

Writing Goal Groups Outline:

1. Students will complete the district writing assessment. Teachers will use a writing skills checklist to determine what skills the students need to work on most. —Do this week 1 of ELA.
2. Students will join their class on [quill.org](https://www.quill.org) to get further insight into what skills need improvement in their writing by taking the 22-question entry diagnostic. Teachers will create a class on quill.org (it's free and easy!)—Do this week 1 of ELA. This can be used for Do Nows during the quarter.
3. Students will self-select a writing goal that they want to work on based on teacher feedback. Teachers will create 5 writing goals that students can choose from (these five goals should cover the most common “needs improvement skills” for your class). Example goal: Plot Structure and Development: Using mentor texts (examples), graphic organizers, peer feedback, and editing authors will understand, creatively utilize, and recreate plot structures frequently found in Science Fiction and Fantasy stories.
4. Set your schedule! Here is my example:

Thursday W!	Students will be put into groups with other students who have chosen their same writing goal. Groups will review the goal and make sure each member understands what they are working towards. Groups will sign the group agreement form and look over the six-week schedule.
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Thursday W.2	Students will view a mentor text that accomplish their writing goal successfully. As they read these texts in their group they will analyze and dissect how the author accomplishes this goal and how they can incorporate those techniques in their own writing. They will then go back to one of their pieces of writing and edit it in order to successfully incorporate these techniques.
Thursday W.3	Students will do a hands-on activity to reinforce what they have learned so far. Some groups will meet with teacher in small group for 15-minute mini-lesson example.
Thursday W.4	Teacher will review how to give constructive writing feedback and how to accept feedback on your writing. Students will share their writing within their groups and provide feedback specific to their goal. Some groups will meet with teacher in small group for 15-minute mini-lesson example.
Thursday W.5	Students will work on their lesson that they will teach to the class on their goal. The lesson must include: <ul style="list-style-type: none"> -A power point with examples, and explanations -An anchor chart poster -Be no more than 15 minutes long -Every member must contribute and speak.
Thursday W.6	Students will present their 15-minute mini-lessons. Teacher will assess if students met their goals based on how well they can teach about it as well as their work during the six-weeks.