Modeling: Student Examples
WHOLE-CLASS INSTRUCTIONAL STRATEGY

The Basics
- **What?** Using student writing to model expectations for a particular task
- **When?** After reading a text and before independent student writing, or for revision of student writing between drafting and publishing
- **Why?** Provides a model that demonstrates writing that meets and does not meet expectations

Student Outcomes
This strategy helps students understand the expectations for a written task, refine their writing about texts, and improve their language skills, including using standard English grammar, usage, conventions, and vocabulary in writing.

How to Implement
1. Select or create a writing prompt or task in response to text(s).
2. Determine no more than two writing skills or traits, which have been the focus of instruction leading up to the writing task (e.g., writing an introduction, developing a thesis/claim, organizing a paragraph or essay, maintaining a formal style, creating coherent writing, incorporating grade-level vocabulary, using transition words, using relevant evidence, addressing a counterclaim, varying syntax, etc.)
3. Develop expectations for the writing task based on the grade-level standards and include the identified writing skills or traits. *This can take the form of a writing rubric.*
4. Select or create responses to the writing prompt or task that represent a range of ability with the identified writing skills or traits. *Note: These should be anonymous and from a previous school year or a different class so as not to embarrass students.*
5. Have students read an exemplary response (one that shows strong ability with the identified writing skills or traits) and discuss the qualities of the response that make it strong, focusing on the identified writing skills or traits.
6. Ask students to read the additional responses and evaluate their quality based on the provided expectations and exemplary response.
7. After reading, have students discuss the responses and how they could be improved.
8. Then have students complete the writing task incorporating the skill or trait examined.
9. Monitor and provide descriptive feedback and support as students work.

Resources for Additional Information
- [Research](#) that includes the study of models as an effective strategy to improve writing in grades 4-12 from the Solution Tree blog
- [Example](#) of how to use in lessons