

# FIRST 30 DAYS OF FIRST AUTHOR LESSONS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>DAY 1</b> Author Time	<b>DAY 2</b> Author Time Schedule	<b>DAY 3</b> Author's Chair #1  Do you have baseline writing samples from ALL your students?	<b>DAY 4</b> Author's Chair #2	<b>DAY 5</b> Author's Chair
<b>DAY 6</b> Brainstorming Topics #1	<b>DAY 7</b> Brainstorming Topics #2	<b>DAY 8</b> Brainstorming Topics #3	<b>DAY 9</b> Places to Get Topics #1	<b>DAY 10</b> Author's Chair
<b>DAY 11</b> Places to Get Topics #2	<b>DAY 12</b> Author's Conference	<b>DAY 13</b> Author's Toolkit #1	<b>DAY 14</b> Author's Toolkit #2	<b>DAY 15</b> Author's Chair
<b>DAY 16</b> The Talking Stick	<b>DAY 17</b> Author's Chair—Listening Rules #1	<b>DAY 18</b> Author's Chair—Listening Rules #2	<b>DAY 19</b> Author's Chair—Speaking Rules #1	<b>DAY 20</b> Author's Chair
<b>DAY 21</b> Author's Chair—Speaking Rules #1	<b>DAY 22</b> Giving Feedback—Ways to Praise	<b>DAY 23</b> Giving Feedback—Make a Comment	<b>DAY 24</b> Giving Feedback—Tell Why You Liked It	<b>DAY 25</b> Author's Chair
<b>DAY 26</b> Say More	<b>DAY 27</b> Fearless Speller #1	<b>DAY 28</b> Fearless Speller #2	<b>DAY 29</b> How We Write	<b>DAY 30</b> Author's Chair

## ASSIGN ROLES TO SUPPORT STAFF



As you add daily writing into your classroom, make the process manageable and fun by drawing in partners who can help students with ease of access to communication and writing. Assign adult roles beforehand so that all components of writing instructional time are provided as a smooth orchestration.

### **Paraprofessional**

Paraprofessionals play a critical role in student engagement and involvement.

### **Support Classroom Routines**

- Manage the distribution of the Talking Stick to students
- Hand out Tip Sheets and add them to their Author's Toolkit

- Refer to posters
- Provide physical cues (i.e., finger point) to students, showing key content on the Tip Sheet being discussed by the teacher
- Support individual students who need additional assistance or specialized tools
- Work to teach students to become independent users of their technology

### **Engage Students**

- It is critical that every student is actively engaged at all times
- Record tallies for the students' votes
- Have students share their answers with their neighbors first
- Use a gesture to cue a student to raise his or her hand
- Provide a verbal reminder to use eye contact

## Speech-Language Pathologist

Because the *First Author Writing Curriculum* provides students authentic opportunities for language, communication and writing, the speech-language pathologist can be a valuable partner. Here are some examples of ways your SLP can help target speaking, listening, and writing in your classroom—

- Assess student language, communication and writing abilities and identify core areas of need
- Collaborate to identify Individual Education Plan (IEP) goals for speaking, listening, and writing
- Work with the teacher to select First Author Lessons that enhance written language and communication
- Co-teach First Author Lessons
- Assist during instructional time by providing verbal and physical cues that optimize written and spoken communication
- Partner to identify and obtain materials for students (e.g., writing topic photo images)
- Identify students with complex communication needs who need Augmentative and Alternative Communication (AAC) tools or Speech Generating Devices (SGDs)
- Assist students with physical access to communication and writing tools during instructional time and ensure that ease of communication is maximized
- Assist in collecting data and analyzing and interpreting outcomes for progress monitoring



## Occupational Therapist

Make sure every student has a “pencil” and becomes a fluent writer with their “pencil.” This is often referred to as an “alternate pencil” (The Center for Literacy and Disability Studies, University of North Carolina–Chapel Hill). The important element is that students are able to fluently write and express themselves. Continue to improve writing fluency by either accommodating the student with tools such as pencil grips, alternate keyboards, partner assisted scanning or word prediction, also determine student’s most fluent mode of access.

- Determine the best mode of writing for all students (handwriting, keyboarding, or partner-assisted scanning)
- Train staff and students on their best writing modes
- Ensure that the classroom is set up and ready for the student to use their preferred mode
- Make adjustments to writing software tools and computers for appropriate access
- For students who are non-verbal, support physical access to communication using no-tech or Speech Generating Devices (SGDs)
- For some students, continue to work on handwriting for fluency separately
- This fine motor should not replace writing instructional time or independent Writing Time
- Document and examine data on writing fluency and writing production. Using this data, make changes as needed for individual students

### Important!

### Successful Strategies for Adults Tip Sheets

To provide consistent instructional scaffolds, target individual learning goals, and help optimize student performance, use the **Successful Strategies for Adults Tip Sheets** (located in your Teacher Tools folder and on the Teacher Resource USB drive) for adults working in your classroom. Each Tip Sheet identifies the instructional goals and provides step-by-step tips for helping students achieve those goals.



## SET WRITING GOALS WITH STUDENTS

Create writing goals collaboratively with each student by the end of the first 30 days. Post them prominently in his or her Author's Toolkit and support the student to self-reflect on the achievement of his or her goals once a week.

If the student is unable to collaborate in goal setting, use student-friendly word choices and post them in their Author's Toolkit. Provide positive verbal feedback and praise to all students, reinforcing when they have met or exceeded their goals!



### QUICK Tip

Meta-analysis research on best practices of writing instruction found that students make increased gains in writing when they have explicit goals. These gains are even greater when students are part of goal selection (Graham, Kiuahara, McKeown, & Harris, 2012).

In the *Writing Lab Approach* (Nelson, Bahr, & Van Meter, 2004), the authors describe how educators can use assessment results to help students set goals in their own language, with adult guidance. This collaborative approach fosters student ownership of learning goals.

An educator working with an individual student to help establish writing goals begins the conversation by saying "I've been looking at your writing. I've got some ideas to help you get better. I think a good goal for you would be to \_\_\_\_\_."

The next step involves negotiating and collaborating to help the student put the goal into his or her own language. Write 1-3 simple goals together with the student. Post them prominently (e.g., in the Author's Toolkit) and remind students about their goals during writing instructional time. Simple goal examples include—

- I will write in sentences.
- I will write about one topic.
- I will write new kinds of writing.
- I will write at least five sentences.
- I will write in paragraphs.
- I will write about new topics.

Expand on this collaborative goal setting by identifying speaking and listening as well as language goals together with the student. For example—

- I will raise my hand to take a turn.
- I will use eye contact when I talk with others.
- I will make a comment to an author.
- I will tell why I like a classmate's writing.
- I will make only three comments to an Author.
- I will make comments about the Author's writing topic.