

Everybody Writes

Action Step

Why	<p>"One of our most important goals as teachers is to cause students to do as much of the cognitive work- the writing, the thinking, the analyzing, the talking - as possible." -Doug Lemov, <i>Teach Like a Champion</i></p> <p>Teaching students how to think critically is an abstract concept. Carving out time and space in each lesson to shift the cognitive heavy lifting onto students helps them build and flex their critical thinking muscles.</p>
Action Step	<p>What:</p> <p>Instructional staff will use Everybody Writes in every ELA lesson in order to increase the student academic lift.</p>
Break It Down	<p>How:</p> <ul style="list-style-type: none">❑ During Intellectual Prep,; teacher selects CFU point in their lesson to use "Everybody Writes" and creates an exemplar for the ideal written response❑ During the lesson, teacher implements the following Sequence:<ul style="list-style-type: none">❑ Teacher poses a question about the literature❑ Students write for a period of time (Work the Clock- max 5 min)❑ Students discuss their responses (max 3 min) while Teacher listens and encourages use of Habits of Discussion (HOD)❑ Teacher stamps the exemplar answer❑ Students review/revise using what they learned from peer discussion (2 min)
Teacher Stems	<ul style="list-style-type: none">● Let's read our writing prompt chorally. Ready, set, read...● You have 5 minutes (set clock) to respond in full RACE to the prompt. Ready, begin.● I saw some really great thoughts. Let's do a Turn and Talk and share our work with our partners. Partner A goes first. Pair... Share...● Class, track the screen. I took a screenshot of ____:s response. What makes this an ideal RACE response based on the prompt?● You have 2 minutes to revise your work using our analysis of the ideal answer.
Learning Resources	<p>Everybody Writes PD Everybody Writes Uncommon Video <i>Teach Like a Champion Field Guide</i>, Everybody Writes: pp. 385-393</p>