

EXPLICIT WRITING INSTRUCTION

SUMMER PLANNER

2026/2027 School Year



Planned by:

SUMMER PLANNER

2026/2027 School Year

The EWI Summer Planner moves through the full school year, unit-by-unit, giving you the time and structure to fully understand the core components of Explicit Writing Instruction before you teach it.

THE PLAN

This guide is built around the **Explicit Writing Kickstarter Kit**, TTND's foundational planning resource for implementing a full year of structured writing instruction. The EWKK isn't a collection of activities. It's a logical sequence of instruction: sentence-level writing first, paragraph instruction second, essay instruction third. Every decision in this guide follows that sequence, and every week builds on the one before it.



THE TIMELINE

During Week 1, we'll take a high-level view of Explicit Writing Instruction to really get a feel of what it is, and most importantly, what it's not. Weeks 2 through 8 are planning weeks. Each one is focused on a specific unit, we'll review the materials, work through a set of planning questions, and complete a short checklist. Week 9 is prep week: printing, organizing, setting up your grade book, and planning parent communication before the year begins.

THE GOAL

By Week 9, you'll have a mapped school-year calendar with your writing sequence overlaid on your actual instructional dates. You'll know which units require the heaviest lift, where your students are likely to struggle, and what you need to have in place before you teach the first lesson. You'll have your materials printed, your rubrics ready, and your classroom set up to support structured writing instruction from September through June. Most teachers figure all of this out as they go, under major pressure, while they're also teaching. But you? You'll be smooth sailing during the school year.

THE RULES: Plan the weeks in order. The sequence in this planner mirrors the sequence you'll teach. Each unit depends on the foundational skills that come before it.

June 15th – June 19th

Week	Focus Area	Weekly Goals	Key Considerations	✓ Checklist	Your Notes
1	<p>Explicit Writing Kickstarter Kit (EWKK)</p> <p>EWKK's Year-At-A-Glance</p>	<ul style="list-style-type: none"> Establish a clear model of the full instructional year before the school year begins. Understand the EWI progression of foundational sentence level, paragraph units, and genres. Identify core components of EWI, what it is, and what it's not. 	<ul style="list-style-type: none"> What does my actual school year calendar look like? When are testing windows, benchmark weeks, and conferences? (<i>Plan, even if approximate. You can always adjust later.</i>) Can I articulate WHY the sequence runs sentence → paragraph → essay to a colleague or administrator? Where do I currently begin writing instruction, and how does that compare to TTND's Explicit Writing entry point? What does the pacing guide tell me about how much time each program phase requires, and does my calendar support that? 	<ul style="list-style-type: none"> Watch this week's Summer Planning video out June 15 Read the full 2026/2027 At-A-Glance calendar Open school calendar alongside the Year-at-a-Glance, note differences Mark high-pressure weeks (testing, conferences, breaks) Note your current writing sequence, its progression, and how TTND's EWI sequence differs 	

Resources we'll be referencing this week:

TTND

Week	Date	Writing Program	Unit
1	Sept 5 - 11	Sentence Writing	Unit 1: Sentence Structure
2	Sept 14 - 18	Sentence Writing	Unit 2: Sentences, Fragments, and Run-ons
3	Sept 21 - 25	Sentence Writing	Unit 3: Combining Sentences
4	Sept 28 - Oct 2	Sentence Writing	Unit 4: Expanding Sentences
5	Oct 5 - 9	Paragraph Writing	Unit 1: Understanding Paragraph Structure & Organization
6	Oct 12 - 16	Paragraph Writing	Unit 2: Topic Sentences (Indigenous Peoples' Day)
7	Oct 19 - 23	Paragraph Writing	Unit 3: Supporting Ideas
8	Oct 26 - 30	Paragraph Writing	Unit 4: Details
9	Nov 2 - 6	Paragraph Writing	Unit 5: Transitions
10	Nov 9 - 13	Paragraph Writing	Unit 6: Conclusion Sentences
11	Nov 16 - 20	Paragraph Writing	Unit 7: Writing Process + Summative Writing Project
12	Nov 23 - 27	Thanksgiving	➔ No Instruction (Aligned with Thanksgiving Week)
13	Nov 30 - Dec 4	Informational Essay	Unit 1: Introductory Paragraph
14	Dec 7 - 11	Informational Essay	Unit 2: Body Paragraphs
15	Dec 14 - 18	Informational Essay	Unit 3: Conclusion Paragraph
16	Dec 21 - Jan 1	Winter Break	➔ No Instruction (Aligned with 2 Week Break)
17	Jan 4 - 8	Informational Essay	Unit 4: Drafting an Informational Essay
18	Jan 11 - 15	Informational Essay	Unit 5: Finalizing the Summative Informational Essay
19	Jan 18 - 22	Opinion Essay	Unit 1: Introductory Paragraph (MTJ Jr. Day = short week)
20	Jan 25 - 29	Opinion Essay	Unit 2: Body Paragraphs
21	Feb 1 - 5	Opinion Essay	Unit 3: Conclusion Paragraph
22	Feb 8 - 12	Opinion Essay	Unit 4: Drafting an Opinion Essay
23	Feb 15 - 19	Opinion Essay	Unit 5: Finalizing the Summative Opinion Essay
24	Mar 1 - 5	Fictional Narrative	Week 1: Teach Fictional Narrative
25	Mar 8 - 12	Fictional Narrative	Week 2: Teach Fictional Narrative
26	Mar 15 - 19	Fictional Narrative	Week 3: Finalize Fictional Narrative Essay
27	Mar 22 - 26	Personal Narrative	Week 1: Teach Personal Narrative
28	Mar 29 - Apr 2	Personal Narrative	➔ No Instruction (Aligned with Easter Weekend)
29	Apr 5 - 9	Personal Narrative	Week 2: Teach Personal Narrative
30	Apr 12 - 16	Personal Narrative	Week 3: Finalize Personal Narrative Essay
31	Apr 19 - 23	End-of-Year Projects	EOY Project Begins
32	Apr 26 - 30	End-of-Year Projects	Project Work + Final Drafts
33	May 3 - 7	End-of-Year Projects	Student Conferences + Publishing
34	May 10 - 14	End-of-Year Projects	Celebration + Reflection
35	May 17 - 20	Flexible Week	➔ Catch-Up / Extension
36	May 24 - 28	Flexible Week	➔ Catch-Up / Extension

EXPLICIT WRITING KICKSTARTER KIT

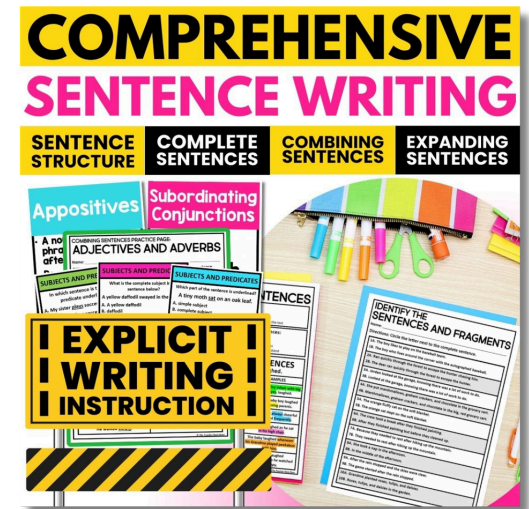
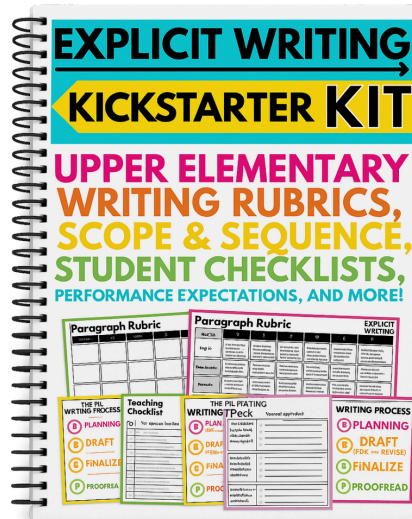
UPPER ELEMENTARY WRITING RUBRICS, SCOPE & SEQUENCE, STUDENT CHECKLISTS, PERFORMANCE EXPECTATIONS, AND MORE!

Includes: Paragraph Rubric, Teaching Checklist, The FL Writing Process, The FL Writing Peck, and Writing Process.

June 22nd – June 26th

Week	Focus Area	Weekly Goals	Key Considerations	✓ Checklist	Your Notes
2	<p>Comprehensive Sentence Writing Program</p> <p>Unit 1: Sentence Basics</p> <p>Unit 2: Complete Sentences, Fragments, and Run-ons</p>	<ul style="list-style-type: none"> Understand why sentence-level instruction is the non-negotiable entry point for EWI Learn to distinguish complete sentences from fragments and run-ons, and how to teach that distinction explicitly at your grade level. Recognize what's at risk when sentence instruction is rushed or skipped. Identify where your grade level typically struggles with sentence writing 	<ul style="list-style-type: none"> What does a complete sentence look like at my grade level? What do my students typically produce in September? What are the most common sentence-level errors in my class: fragments, run-ons, or both? Which unit will do the most work? Can I deliver both units at a strong instructional pace in 15–25 minutes per day? Practice that sequence mentally and create your writing block routine Sentence stamina starts here. Can I articulate that connection to students and parents? 	<ul style="list-style-type: none"> Watch this week's Summer Planning video out June 22 Read Unit 1 Teacher Notes Review Unit 1 Activities Read Unit 2 Teacher Notes Review Unit 2 Activities Note any materials you'll need to print or prep for Units 1 & 2 Decide where you'll store student work Determine instructional routines, which will be important in the beginning of the year 	

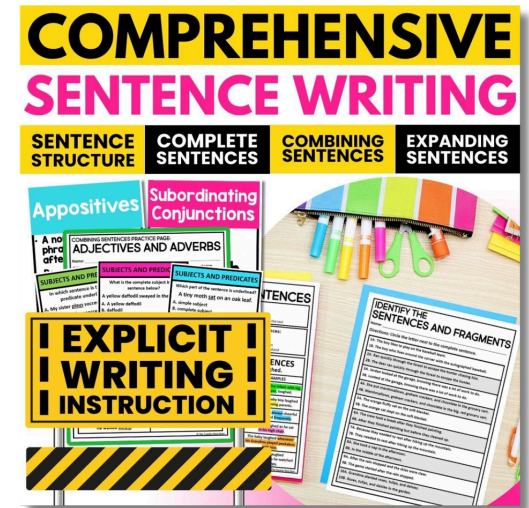
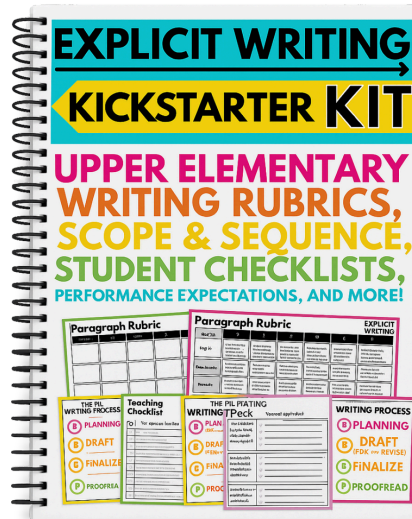
Resources we'll be referencing this week:



June 29th – July 3rd

Week	Focus Area	Weekly Goals	Key Considerations	✓ Checklist	Your Notes
3	<p>Comprehensive Sentence Writing Program</p> <p>Unit 3: Combining Sentences</p> <p>Unit 4: Expanding Sentences</p>	<ul style="list-style-type: none"> Understand how combining sentences using compound elements, conjunctions (coordinating and subordinating), relative pronouns, and appositives builds sentence complexity. Learn how expanding sentences with adjectives, adverbs, prepositional phrases, subordinate clauses, and appositives develops the syntactic flexibility students need for grade level appropriate paragraph-level writing. Recognize that Units 3 and 4 are the bridge between basic sentence control and multi-sentence paragraph construction, skipping can cause gaps that shows up in student writing for the remainder of the year or until they're addressed through intervention. 	<ul style="list-style-type: none"> How will I ensure that my students be building sentence automaticity? What grade-level sentence standard am I setting, and am I prepared to hold it before moving to paragraphs? When students can combine and expand sentences without prompting, they enter paragraph writing with one less thing to manage. Do I understand how these units are doing that work? Do I understand the cognitive load of writing and how the Comprehensive Sentence Writing Program helps build the cognitive capacity needed to handle the heavy workload that is required for lengthier writing? 	<ul style="list-style-type: none"> Watch this week's Summer Planning video out June 29 Read the full Unit 3 Teacher Notes Read the full Unit 4 Teacher Notes Note the sentence structures covered: compound elements, FANBOYS, subordinating conjunctions, relative pronouns, and appositives (Unit 3) and adjectives, adverbs, prepositional phrases, subordinate clauses, and appositives (Unit 4) Map Units 3 and 4 onto your school calendar Identify your biggest concerns or questions before moving into paragraph instruction 	

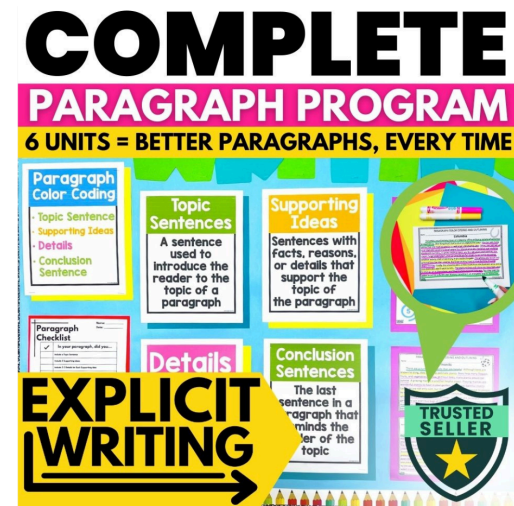
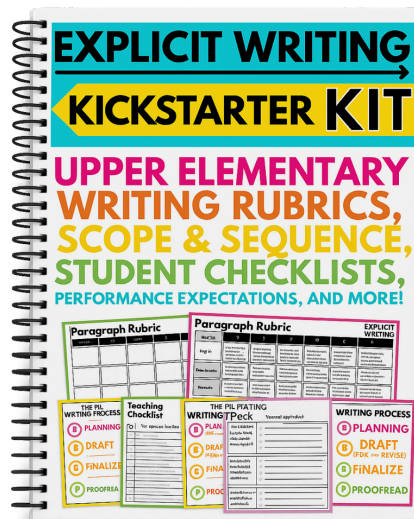
Resources we'll be referencing this week:



July 6th – July 10th

Week	Focus Area	Weekly Goals	Key Considerations	✓ Checklist	Your Notes
4	<p>Complete Paragraph Program</p> <p>Unit 1: Paragraph Preparation & Color Coding</p> <p>Unit 2: Topic Sentences</p>	<p>Unit Goal: Students learn what a paragraph is structurally (A paragraph is a group of sentences that work together to explain one idea.)</p> <p>By the end of Unit 2, students write a focused topic sentence and sets up the paragraph's content.</p> <p>Avoid: The color-coding system is not optional, teachers who skip this lose the scaffolded component for future writing organization. Also, don't define a topic sentence by its position ("first sentence"), but rather by its function ("tells the reader what the whole paragraph is about").</p>	<ul style="list-style-type: none"> ▶ Can my students see the structure of a paragraph before I ask them to build one? If not, I'm asking them to produce something they haven't been taught to recognize. ▶ Am I teaching topic sentences as a rule ("first sentence") or as a skill with distinct, learnable types? There's a significant difference in what students can do with each approach. ▶ The color-coding system is the visual backbone of the entire paragraph program. Am I prepared to use it consistently and hold it as a non-negotiable – not an optional activity? ▶ Do I understand how paragraph structure at this stage directly reduces cognitive load when students reach essay writing? 	<ul style="list-style-type: none"> ☐ Watch this week's Summer Planning video out July 6th ☐ Read Unit 1 Teacher Notes ☐ Review all color-coding system materials: topic sentence, supporting ideas, details, conclusion sentence ☐ Work through the T-chart outlining resources, understand how reverse outlining builds structure before drafting ☐ Read Unit 2 Teacher Notes ☐ Review all five topic sentence types and their corresponding posters and practice materials ☐ Open editable rubrics, check against school gradebook requirements ☐ Note any rubric adjustments needed and make them now 	

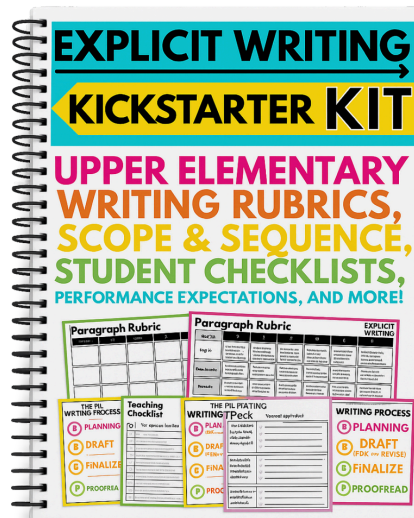
Resources we'll be referencing this week:



July 13th – July 17th

Week	Focus Area	Weekly Goals	Key Considerations	✓ Checklist	Your Notes
5	<p>Complete Paragraph Program:</p> <p>Unit 3: Supporting Ideas</p> <p>Unit 4: Details</p> <p>Unit 5: Transitions</p>	<ul style="list-style-type: none"> Understand how supporting ideas, details, and transitions each serve a distinct structural role in a paragraph, and how explicitly teaching them in isolation before combining them reduces future confusion and overload. Learn the four types of details and five types of supporting ideas so you can name and correct student errors precisely, not generally. Recognize how transitions function as structural connectors, not just decorative or mandatory additions, and how teaching them explicitly changes how students move between ideas. 	<ul style="list-style-type: none"> Can I explain the difference between a supporting idea and a detail without using vague language like "add more"? Am I prepared to teach transitions as a structural skill with distinct types, not just hand students a word list? These three units are the instructional core of the paragraph program. Where do I anticipate students to struggle most? Do I understand how teaching each of these skills in isolation first – before asking students to combine them – is what makes the eventual combination manageable? These three units are the longest stretch of the paragraph program. Do I have a realistic sense of how much practice time each one requires at my grade level? 	<ul style="list-style-type: none"> Watch this week's Summer Planning video out July 13th Read Unit 3 Teacher Notes and review supporting idea activities Read Unit 4 Teacher Notes and review details posters, types of details reference sheet, and activities Read Unit 5 Teacher Notes and review transitions posters and activities Identify your biggest concerns or questions before moving into conclusion sentence instruction 	

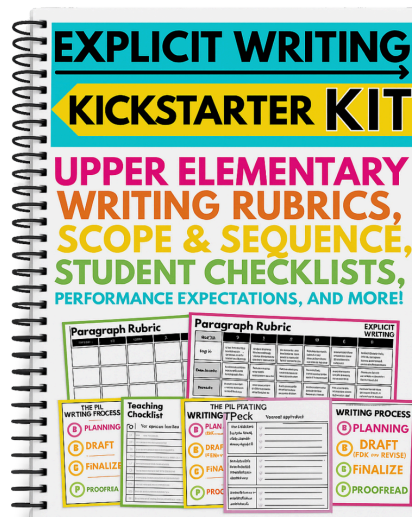
Resources we'll be referencing this week:



July 20th – July 24th

Week	Focus Area	Weekly Goals	Key Considerations	✓ Checklist	Your Notes
6	<p>Complete Paragraph Program</p> <p>Unit 6: Conclusions</p> <p>Summative Project</p> <p>Essay Preview: Informational Essay Intro Paragraph Unit</p>	<ul style="list-style-type: none"> Understand how conclusions function, signaling completion without restating the topic sentence word for word. Learn the variety of conclusion types so you can teach students to make intentional choices, not just repeat what they already said. Recognize that a strong conclusion is the final proof that a student understood the paragraph they wrote. 	<ul style="list-style-type: none"> Can I explain what makes a conclusion sentence different from a topic sentence, and model that distinction without student confusion? Students who struggle with conclusions are often signaling issues with their topic sentence or with organization. Do I know how to diagnose that connection? This is the last unit before the Summative Writing Project. Units 1–6 must be solid enough that the summative confirms mastery rather than reveals gaps. Gaps should be assessed and addressed along the way. 	<ul style="list-style-type: none"> Watch this week's Summer Planning video out July 20th Read Unit 6 Teacher Notes Review Summative Paragraph Writing rubric and criteria (edit, if needed) Confirm rubric aligns to gradebook requirements (adjust, if needed) Read Informational Essay Teacher Notes Introductory Paragraph section Map paragraph skill prerequisites for essay entry Finalize Writing Process Poster display location Decide how you will reference posters actively during lessons 	

Resources we'll be referencing this week:

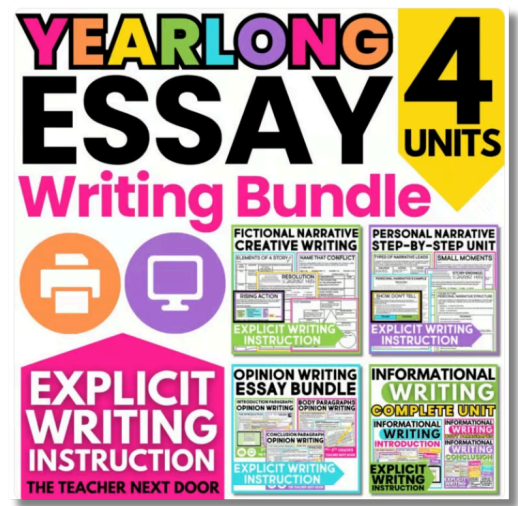
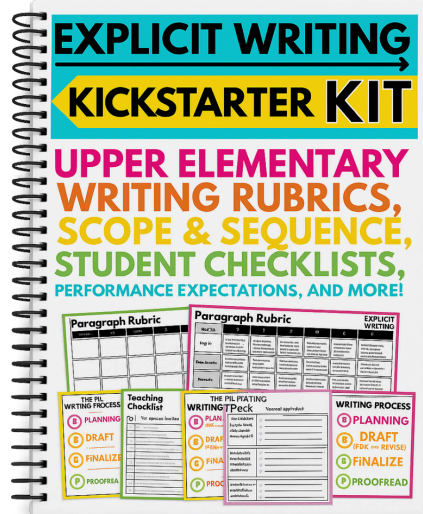


July 27th - July 31st

Week	Focus Area	Weekly Goals	Key Considerations	✓ Checklist	Your Notes
7	<p>Informational Essay:</p> <p><i>Full Unit Review</i></p> <p>Introductory Paragraph</p> <p>Body Paragraphs</p> <p>Conclusion Paragraph</p> <p>Summative Essay</p>	<ul style="list-style-type: none"> Understand how the informational essay extends — not replaces — the paragraph skills students have already built, scaling topic sentences into thesis statements and supporting ideas into body paragraphs. Learn the three-part structure of an informational essay: introductory paragraph, body paragraphs, and conclusion paragraph — and what explicit instruction looks like at each stage. Recognize why informational essay is the right first essay type: it introduces no new structural logic, only new scope. 	<ul style="list-style-type: none"> Informational essay is the safest essay entry point because it requires no new structural logic — it extends what students already know about paragraph organization. Can you articulate that continuity to students explicitly? How does the body paragraph in an essay differ from a standalone paragraph? What new demands does multi-paragraph organization place on a student who has only written single paragraphs? What does the essay-level conclusion do differently than a paragraph-level conclusion? How will you model that distinction without confusing students who just learned how to conclude their writing? Review the summative essay rubric now. Does it align with your gradebook requirements? What does a proficient informational essay look like at your grade level? Can you visualize a student work sample? 	<ul style="list-style-type: none"> Watch this week's Summer Planning video out July 27th Read Informational Essay Introductory Paragraph Teacher Notes Review Introductory Paragraph modeled examples Read Informational Essay Body Paragraphs Teacher Notes Note how body paragraphs extend paragraph program skills Read Informational Essay Conclusion Paragraph Teacher Notes Review summative essay rubric against gradebook requirements Adjust rubric if needed for school grading system 	

Resources we'll be referencing this week:

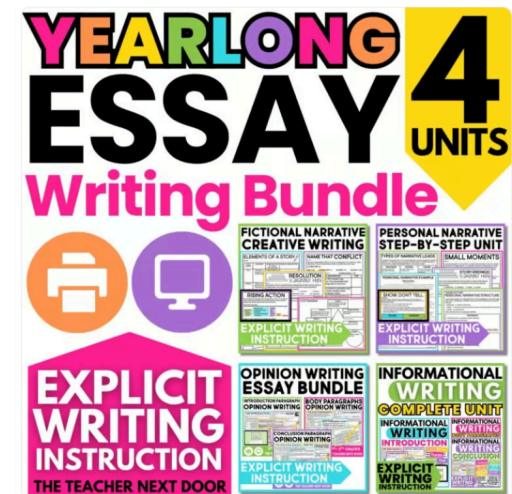
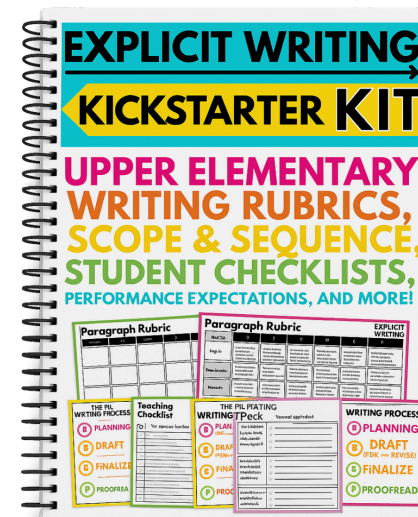
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August 3rd – August 7th

Week	Focus Area	Weekly Goals	Key Considerations	✓ Checklist	Your Notes
8	<p>Opinion Essay</p> <p>Fictional Narrative</p> <p>Personal Narrative</p>	<ul style="list-style-type: none"> Understand how opinion essay builds directly on informational essay structure, same framework, now requiring students to construct and defend a position with logically ordered reasons and evidence. Recognize why fictional and personal narrative carry the highest cognitive load in the sequence and why their placement in February and April is intentional, not arbitrary. 	<ul style="list-style-type: none"> Opinion essay requires students to take a position and support it with structured evidence, not just personal preference. What sentence-level and paragraph-level skills must be fully established before students attempt this? Fictional Narrative carries the highest cognitive load of any unit: students must manage plot structure, character, setting, and writing craft simultaneously. Do you understand why it is placed in February, not September? Personal Narrative is placed last because it allows students to explore writing craft, something that they were not cognitively ready for in Fall. What does your school calendar look like in April? Is that a realistic instructional window? Final calendar mapping: Take your actual school calendar. Overlay the Year-at-a-Glance. Mark your high-pressure weeks. Where do you need to build in buffer? Where can you hold the original pace? Write this down, do not rely on memory. 	<ul style="list-style-type: none"> Watch this week's Summer Planning video out August 3rd Read Opinion Essay Teacher Notes (From all three units) Review opinion essay color coding and five-paragraph structure materials Read Fictional Narrative Essay Teacher Notes Read Personal Narrative Essay Teacher Notes Review narrative writing graphic organizers and editable rubric Complete full calendar mapping: Year-at-a-Glance overlaid on your actual school calendar Mark high-pressure weeks and identify buffer weeks Identify your biggest concerns or questions before school begins 	

Resources we'll be referencing this week:



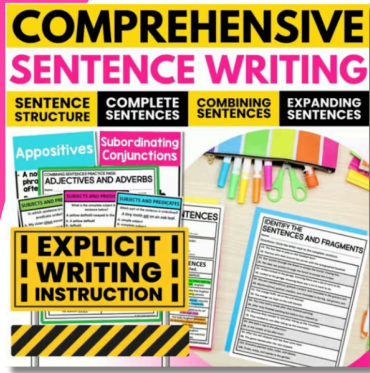
August 10 – August 14

Week	Focus Area	Weekly Goals	Key Considerations	✓ Checklist	Your Notes
9	Materials Prep & Classroom Readiness Week	<ul style="list-style-type: none"> • Complete all printing, laminating, and organizing so every material is physically ready before Day 1. • Set up your gradebook, rubrics, and pre/post test tracking before the school year begins – not after the first unit is already underway. • Communicate with parents before school starts so they understand the writing program and what to expect in student work. 	<ul style="list-style-type: none"> ▶ Do I have everything printed, organized, and physically ready before the first day of school? What is still outstanding? ▶ Are my display posters laminated, mounted, and in their final classroom locations, not sitting in a pile? <i>(Or are they stored in a place where I'll be able to locate them when I need them?)</i> ▶ Is my gradebook set up to track summative data? Do I have a place or a plan to communicate writing growth to parents and guardians? ▶ Do I have a plan to communicate with parents and guardians ahead of time about the Explicit Writing Instruction program? Parents who understand the sequence are more likely to support it at home. ▶ If using writing notebooks: is the organizational system clear enough that students can manage it independently after modeling? If not, consider loose practice pages instead. 	<ul style="list-style-type: none"> <input type="checkbox"/> Print all student activity pages (Units 1–4, Sentence Writing) <input type="checkbox"/> Print all student activity pages (Paragraph Program, all 6 units) <input type="checkbox"/> Print Essay unit materials <input type="checkbox"/> Print Writing Process Posters from EWKK (<i>display size</i>) <input type="checkbox"/> Print paragraph color-coding anchor chart (<i>display size</i>) <input type="checkbox"/> Print any additional sentence/paragraph reference posters <input type="checkbox"/> Laminate all display materials <input type="checkbox"/> Mount posters or store in final classroom locations <input type="checkbox"/> Assemble teacher binder by program phase <input type="checkbox"/> Set up student workbooks, notebooks, OR organize loose practice pages by unit <input type="checkbox"/> Configure gradebook with rubric criteria and assessment schedule <input type="checkbox"/> Draft parent introduction letter for writing program <input type="checkbox"/> Print or schedule parent communication for first week of school <input type="checkbox"/> Confirm all materials are physically ready before Day 1 	

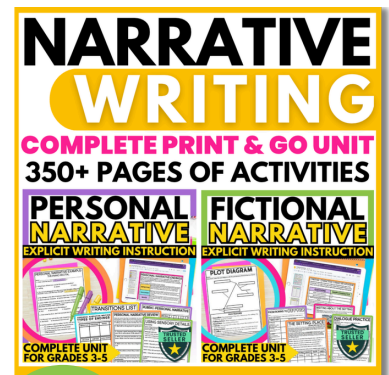
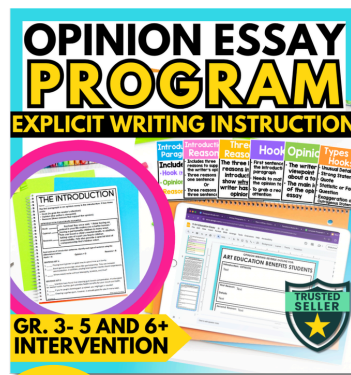
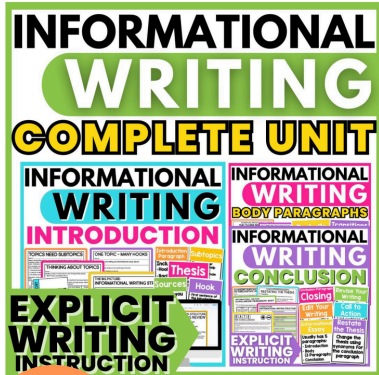
TTND's Writing Instruction Year at a Glance – 2026/2027

Week	Dates	Writing Program	Unit
1	Sept 8 - 11	Sentence Writing	Unit 1: Sentence Structure
2	Sept 14 - 18	Sentence Writing	Unit 2: Sentences, Fragments, and Run-ons
3	Sept 21 - 25	Sentence Writing	Unit 3: Combining Sentences
4	Sept 28 - Oct 2	Sentence Writing	Unit 4: Expanding Sentences
5	Oct 5 - 9	Paragraph Writing	Unit 1: Understanding Paragraph Structure & Organization
6	Oct 13 - 16	Paragraph Writing	Unit 2: Topic Sentences (Indigenous Peoples' Day)
7	Oct 19 - 23	Paragraph Writing	Unit 3: Supporting Ideas
8	Oct 26 - 30	Paragraph Writing	Unit 4: Details
9	Nov 2 - 6	Paragraph Writing	Unit 5: Transitions
10	Nov 9 - 13	Paragraph Writing	Unit 6: Conclusion Sentences
11	Nov 16 - 20	Paragraph Writing	Unit 7: Writing Process + Summative Writing Project
12	Nov 23 - 27	Thanksgiving	◆ No Instruction (Aligned with Thanksgiving Week)
13	Nov 30 - Dec 4	Informational Essay	Unit 1: Introductory Paragraph
14	Dec 7 - 11	Informational Essay	Unit 2: Body Paragraphs
15	Dec 14 - 18	Informational Essay	Unit 3: Conclusion Paragraph
16	Dec 21 - Jan 1	Winter Break	◆ No Instruction (Aligned with 2 Week Break)
17	Jan 4 - 8	Informational Essay	Unit 4: Drafting an Informational Essay
18	Jan 11 - 15	Informational Essay	Unit 5: Finalizing the Summative Informational Essay
19	Jan 19 - 22	Opinion Essay	Unit 1: Introductory Paragraph (MLK Jr. Day = Short Week)
20	Jan 25 - 29	Opinion Essay	Unit 2: Body Paragraphs
21	Feb 1 - 5	Opinion Essay	Unit 3: Conclusion Paragraph
22	Feb 8 - 12	Opinion Essay	Unit 4: Drafting an Opinion Essay
23	Feb 15 - 19	Opinion Essay	Unit 5: Finalizing the Summative Opinion Essay
24	Mar 1 - 5	Fictional Narrative	Week 1: Teach Fictional Narrative
25	Mar 8 - 12	Fictional Narrative	Week 2: Teach Fictional Narrative
26	Mar 15 - 19	Fictional Narrative	Week 3: Finalize Fictional Narrative Essay
27	Mar 22 - 26	Personal Narrative	Week 1: Teach Personal Narrative
28	Mar 29 - Apr 2	Spring Break	◆ No Instruction (Aligned with Easter Weekend)
29	Apr 5 - 9	Personal Narrative	Week 2: Teach Personal Narrative
30	Apr 12 - 16	Personal Narrative	Week 3: Finalize Personal Narrative Essay
31	Apr 19 - 23	End-of-Year Projects	EOY Project Begins
32	Apr 26 - 30	End-of-Year Projects	Project Work + Final Drafts
33	May 3 - 7	End-of-Year Projects	Student Conferences + Publishing
34	May 10 - 14	End-of-Year Projects	Celebration & Reflection
35	May 17 - 20	Flexible Week	◆ Catch-Up / Extension
36	May 24 - 28	Flexible Week	◆ Catch-Up / Extension

The Explicit Writing Program by TTND



Teach grades 3, 4 or 5? Start with the Comprehensive Sentence Writing Program to build foundational basics and well-written sentences. Teach grades 6+ and have students with ability level gaps or missing core skills? Start with this unit!



1

2

3

4

Begin longer form writing instruction with the Complete Paragraph Program. This is our most popular and globally renowned program that ensures students build writing stamina and master paragraph organization.

Transition from informational paragraphs to essays using the same Explicit Writing Instruction techniques. This unit continues the gradual release model to help students confidently master longer-form writing.

The Opinion Writing Program continues the EWI process by introducing persuasive essays. Students apply what they've learned to a new, structured essay format, building confidence and stamina through clear, step-by-step lessons.

The final units, Personal and Fictional Narratives, offer a powerful way to apply structure and craft in a more structured format. They're the perfect culmination to a year of focused, effective instruction.

What Is Explicit Writing Instruction?

Explicit Writing Instruction is a clear, direct, and systematic approach to teaching writing. It involves breaking down the writing process into manageable steps and providing step-by-step guidance to ensure students understand how to apply writing techniques.

What It Is	What It Is Not
Step-by-step instruction	<i>Vague or general suggestions</i>
Modeled examples and guided practice	<i>Expecting students to "just write"</i>
Direct feedback on specific skills	<i>Over-reliance on peer and self editing</i>
Focus on sentence and paragraph structure	<i>Focus only on creative expression</i>
Gradual release of responsibility	<i>Leaving students to figure it out on their own</i>
Focused writing tasks	<i>Unstructured free-writing</i>

Benefits of Explicit Writing Instruction

- Improves writing quality because Explicit Writing Instruction helps students **understand how to craft well-organized, coherent essays** and narratives by focusing on elements like sentence structure, transitions, and paragraph organization
- Reduces cognitive overload by **breaking writing tasks into smaller parts** so that students can focus on one aspect at a time, reducing the mental load
- Supports diverse learners with **clear instruction** that benefits students with different learning needs, making it easier to differentiate instruction
- Increases student confidence because **students will know the "how" behind writing**, which gives students the ability to express their ideas effectively and builds a solid foundation for future writing tasks

[Click here to visit TTND's Writing Hub to learn more!](#)