

Instructional Strategies for Writing and Drawing



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