



ONLINE TEACHING ROUTINE: WRITING

Before Class

- **Connect with students** by sending them a message or short video with instructions to:
 - **review** the unit's vocabulary and grammar.
 - **preview** the lesson by reading the writing model in their **Student's Book**.

In Class

- **Build community.** Allow time for students to **greet** you and one another. Have them **share** any news since the previous class.
- **Mute** all students before beginning instruction. **Unmute** as needed throughout the class.
- **Display** the writing model on the **CPT** (:).
- Have students **open** their **Student' Book** to the writing model. **Reread** the model together as a class, paying special attention to the writing focus.
- Use the **highlight tool**, **pencil tool**, or **zoom feature** to highlight paragraph style, transition words, or other features of the writing model on the **CPT**.
- **Read** and **discuss** the **writing prompt**.
- Give students time to **plan** their writing. Have them **brainstorm** topics, examples, and any focused language that should be included in their writing. If appropriate, give students **graphic organizers** to organize their thoughts. Mute all students during planning. Make yourself available via chat.
- Be sure to have students **take a short brain break** at some point during the class. Play a song, game, or video to get students up and moving for around one minute.

Wrap Up

- Assign pairs for **collaboration** and **peer-editing** outside of class. **Summarize** the elements they need to include for the writing focus. **Clarify** the process of writing and editing to be done outside of class.
- **Build community.** End the class by unmuting students and having them **say goodbye** to one another and to you. Invite them to **share** any exciting plans they have between now and the next class.
- Ask students to prepare for the next lesson and preview the next page in the Student's Book.

After Class

- Have students write a **first draft**. Use **sentence frames** for students who need more support.
- Have students **review and revise** this draft for organization and content. Then, have them send it to their partner via email or the online classroom.
- Have students **connect** with their partner using videoconferencing or telephone to **give feedback**.
- Have students **revise** their draft based on their partner's feedback. Then have them email you the final copy or post it to the class's website.

Follow Up: Publish

- Allow time in a subsequent lesson for students to **share** their work. Have other students **ask and answer questions** about their writing.
- **Publish** students' work in your online classroom.