



STRONGER TOGETHER

National Writing Project Elementary English 2026/27

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National
Elementary
Writing Project

2021

The Corona Times

2022

Dream It!

2023

The Gift of Giving

2024

Hope

2025

Roots

2026

Stronger Together

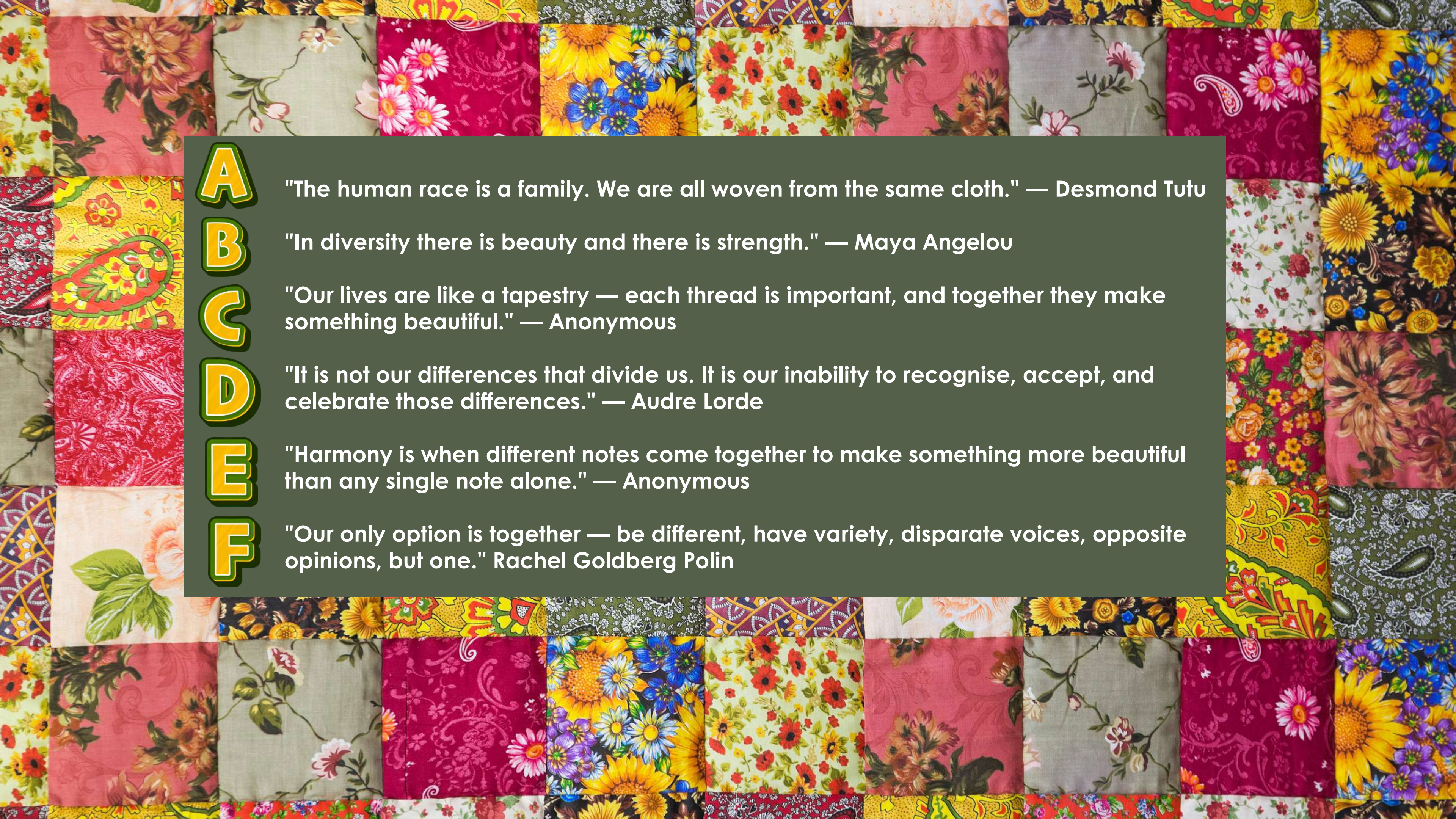
2027

??????

Rationale

This project is designed for EFL elementary pupils to enhance their **written production skills** through the exploration of how much more they can achieve TOGETHER. Crucially, the core focus is on **writing as a developmental process** – prioritizing drafting, reflection as well as the implementation of peer and teacher feedback, rather than solely on the final product.





A

"The human race is a family. We are all woven from the same cloth." — Desmond Tutu

B

"In diversity there is beauty and there is strength." — Maya Angelou

C

"Our lives are like a tapestry — each thread is important, and together they make something beautiful." — Anonymous

D

"It is not our differences that divide us. It is our inability to recognise, accept, and celebrate those differences." — Audre Lorde

E

"Harmony is when different notes come together to make something more beautiful than any single note alone." — Anonymous

F

"Our only option is together — be different, have variety, disparate voices, opposite opinions, but one." Rachel Goldberg Polin



Written Production A1 Can-Do Descriptors in the English Curriculum

Overall written production:

Can write simple isolated phrases and sentences using level-appropriate language (vocabulary and grammar) and spelling that approximates accurate conventions based on a developmental continuum

Written Production

A1 Can-Do Descriptors in the English Curriculum

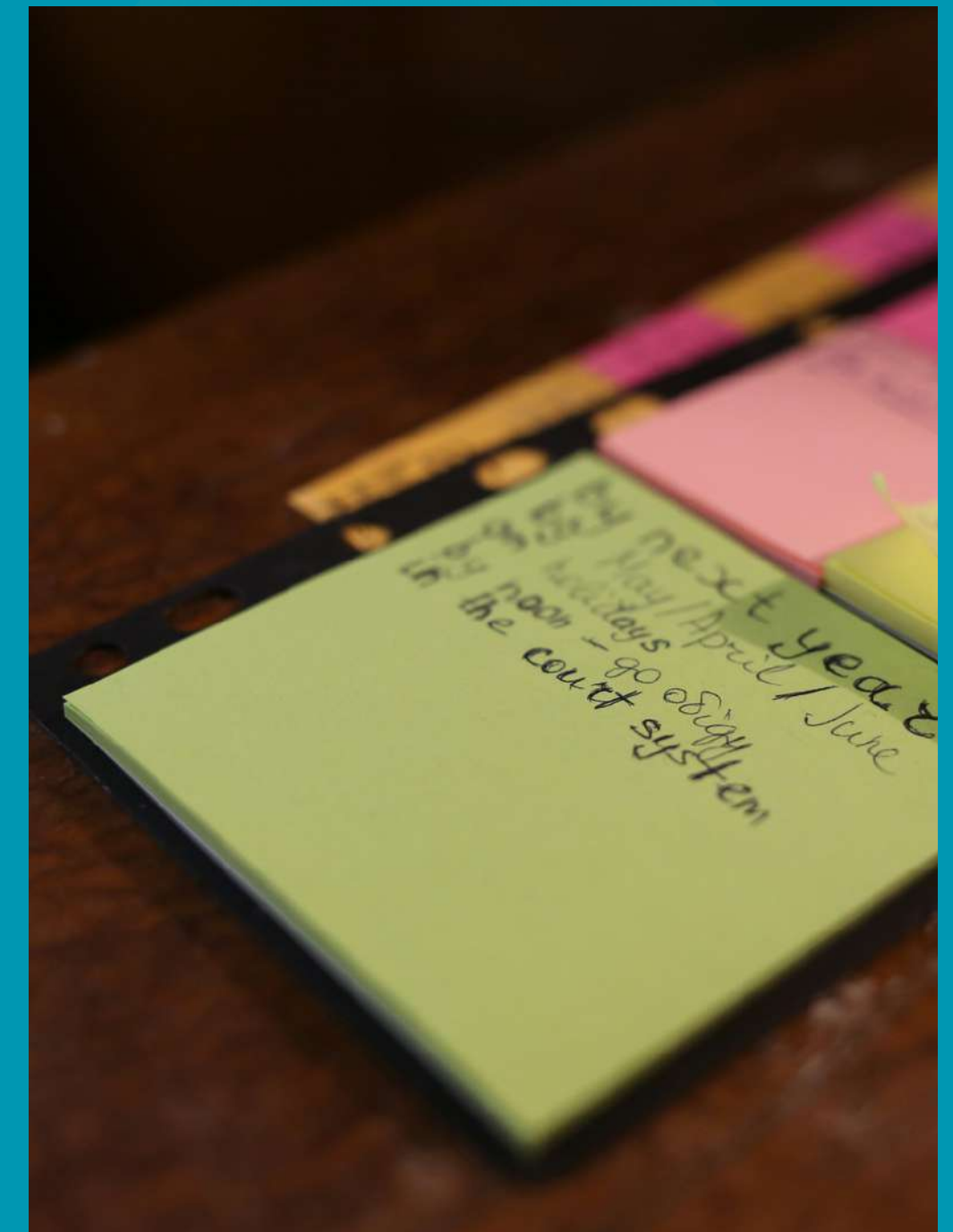
Written Interaction

Overall written interaction:

Can ask for or pass on personal details in written form

Correspondence

- Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using level-appropriate language (vocabulary and grammar) Notes, messages and forms
- Can leave a simple informative message giving, for example, where he/she has gone, what time he/she will be back
- Can write his/her name, address, age, date of birth, nationality, numbers etc. where required (e.g., on a registration form)



Written Production

A1 Can-Do Descriptors in the English Curriculum



Online Interaction

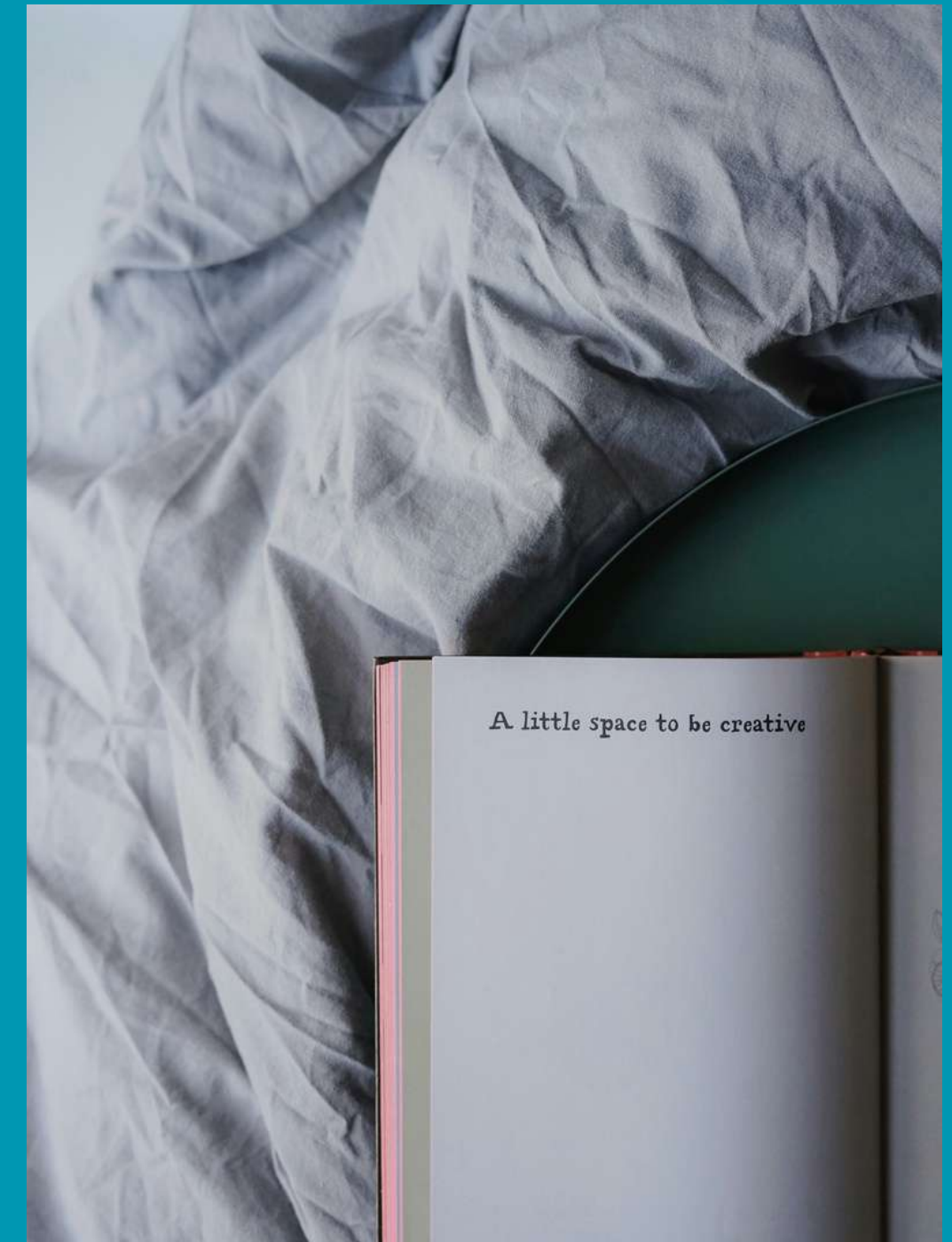
- Can post short reactions to simple online postings using formulaic expressions and combinations of simple words
Goal-oriented online transactions and collaboration
- Can fill out sections of a very simple online purchase or application, providing basic personal information (e.g., name, e-mail address or telephone number)

Written Production

A1 Can-Do Descriptors in the English Curriculum

Creative Writing

- Can write about themselves and fictitious people, where they live and what they do
- Can describe certain everyday objects (e.g., the colour of a car, whether it is big or small)



Written Production

A1 Can-Do Descriptors in the English Curriculum

Mediating a Text

Overall mediation

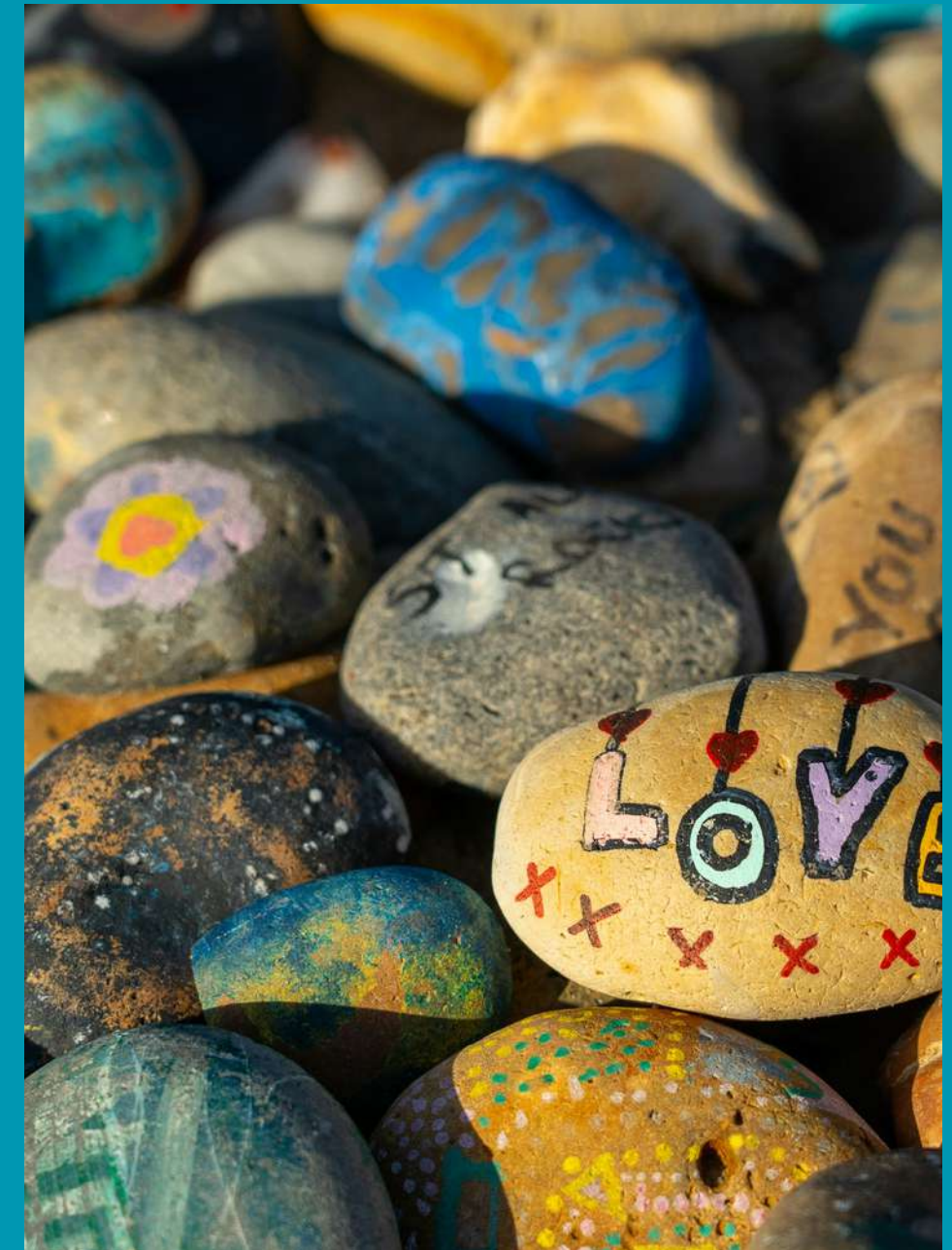
- Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs

Relaying specific information in writing

- Can list (in English) names, numbers, prices and very simple information of immediate interest (in Hebrew / Arabic), especially if the speaker's articulation is slow and clear, with some repetition

Expressing a personal response to creative texts (including literature)

- Can use simple words, phrases and sentences to say how a work made him/her feel



Why Teach Writing?



Writing can help pupils express the ways a text makes them feel.

To write coherently, pupils need to be able to organize their thoughts. This improves organizational and study skills in all subjects.

Writing expands pupils' vocabulary which is essential for all linguistic abilities.

Writing provides opportunities for language production, interaction and mediation (see can-do's on previous slide)

Writing leads to pupils' awareness and appreciation of their cultural identities.

Monday

uesday

Wednesday

Thursday

Friday

Saturday

Sunday

__onday

__uesday

__ednesday

__hursday

__riday

__aturday

__unday

Mon

Tues

Wednes

Thurs

Fri

Satur

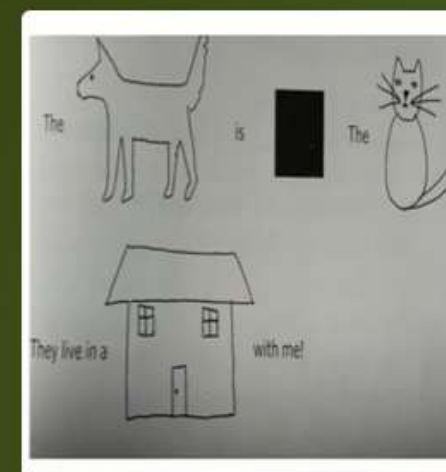
Sun

Today is _____.

My name is _____ Date _____

brown
 red
 purple
 white
 yellow
 green
 gold
 blue
 black

Controlled Writing Activities



Twinkle twinkle little _____.
How I wonder what ____ are.



Guided Writing Activities

How can writing boost social and emotional competencies?



Self-Awareness

Resilience

Empathy

Problem Solving

Friendship &
Communication
Skills

Emotional
Regulation

Responsible
Decision-Making

Self-Esteem &
Confidence

Respect for
Diversity



What makes writing in English so challenging?

Technical Challenges

Content-Related Challenges

What makes writing in English so challenging?



Technical Challenges

- When should I use which tense?
- Should I look up the correct spelling and meaning of every word in a dictionary?
- When should I use a comma / explanation mark / speech marks?
- When should I use capital letters?
- What should I do when I know what I want to say in Hebrew / Arabic, but not in English?

Content-Related Challenges

- What do I want to write about?
- What content would interest my readers?
- How should I organise my thoughts?
- Do I know enough about the topic to be able to write about it?

“Writing is thinking. When we write, we ... organize, clarify, solidify understanding, build relationships, extend our thinking, and engage.”

Joan Sedita, Keys to Literacy

Notes to Teacher

Acquaint yourself with the English curriculum's can-do's relating to written production. These are the project's aims.

Remember that writing is not only about words and phrases. Teach the correct uses of capital letters and punctuation.

Pre-teach and have the pupils practice vocabulary items from the Pre A1 and A1 bands that are helpful for the topic of ROOTS.

Model good writing.

Introduce the writing process to your pupils, with a focus on the process rather than the end product.

Allocate time in every lesson for pupils to work on writing.

Encourage collaborative brainstorming and writing. Later on, peer editing is important too.

Constructive feedback from you at every step along the way, is essential. Without it, pupils can get lost and lose their motivation.

Your pupils' success begins and ends with you! Celebrate their every tiny success! Your excitement is contagious!



Teach Relevant and Useful Lexical Items

Vocabulary Bands Pre A1 and A1

to ask for	It doesn't matter	to tell a story	to be called something	friendly
at home	Let's go	Thank you!	to come from	grandparents
best	lost	This is a ...	a different country	her husband
to come back	Once upon a time ...	Who / What is this?	difficult	a lesson
Do you have...?	the past	Yes, please	Don't forget ...	people
Do you know ...?	a plan	You're welcome	Excuse me!	the present
Do you like ...?	Say it again, please	again	favourite	to remember
To help	show me	as well	first name	to travel
I like / I don't like ...	to take a picture	before	to forget	a village

Create the Right Environment



Introduction

Teacher introduces the creative writing project to the class.

- What's the purpose of this writing project?
- Is this a mandatory or voluntary writing task?
- Can we work alone or in pairs or small groups?
- Is there a competitive element?
- What would an example look like?
- What's the timeline?



Scaffolding

*"**Scaffolding** refers to providing contextual supports for meaning through the use of simplified **language**, teacher modeling, visuals and graphics, cooperative **learning** and hands-on **learning**."*
(Ovando, Collier, & Combs, 2003, p. 345).

The teacher of **second language learners** has to facilitate that support.

Many teachers are unaware of the importance of scaffolding. They teach the new vocabulary and then ask pupils to use the words in sentences of their own.

Thanks to Elinor Karasagi for her permission to show this slide.



graph

Name: _____

Date: _____

arger — they
e this graphic
cy paragraph.

1. For the top layer, write the topic sentence that
2. Fill the middle layers with supporting details.
3. The bottom layer holds it all together with a c

Topic sentence:

Supporting detail:

Supporting detail:

Supporting detail:

Conclusion:

Check It Out!

Brainstorming (W.2.1–3; W.3.1–3)

Write masterpieces
them into a
Visit student

People	Places	Things
Mom	school	gorilla
Dad	moon	bicycle

Five Finger Retell

CHARACTERS
Who?

PROBLEM
What?

EVENTS
Beginning/Middle/End

SETTING
When & Where?

SOLUTION
How?

MAIN IDEA
OR
THEME
OR
LESSON

```
graph TD; A(( )) --- B(( )); A --- C(( )); A --- D(( )); A --- E(( )); A --- F(( ))
```

Scaffold the Experience
with Graphic Organizers
and Mind Maps

Recount Plan!

Name: _____

When

Who

Where

What

Event 1
First...

Event 2
Then...

Event 3
Next...

Event 4
Finally...

Possible Sentence Starters

Once upon a time ...

There was a /an ...

Last winter ...

I want to tell you a story about my ...

Take a look at ...

I have ...

My favourite family story is about ...

In this story, there is / are ...



Content



Write a recipe for a perfect team.
Example: Take two good friends. Add one good idea. Mix with kindness...



Draw and write a 4-frame comic strip. A child is struggling with something alone. Their friends come to help. Together they succeed. Each frame has 1–2 speech bubbles with simple dialogue.



A new pupil joins your class. How does the class help them feel welcome?



Write a simple acrostic poem using the word TOGETHER.



Invent a team of three superheroes. What can each one do? How do they help each other?



Design a classroom poster about teamwork. Write a slogan and 3–4 short sentences about why working together is important.

Our Class Quilt

The task: Each pupil designs their own quilt square and writes about it.

Inside their square they draw or write:

- name
- something they are good at
- a way they help others

Then they write a short paragraph:

My name is... I am good at... I help my friends by...

Our class is like a quilt because we are all different but together we are...

Extension — a class text: Each pupil's paragraph becomes one "square" in a class book or display. The teacher (or pupils together) write a shared opening line:

- We are Class _____. We are all different. But together we are strong and warm — just like a patchwork quilt.



Collaborative Writing



A Map of Roots: Each pupil writes about one place that is meaningful to them their street, their grandparent's town, a country of origin. Together the texts form a geography of the class's roots and connections.

A Chain Story: Each pupil writes one sentence or paragraph that continues from the previous pupil's. The last pupil writes the ending. Together they have co-authored a short story without planning it together.

A Class Recipe Book: Each pupil writes their favourite family recipe (or invents one). Together: a cookbook that represents every family in the class.

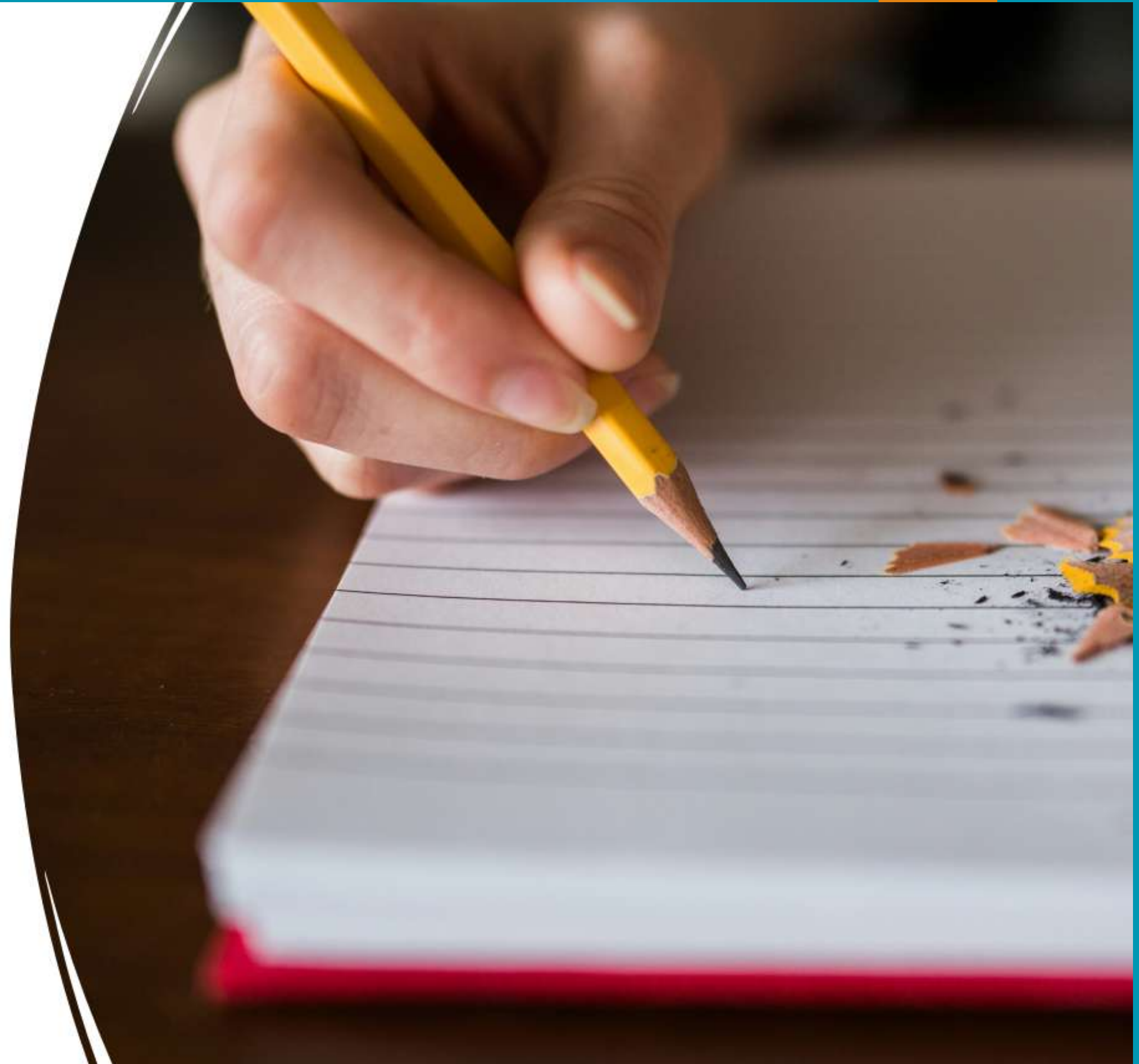
A Collective Book of Wisdom: Each pupil writes one piece of advice on the same topic for a new pupil, for next year's class, for a younger sibling.



How can we
prevent our pupils
from getting AI to
write for them?

Why Use Class Time for Writing?

- Collaborative brainstorming
- More fun!
- Teacher there to help
- Immediate feedback
- Children rush writing at home



Constructive Feedback

“The greater the challenge, the higher the probability that one seeks and needs feedback, but the more important it is that there is a teacher to provide feedback and to ensure that the learner is on the right path to successfully meet the challenges.” John A.C. Hattie

Teacher returns first drafts with positive, constructive feedback.

Pupils implement feedback and submit a second draft by a date decided by the teacher.

This process may be repeated as many times as necessary.

The teacher is the students' guide and should accompany them through each step of the writing and editing process.



Texts Worth Writing



- | | | |
|---|---|--|
| ☐ a short story | ☐ a restaurant menu | ☐ a letter |
| ☐ a recipe | ☐ a diary entry | ☐ a note |
| ☐ an alternative ending | ☐ a poem | ☐ interview questions |
| ☐ a poster | ☐ a survey | ☐ an email |
| ☐ a comic strip | ☐ a Whatsapp dialogue | ☐ a book or movie review |

Students' Writing Portfolios



It's all in the planning ...



Introduce the portfolio:

Require each student to purchase a folder, ten dividers and a lined A4 notepad, and bring it to class. They should write their names, class and a title e.g. My English Writing Portfolio on the cover. The portfolio should open from left to write. Your students can decorate the cover if they wish. Explain how they will use it throughout the year and show an example of one. Assure them that their effort and progress will be acknowledged in your comments on their report cards at the end of the school year.



Ready Steady Explain



Once all the students have brought the required materials to class and labeled them, you should explain the instructions for their first written assignment.

Guide the Process



Pre-teach vocabulary, explain, model, brainstorm, outline, draft, revise, and reflect on steps in the writing process.

Aim for Success



Provide feedback, and teach pure self-assessments, use checklists and rubrics.



Make it Routine!



Schedule regular times for portfolio writing and reflection. Keep your students' folders in the classroom.



Celebrate Progress



Let students select their best pieces and explain why they're proud of them.



Student's Checklist

You can find many kinds of writing checklists online. Choose those that are relevant for the level and assignment topic. Choose the language you want the checklist to be in for your students.

ENGLISH:

Have I remembered to:

• begin with an interesting opening?	
• write a beginning, middle and end?	
• write enough details so my ideas are clear?	
• choose the right words?	
• use capital letters at the beginning of sentences, names, places, months and days?	
• include full stops, commas, question marks and speech marks in the right places?	
• tidy up my work so it's easy to read?	

עברית:

האם זכרתי:

• להתחיל עם פתיחה מעניינת?	
• לכתוב התחלה, אמצע וסוף?	
• לכתוב מספיק פרטים כדי שהרעיונות שלי יהיו ברורים?	
• לבחור את המילים הנכונות?	
• להשתמש באותיות גדולות בתחילת משפטים, שמות, מקומות, חודשים וימים?	
• לכלול נקודות, פסיקים, סימני שאלה ומרכאות במקומות הנכונים?	
• לסדר את העבודה שלי כך שיהיה קל לקרוא אותה?	

اللغة العربية:

تذكر أن:

• <u>تبدأ بمقدمة شيقة؟</u>	
• أكتب مقدمة، صلب الموضوع وخاتمة؟	
• أكتب تفاصيل كافية لتكون أفكارك واضحة؟	
• أختار الكلمات المناسبة؟	
• <u>أستخدم الحروف الكبيرة</u> في بداية الجمل، الأسماء، الأماكن، الأشهر والأيام؟	
• <u>ضع النقط، الفواصل، علامات الاستفهام</u> وعلامات الاقتباس في الأماكن الصحيحة؟	
• <u>رتب ونظم</u> عملك ليصبح سهل القراءة؟	



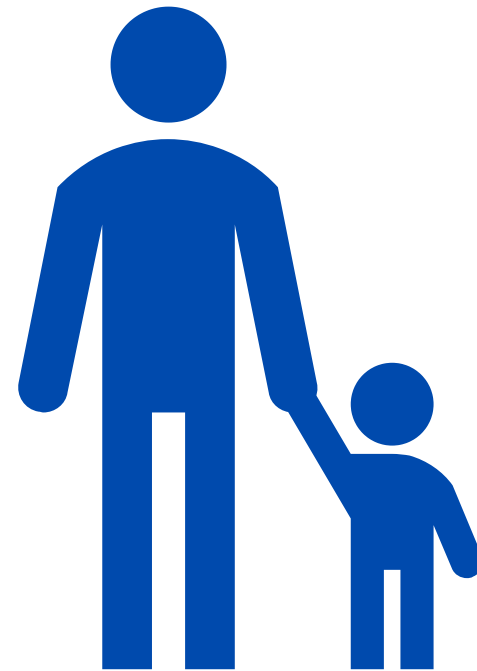
Sample Teacher's Assessment Sheet

Assessment Sheet: Criteria	Performance Scale: 1-3
1. organization	1 2 3
2. content	1 2 3
3. quality of language	1 2 3
4. mechanics	1 2 3
5. presentation	1 2 3

Summative Writing Grading Rubric

Criteria	1	2	3
Organization	The beginning, middle and end are unclear.	Organization is fair but a little unclear.	There is a clear beginning, middle and end.
Content	The writing does not make sense and has few details.	The writing mostly makes sense and has some details.	The writing makes sense. There are many details that help the reader understand what is being described.
Quality of Language (grammar, vocabulary and syntax)	Writing provides little new information; errors in choice of vocabulary, grammar and syntax making language difficult to understand.	Piece is written in a fairly interesting style and voice; choice of vocabulary, grammar use and syntax are fair.	Writing is very informative; good choice of vocabulary; pupils shows own personality in a variety of ways.
Mechanics	The writing is missing many capital letters and punctuation marks.	Virtually no spelling or punctuation errors.	All sentences have capital letters and punctuation marks in the right places.
Presentation	The work is difficult to read.	The work is fairly neat and can be read.	Work is neat and easy to read.

Acknowledge & Display



The work of each and every child - no matter on what level - should be acknowledged and celebrated by the teacher.



Highlights of your pupils' work should be displayed in a digital or physical format e.g. on a classroom wall or in the school corridor / on the school website / in the school newsletter.

Dear Students ...

WRITING IS A WORK IN PROGRESS! THE MORE REVISIONS, THE BETTER!

BRAINSTORM WITH YOUR CLASSMATES AND USE GRAPHIC ORGANIZERS TO PLAN YOUR WORK.

MISTAKES ARE FINE AS LONG AS YOU LEARN FROM THEM.

NO GRADES UNTIL YOUR FINAL DRAFT HAS BEEN SUBMITTED.

GIVE EXAMPLES. USE SYNONYMS. INCLUDE DETAILS.

PEER EDITING IS A GREAT WAY TO HELP A FRIEND AND FIND YOUR OWN MISTAKES TOO!

I'M HERE TO HELP YOU THINK ABOUT HOW TO MAKE YOUR WORK EVEN BETTER!

READ YOUR FINAL DRAFT BEFORE YOU SUBMIT IT! USE THE CHECKLIST!..



*"Alone we can do so little;
together we can do so much."*

Helen Keller

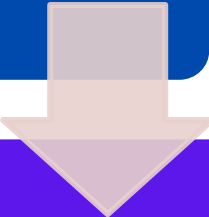
Recommended Reading for Teachers



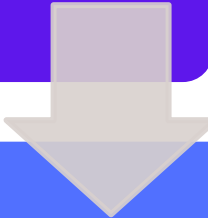
- Reading Rockets on Writing Instruction
- Setting up a Writing Environment
- A Simple Way to get Elementary Students Writing Every Day
- Authentic Writing in the Age of AI
- Six Creative Writing Activities for the ESL Classroom

Contact Me

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