

# Writing Instruction One



As I mentioned in the previous teaching tip, there isn't a golden rule in teaching. You'll need to try many different techniques with your students. As effective teachers, we have to constantly stay on our toes, ready for the inevitable changes in our class environment. Flexibility is truly one of the most important traits of an effective teacher.



- **Teach your students the different types of text.** (narrative, informative, persuasive, expository, etc) With the types of texts or genres in mind, they can begin to understand the different tones, contexts, and language forms needed.
- **Encourage reading in the classroom and at home.** This is a crucial step to developing writing skills as it helps students hear what sounds "right." To become good writers, our students need to read, read, read, and read.
- **Give your students writing assignments where they see the purpose and how it can affect their lives.** For example, they can write to their teacher expressing the need to have fewer homework assignments. This puts a more meaningful purpose behind their writing. Students will be more invested in writing if they can relate to it.
- **Encourage students to keep a diary.** Keeping a journal can help our students with grammar retention, self-reflection, and critical thinking skills, all of which are important for writing development.
- **Have them read aloud.** This helps them understand sentence structure and can help them think more deeply about the text.
- **Provide sentence starters to improve writing flow and readability.** Sentence starters' absence can make text stiff and difficult to understand, potentially discouraging readers. Some examples of sentence starters are: "The chair in our classroom is...", "I like to sit on a chair when I...", "There are many different kinds of chairs, like..."
- **Cooperative writing can help students on their writing journey.** Collaborative writing can give students the opportunity to experience new ways of brainstorming, learn new vocabulary, and review practical writing skills. Moreover, depending on how you build the teams, you can achieve different academic outcomes. For example, if you place a struggling student with a high-performing student, the struggling student can learn new grammar while the high-performing student can review. If you make a group with two high-performing students, they can work on including stronger vocabulary and more interesting sentence structure. A group of two low-performing students, with the guidance of the teacher, can learn in a safe space without judgment.