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

My workshop explores resources and techniques for helping students collaborate with each other in meaningful ways before, during, and after the writing process. Student collaboration is an import 21st Century Skill!

Bold statement #3: If students are allowed to talk to each other before, during, and after writing, they will produce better writing.

5 = “I strongly agree.”     3 = “I could go either way.”     1 = “I strongly disagree.”
**Essential Questions:** What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

Before setting a goal, you’ll obviously need to think deeply about the seven elements. Let’s start by asking your opinion (no right answer) about these seven bold statements that I like to make...

**Bold statement #4:** A very specific skill (or writing trait) should be chosen and communicated to students before, during, and after they write.

5 = “I strongly agree.” 3 = “I could go either way.” 1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

My workshop is supported by the research that says writing lessons should be more skill-based and less product-based. Products are assigned, but skills are taught, and I am proud to teach writing, not simply assign it.

**Bold statement #4:** A very specific skill (or writing trait) should be chosen and communicated to students before, during, and after they write.

5 = “I strongly agree.” 3 = “I could go either way.” 1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

Before setting a goal, you’ll obviously need to think deeply about the seven elements. Let’s start by asking your opinion (no right answer) about these seven bold statements that I like to make...

**Bold statement #5:** Before writing, students should meaningfully discuss a teacher and/or student model of the writing they will be doing.

5 = “I strongly agree.”  3 = “I could go either way.”  1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

My workshop explores ways to read student- and teacher-made samples using tools that develop critical thinking. When students can analyze another’s writing for strengths and weaknesses, they can do the same for their own writing.

**Bold statement #5:** Before writing, students should meaningfully discuss a teacher and/or student model of the writing they will be doing.

5 = “I strongly agree.” 3 = “I could go either way.” 1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

Before setting a goal, you’ll obviously need to think deeply about the seven elements. Let’s start by asking your opinion (no right answer) about these seven bold statements that I like to make...

**Bold statement #6:** Students will be more invested in writing assignments if they are allowed to make choices about topics or steps of the process.

5 = “I strongly agree.”  3 = “I could go either way.”  1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

My workshop supports the philosophical element of differentiation that allows students more choices. When students are allowed to make thoughtful choices during the writing process, they will work harder on an assignment.

Bold statement #6: Students will be more invested in writing assignments if they are allowed to make choices about topics or steps of the process.

5 = “I strongly agree.”  3 = “I could go either way.”  1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

Before setting a goal, you’ll obviously need to think deeply about the seven elements. Let’s start by asking your opinion (no right answer) about these seven bold statements that I like to make...

**Bold statement #7:** Revision is the one step of the writing process where students learn the most about what makes quality writing.

5 = “I strongly agree.” 3 = “I could go either way.” 1 = “I strongly disagree.”
Essential Questions: What’s a realistic goal for you? How many of the seven elements could you focus on and still maintain quality instruction while learning?

My workshop explores what revision looks like when it’s done well and when it isn’t done well. When students are truly revising their writing, they are close to the topmost levels of Blooms taxonomy.

Bold statement #7: Revision is the one step of the writing process where students learn the most about what makes quality writing.

5 = “I strongly agree.”  3 = “I could go either way.”  1 = “I strongly disagree.”
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