

# Instructional Strategies for Writing and Drawing



Writing and Drawing Strategies	Observations
1. <b>Audience and Purpose:</b> Introduce a specific audience and consider the purpose for the writing and drawing.	
2. <b>Choice:</b> Provide students with opportunities to make personal choices about what or how to write or draw.	
3. <b>Characteristics:</b> Discuss or identify characteristics/structure of a specific form of writing or drawing (e.g. an argument includes CER).	
4. <b>Talk out loud:</b> Have students say out loud their ideas before writing and drawing (either to themselves or others).	
5. <b>Evaluate Examples:</b> Examine examples (student generated or provided) to jointly establish an understanding of key characteristics, identify similarities & differences or evaluate strengths & weaknesses.	
6. <b>Select from options.</b> Provide different options (e.g. different claims, different ways to draw part of a model) and ask students to select the best option to use in their writing or drawing.	
7. <b>Graphic Organizer:</b> Use a graphic organizer or template to help students organize their ideas to inform their writing or drawing.	
8. <b>Sentence Stems/Image Starters:</b> Provide sentence stems or image starters to help students start writing and drawing.	
9. <b>Checklist:</b> Have students use a checklist to determine whether the goals were met in writing or drawing.	
10. <b>Work together:</b> Have students work together to plan and to engage in writing or drawing (e.g. small group model).	
11. <b>Self-evaluate:</b> Have students self-evaluate and/or revise their writing and drawing with specific goals or questions.	
12. <b>Provide feedback.</b> Teachers or peers provide specific feedback including strengths in writing and drawing to support revision.	

Strategies adapted from Graham, MacArthur & Hebert (2019). *Best Practices in Writing Instruction*. New York, NY: The Guildford Press.



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