

Teaching Writers at CLPS

Warm Up

1 What does it look like?

- Practices a skill that has been previously taught
- Spiralling the curriculum – Ask Deegan to Right
- Students build confidence and understanding.
- Duration of 5-7 minutes.





Hook

2 What does it look like?

- Tunes the students in and prepares them for their learning.
- Builds commitment and engagement early by hooking them into the lesson focus.
- A quick and interesting hook that allows the students to explore and predict what the lesson might be about.




Tuning In

3 What does it look like?

- Explicit teaching of the skills or content of the lesson.
- Together the teacher and students read the Learning Intention.
- Model the task using the Fish Bowl strategy.
- In partnership, develop the Success Criteria which is displayed and referred to throughout the lesson.
- Expectations for the learning are set.




Independent Learning – 3 Elements

Independent Learning: What does it look like?

- The teacher plans a quality task that ensures differentiation for all students.
- Students independently work on the task set in the Tuning In phase.
- The students have the opportunity to work with others and discuss their ideas and beliefs.

Workshop: What does it look like?

- The teacher is explicitly teaching with a small group of students or individuals.
- The quality task is differentiated to suit the learning needs of the students.

Rowing Conference: What does it look like?

- The teacher responds to teachable moments and assesses student learning by using the cross check strategy.
- The teacher uses a range of questioning techniques to provide student learning.
- Gives students the opportunity to explain their thinking and reasoning with the teacher or other peers.
- The teacher assists or extends students.
- The teacher provides effective feedback and refers back to the Learning Intention and Success Criteria.

4

Reflection

5 What does it look like?

- In partnership, revisit the Learning Intention and Success Criteria.
- Students articulate what they have learned and the strategies or process they have used to achieve the intention of the lesson.
- Recognize and celebrate student learning.
- Reflection strategies vary from lesson to lesson.



Lesson Structure



- Warm Up
- Hook
- Tuning In
- Independent Learning
- Reflection

Respect • Responsibility • Excellence • Persistence



Writing Cycle: 1. Launch

<p>The launch is an engaging experience to motivate writers. This experience allows the writers to demonstrate their current writing knowledge and skills for the writing purpose. This piece of writing informs teachers to plan for the next writing cycle. A launch is implemented towards the end of the previous cycle allowing the collection of data.</p>	<p>Definition</p>
<p><i>No writing leads to no writing but once a writer gets started, some writing often leads to more writing"</i> Serravallo 2017</p>	<p>Links to Theory</p>
<ul style="list-style-type: none"> • Plan the experience with colleagues referring to the <i>Whole School Writing Plan</i>. • Plan as a PLC the format of the experience to ensure consistency with data collection. • Plan, prepare and implement a cross check to record observations and conversations. • Analyse and moderate the data collected on the cross check and the work samples to formulate 'I can statements/goals' for the writing cycle. • Celebrate the launch with the school community. 	<p>Teacher's Role</p>
<ul style="list-style-type: none"> • Be prepared for independent writing. • Select and talk about an idea. • Record their ideas in response to the launch experience by drawing, labelling and writing. • Reread writing to check the idea/writing is clear to the audience. • Reflect on their writing. • Share the experience with others. 	<p>Writer's Role</p>
<ul style="list-style-type: none"> • Interactive word wall • Classroom library • Mentor Texts • Book Boxes • iPads/Laptops • Materials are provided for the writers to use for writing. 	<p>Learning Environment</p>
<p>Goal 3 Generating and Collecting Ideas p. 90 3.2 Moments with Strong Feelings 3.4 Photo Starts 3.24 Wonder, What if...?</p>	<p>The Writing Strategies Book</p>

Setting Goals: the writing will be analysed to set goals with the writers.

Structuring Lessons: the instructional model is implemented.

Explicit Teaching: writing purposes are introduced and explored.

Worked Examples: a worked example can be presented to support writing skills acquisition and to reduce cognitive load.

Collaborative Learning: meaningful writing tasks are designed to involve writers in collaborative learning.

Multiple Exposures: the writers are provided with multiple exposures of text types.

Questioning: powerful questioning is implemented to collect data about the writer's current skill and knowledge.

Feedback: the writers will be provided with feedback to inform and reflect upon writing learning goals.

Metacognitive Skills: the writers are provided with planned opportunities to think about their own thinking as a writer.

Differentiated Teaching: learning experiences are planned that incorporate adjustments to extend knowledge and skills of every writer.

Writing Cycle: 2. Immersion

<p>The writers are immersed in the text type through viewing, read alouds, independent reading, classroom libraries, school library and learning experiences. The goal is for the writers to be clear about the purpose, text type and audience. These learning experiences can be implemented across the curriculum. It does not have to occur in a full lesson/s or during the Writer's Workshop.</p> <ul style="list-style-type: none"> - Set up your dishrack with the books related to text type - View the text type - Visit the school library - Use a mentor text during the Readers Workshop - Add texts to the student book boxes. 	Definition
<p><i>"It's important to have a focal point in mind when writers begin to write"</i> Serravallo 2017</p>	Links to Theory
<ul style="list-style-type: none"> • Use student data to inform explicit teaching and the teaching strategies to immerse the writers in the structure and features of the text. • Select powerful mentor texts to match the text type. • Excite the writers about the purpose and opportunities. • Inform the writers of the options of audience, publishing strategies and timeline. Student choice and self-regulation are a key features at this stage. 	Teacher's Role
<ul style="list-style-type: none"> • Explore mentor texts. • Identify the structure and features of the text type. • Begin to collect ideas to match the audience. • Investigate the publishing strategies. • Read related texts during independent reading time. 	Writer's Role
<ul style="list-style-type: none"> • Co-constructed anchor charts • Interactive Word Wall • Word lists and alphabet strips • Mentor texts • Dictionaries and have-a-go books • Dishrack of texts • Classroom Libraries • iPads/Laptops • Book Boxes 	Learning Environment
<p>Goal 2 Engagement p. 62 2.1 Create your best environment 2.4 Use the Room 2.6 Writers are problem solvers 2.21 Why do you write?</p>	The Writing Strategies Book

Setting Goals: goals will be set to determine the length of time for immersion and the teaching strategies to implement.

Structuring Lessons: the instructional model is implemented.

Explicit Teaching: purposes and text types are introduced and explored.

Worked Examples: a worked example/mentor texts is presented to support writing skills acquisition and to reduce cognitive load.

Collaborative Learning: meaningful writing tasks are designed to involve writers in collaborative learning.

Multiple Exposures: the writers are provided with multiple exposures of text types. Strategies include classroom library, book boxes, read alouds on the dishrack.

Questioning: powerful questioning is implemented to engage the writers in the purpose of the text type.

Feedback: the writers will be provided with feedback regularly.

Metacognitive Skills: the writers are provided with planned opportunities to reflect about their own thinking as a writer.

Differentiated Teaching: learning experiences are planned that incorporate adjustments to extend knowledge and skills of every writer.

Writing Cycle: 3. Generating and Collecting Ideas

<p>The Writer's Notebook is the key tool at this stage of the cycle. Using a seed, writers generate ideas to add as an entry on the left-hand side in their Writer's Notebook. The writers are explicitly taught a range of strategies to generate ideas for their writing (authorial conventions).</p>	<p>Definition</p>
<p><i>"Tapping into personal passions and interests is a crucial part of becoming an independent and self-directed lifelong writer"</i> Serravallo 2017</p>	<p>Links to Theory</p>
<ul style="list-style-type: none"> • Use student data to inform explicit teaching and the strategies to generate and collect ideas. • Plan for engaging seeds such an object, video, character. • Select powerful mentor texts to demonstrate writer's craft. • Investigate the vocabulary in the mentor texts related to the purpose and text type. • Excite the writers about the purpose and opportunities of the text type. • Revisit the audience, publishing strategies and timeline. • Model the left hand side of the Writer's Notebook for the writers. • Co-construct anchor charts with the writers. • Confer with the writers. • Fishbowl a conversation of two writers engaged in collecting and generating ideas using the think aloud strategy. 	<p>Teacher's Role</p>
<ul style="list-style-type: none"> • Identify and record ideas in their Writer's Notebook. • Make choices about their writing. • Write their own ideas on the left hand side of their Writer's Notebook. • Make connections with mentor texts • Show pride in their writer's notebook. • Confer with the teacher. • Talk about their ideas with a writing partner. • Use anchor charts, word wall and resources to help them. 	<p>Writer's Role</p>
<ul style="list-style-type: none"> • Seeds for writing such as writing jars, objects, characters. • Co-constructed anchor charts • Interactive Word Wall • Word Lists and alphabet strips • Dictionaries and have-a-go books • iPads/Laptops • Dishrack of texts • Classroom Libraries • Book Boxes • Mentor Texts • Teacher's Writer's Notebook as a worked example. • Teacher created worked examples of publishing strategies 	<p>Learning Environment</p>

<p>Goal 3: Generating and Collecting Ideas p. 90</p> <p>3.1 Important People</p> <p>3.3 Observe closely</p> <p>3.5 Mapping the Heart</p> <p>3.7 Writing to Change the World</p> <p>3.8 Walk Your World</p> <p>3.11 Mine Mentor Text for Topics</p>	<p>The Writing Strategies Book</p>
<p>Setting Goals: the writers confer with their teacher to set goals to practise during the cycle.</p> <p>Structuring Lessons: the instructional model is implemented.</p> <p>Explicit Teaching: writers using previous experiences and passions to transfer to their purpose and audience.</p> <p>Worked Examples: the teacher's Writer's Notebook provides a worked example. The teacher implements a think aloud as they complete their entry with the writers.</p> <p>Collaborative Learning: the writers have opportunities to talk about their ideas with peers and confer with their teacher.</p> <p>Multiple Exposures: the writers are provided with multiple exposures by revisiting and mining their Writer's Notebook.</p> <p>Questioning: powerful questioning is implemented to engage the writers in generating and collecting ideas.</p> <p>Feedback: the writers will be provided with feedback to inform and reflect upon writing learning goals.</p> <p>Metacognitive Skills: the writers are provided with planned opportunities to reflect about their own thinking as a writer.</p> <p>Differentiated Teaching: learning experiences are planned that incorporate adjustments to extend knowledge and skills of every writer.</p>	<p>High Impact Teaching Strategies</p>

Writing Cycle: 4. Choosing and Planning

<p>The Writer's Notebook is the key tool at this stage of the cycle. The writers mine their Writer's Notebooks for previous entries to choose an idea.</p> <p>The writers are explicitly taught a range of strategies to choose and plan their writing with the goal of publishing.</p>	Definition
<p><i>"When writers have opportunity to choose their own topics, they have ownership over their writing and their writing improves."</i></p> <p style="text-align: center;"><i>Thomas 2016</i></p>	Links to Theory
<ul style="list-style-type: none"> • Use student data to inform explicit teaching of the strategies to choose and plan writing. • Excite the writers about the purpose and opportunities of the text type. • Plan for engaging strategies to motivate writers. • Select powerful mentor texts to demonstrate writer's craft. • Investigate the vocabulary related to the purpose and text type. • Revisit the audience, publishing strategies and timeline. • Demonstrate choosing an idea and planning for writing. • Co-construct anchor charts with the writers. • Provide the writers with criteria to support the selection of ideas. • Confer with the writers • Fishbowl a conversation of two writers engaged in choosing and planning using the think aloud strategy. 	Teacher's Role
<ul style="list-style-type: none"> • Choose an idea and stick with it. • Collect more information for the plan. • Practise their writing goal. • Confer with the teacher. • Talk about their plan with a writing partner. • Use anchor charts, word wall and resources to help them. 	Writer's Role
<ul style="list-style-type: none"> • Seeds for writing such as writing jars, objects, characters. • Co-constructed anchor charts • Interactive Word Wall • Word lists and alphabet strips • Dictionaries and have-a-go books • Dishrack of texts • Classroom Libraries • Book Boxes • Mentor Texts • iPads/Laptops • Teacher's Writers Notebook as a worked example. • Teacher created worked examples of publishing strategies 	Learning Environment

<p>Goal 2: Supporting writing engagement p. 59 2.17 imagine your audience 2.25 Lived like someone consumed by a project</p> <p>Goal 4: Focus and Meaning p.135 4.11 Cut It to the Bone 4.16 Find a theme in your collection 4.19 The So What Rule 4.21 Focus on an Issue 4.22 Let available sources steer your focus 4.25 Shape your focus with active verbs</p> <p>Goal 5 Organising and structuring writing p. 164 5.7 Organising sequence 5.8 Uh – oh Phew! 5.10 Question Answer 5.22 Audiences for your information 5.23 Draw your layout</p>	The Writing Strategies Book
<p>Setting Goals: the writers confer with their teacher to set goals to practise during the cycle.</p> <p>Structuring Lessons: the instructional model is implemented.</p> <p>Explicit Teaching: choosing one idea and planning the idea to take to publishing.</p> <p>Worked Examples: the teacher’s Writer’s Notebook and modelled writing provides worked examples. The teacher implements a think aloud every time writing occurs.</p> <p>Collaborative Learning: the writers have opportunities to talk about their chosen idea and plan with peers and confer with their teacher.</p> <p>Multiple Exposures: the writers are provided with multiple exposures by referring to mentor texts and modelled writing completed by the teacher.</p> <p>Questioning: powerful questioning is implemented to engage the writers in choosing and planning an idea.</p> <p>Feedback: the writers will be provided with feedback to inform and reflect upon writing learning goals.</p> <p>Metacognitive Skills: the writers are provided with planned opportunities to reflect about their own thinking as a writer.</p> <p>Differentiated Teaching: learning experiences are planned that incorporate adjustments to extend knowledge and skills of every writer.</p>	High Impact Teaching Strategies

Writing Cycle: 5. Drafting

<p>The writers are ready to work on a piece for an audience. It's time for them to take their plan and develop a draft. The writers have the opportunity to write more than one draft.</p>	Definition
<p><i>"Readers usually expect that a piece of writing is about something and that the author communicates a point"</i> <i>Serravallo 2017</i></p>	Links to Theory
<ul style="list-style-type: none"> • Use student data to inform explicit teaching. • Build up writers' stamina. • Revisit mentor texts to demonstrate writer's craft. • Revisit powerful vocabulary. • Revisit the audience, publishing strategies and timeline. • Demonstrate developing a draft from our plan using the think aloud strategy. • Co-construct anchor charts with the writers. • Confer with the writers. • Model revisiting the Writer's Notebook. • Fishbowl a conversation of two writers engaged in drafting using the think aloud strategy. 	Teacher's Role
<ul style="list-style-type: none"> • Increase the time of independent writing. • Follow the plan to develop a draft. • Collect more information to elaborate. • Revisit mentor texts to develop their draft. • Practise their writing goal. • Confer with the teacher. • Talk about their draft with a writing partner. • Use anchor charts, word wall and resources to help them. • Revisit Writer's Notebook to choose another idea or act as a resource. 	Writer's Role
<ul style="list-style-type: none"> • Co-constructed anchor charts • Interactive Word Wall • Word lists and alphabet strips • Dictionaries and have-a-go books • Dishrack of texts • Classroom Libraries • Book Boxes • Mentor Texts • iPads/Laptops • Writer's Notebooks • Teacher's Writers Notebook as a worked example. • Teacher created worked examples of publishing strategies 	Learning Environment

<p>Goal 4: Focus and Meaning p.135 4.1 Make your pictures and your words agree. 4.13 Their Topic, Your idea 4.14 Use a search engine to find collections 4.16 Find a Theme in your Collection 4.23 Experimental Draft to Find focus</p>	The Writing Strategies Book
<p>Setting Goals: the writers practise their goals. Structuring Lessons: the instructional model is implemented. Explicit Teaching: use a plan to develop a draft. Worked Examples: the teacher’s Writer’s Notebook and modelled writing provides worked examples. The teacher implements a think aloud every time writing occurs. Collaborative Learning: the writers have opportunities to talk about their draft with peers and confer with their teacher. Multiple Exposures: the writers are provided with multiple exposures by referring to mentor texts and modelled writing completed by the teacher. Questioning: powerful questioning is implemented to engage the writers in developing a draft. Feedback: the writers will be provided with feedback to inform and reflect upon writing learning goals. Metacognitive Skills: the writers are provided with planned opportunities to reflect about their own thinking as a writer. Differentiated Teaching: learning experiences are planned that incorporate adjustments to extend knowledge and skills of every writer.</p>	High Impact Teaching Strategies

Writing Cycle: 6. Revising

<p>The writers consider how to improve their writing through word choice, elaboration, and text structures. It is to improve the quality, content and organisation of the writing for the purpose and audience.</p>	Definition
<p><i>"Think about what it is you're trying to say/show/tell. Now what details would best help you do that"</i> <i>Murray 1985; Anderson 2005.</i></p>	Links to Theory
<ul style="list-style-type: none"> • Use student data to inform explicit teaching. • Build up writers' stamina. • Revisit mentor texts to writer's craft. • Revisit powerful vocabulary. • Revisit the audience, publishing strategies and timeline. • Choose a draft; respond to the feedback from the writers to revise the writing. • Provide criteria to support writers to revise. • Co-construct anchor charts with the writers. • Confer with the writers. • Model revisiting the Writer's Notebook to add vocabulary and detail. 	Teacher's Role
<ul style="list-style-type: none"> • Increase the time of independent writing to revise writing. • Use feedback to revise draft. • Revisit mentor texts to revise their draft. • Practise their writing goal. • Confer with the teacher. • Provide feedback to your writing partner. • Use anchor charts, word wall and resources to help them. • Revisit Writer's Notebook to add vocabulary and detail using the think aloud strategy. 	Writer's Role
<ul style="list-style-type: none"> • Seeds for writing such as writing jars, objects, characters. • Co-constructed anchor charts • Interactive Word Wall • Personal word lists • Word lists and alphabet strips • Dictionaries and have-a-go books • Dishrack of texts • Classroom Libraries • Book Boxes • Mentor Texts • iPads/Laptops • Writer's Notebooks • Teacher's Writers Notebook as a worked example. • Teacher created worked examples of publishing strategies 	Learning Environment

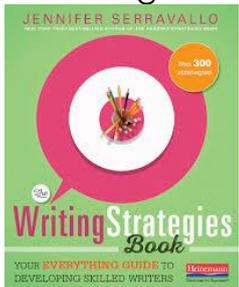
<p>Goal 4: Focus on Meaning 4.3 Find the heart 4.11 Cut it to the Bone</p> <p>Goal 5: Organisation and Structure 5.3 Add a page Subtract a page 5.9 Beef up the middle 5.11 End in the moment 5.12 End with last words from the character</p>	The Writing Strategies Book
<p>Setting Goals: the writers practise their goals. Structuring Lessons: the instructional model is implemented. Explicit Teaching: use feedback to revise a piece of writing. Worked Examples: the teacher's revised writing provides worked examples. The teacher implements a think aloud every time writing occurs. Collaborative Learning: the writers have opportunities to receive feedback from their peers and confer with their teacher. Multiple Exposures: the writers are provided with multiple exposures by referring to mentor texts and modelled writing completed by the teacher. Questioning: powerful questioning is implemented to engage the writers in revising a draft. Feedback: the writers will be provided with feedback to inform and reflect upon writing learning goals. Metacognitive Skills: the writers are provided with planned opportunities to reflect about their own thinking as a writer. Differentiated Teaching: learning experiences are planned that incorporate adjustments to extend knowledge and skills of every writer.</p>	High Impact Teaching Strategies

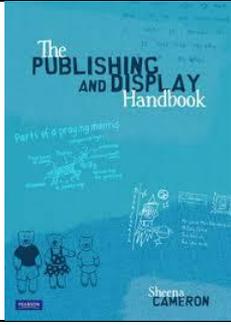
Writing Cycle: 7. Editing

<p>The writers consider how to improve their writing through spelling, punctuation and letter formation. The writer edits with the audience in mind. Writing is edited with the purpose of publishing. When editing teachers use a purple pen, students use red for their own editing and green when editing a partner's writing.</p>	Definition
<p><i>"Spelling errors very rarely mean that writers are being careless, rather that they are learning and doing the best to write as they learn"</i> Serravallo 2017</p>	Links to Theory
<ul style="list-style-type: none"> • Use student data to inform explicit teaching. • Build up writers' stamina to edit for an audience. • Revisit mentor texts to explore the writer's craft. • Revisit the audience, publishing strategies and timeline. • Model the editing process in writing sample from teacher or student. • Use editing symbols following the whole school approach • Provide criteria/checklist to support writers to edit. • Model using the editing symbols with the writers. • Confer with the writers. • Ensure writers edit their writing prior to conferring with the teacher. • Implement ongoing inquiries throughout the cycle of conventions/spelling patterns for the writers to transfer to their writing. <i>E.g. When do writers use commas in their writing?</i> • Fishbowl a conversation of two writers engaged in editing using the think aloud strategy. 	Teacher's Role
<ul style="list-style-type: none"> • Increase the time of independent writing to edit writing. • Use teacher/peer feedback to edit draft. • Revisit mentor texts to edit their draft. • Practise their writing goal. • Confer with the teacher. • Provide feedback to your writing partner. • Use editing symbols, word wall and resources to help them. • Apply new learning from the inquiries to our writing. <i>E.g. When do writers use commas in their writing?</i> • Reread with one editing focus at a time – punctuation then spelling. • Check that letter formation is clear for the audience. 	Writer's Role
<ul style="list-style-type: none"> • Editing symbols • Interactive Word Wall • Word lists and alphabet strips • Dictionaries and have-a-go books • Dishrack of texts • Classroom Libraries • Book Boxes • Mentor Texts • iPads/Laptops • Teacher created worked examples of publishing strategies 	Learning Environment

<p>Goal 8: Conventions – Spelling and letter Formation 8.3 Consult the alphabet chart 8.5 Where is it big? Where is it small? 8.6 Penmanship Counts 8.10 Use your resources to spell</p> <p>Goal 9: Conventions – Grammar and Punctuation 9.4 Repeated reading to check a checklist 9.8 Guess what? 9.9 Don't overdo it 9.10 Colons</p>	The Writing Strategies Book
<p>Setting Goals: the writers practise their goals. Structuring Lessons: the instructional model is implemented. Explicit Teaching: use feedback to edit a piece of writing. Worked Examples: the teacher's edited writing provides worked examples. The teacher implements a think aloud every time writing occurs. Collaborative Learning: the writers have opportunities to receive feedback from their peers and confer with their teacher. Multiple Exposures: the writers are provided with multiple exposures by referring to mentor texts and modelled writing completed by the teacher. Questioning: powerful questioning is implemented to engage the writers in editing a draft. Feedback: the writers will be provided with feedback to inform and reflect upon writing learning goals. Metacognitive Skills: the writers are provided with planned opportunities to reflect about their own thinking as a writer. Differentiated Teaching: learning experiences are planned that incorporate adjustments to extend knowledge and skills of every writer.</p>	High Impact Teaching Strategies

Writing Cycle: 8. Publishing

<p>The writers need planned opportunities to publish their writing often, to affirm that they are successful writers. Publishing is the opportunity for writers to communicate the meaning of their writing to a target audience. The audience often influences the publishing strategy or technique.</p>	<p>Definition</p>
<p><i>“When writers know their work will be published, it helps them to envision an end to the writing process and an audience for their piece.”</i> Serravallo 2017</p>	<p>Links to Theory</p>
<ul style="list-style-type: none"> • Use student data to inform explicit teaching. • Build up writers’ stamina to publish for an audience. • Revisit mentor texts to explore the writer’s craft. • Revisit the audience, publishing strategies and timeline. • Provide choice of strategies to use for publishing. • Provide worked examples of publishing strategies. • Provide criteria/checklist to support writers to publish. • Co-construct anchor charts with the writers. • Confer with the writers. • Fishbowl a conversation of two writers engaged in publishing. • Provide a range of materials for publishing. 	<p>Teacher’s Role</p>
<ul style="list-style-type: none"> • Increase the time of independent writing to publish writing. • Select publishing strategy and stick with it. • Use worked examples as a guide. • Show commitment and pride in the published writing. • Meet the timeline of publishing. • Practise their writing goal. • Confer with the teacher. • Use anchor charts, word wall and resources to help them. • Check that your letter formation is clear for the audience to read your writing. • Build skills in a variety of publishing styles and strategies. • Copy the revised and edited draft accurately 	<p>Writer’s Role</p>
<ul style="list-style-type: none"> • Co-constructed anchor charts • Dishrack of texts • Classroom Libraries • Book Boxes • Mentor Texts • iPads/Laptops • Worked examples of publishing 	<p>Learning Environment</p>
<p>Publishing and celebrating writing p. 384</p> 	<p>The Writing Strategies Book</p>

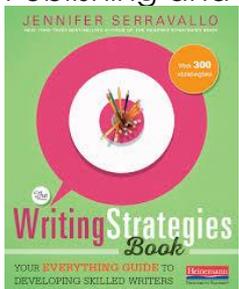


The Publishing and Display Handbook

Setting Goals: the writers practise their goals.
Structuring Lessons: the instructional model is implemented.
Explicit Teaching: publishing pieces of writing
Worked Examples: publishing strategies prepared by the teacher and writers.
Collaborative Learning: the writers have opportunities to receive feedback from their peers and confer with their teacher to support the publishing process.
Multiple Exposures: the writers are provided with multiple exposures by referring to mentor texts and published writing completed by the teacher.
Questioning: powerful questioning is implemented to engage the writers in publishing their writing.
Feedback: the writers will be provided with feedback to inform and reflect upon writing learning goals.
Metacognitive Skills: the writers are provided with planned opportunities to reflect about their own thinking as a writer.
Differentiated Teaching: learning experiences are planned that incorporate adjustments to extend knowledge and skills of every writer.

High Impact Teaching Strategies

Writing Cycle: 9. Celebrating

<p>The writers need celebrations because they provide an important opportunity to write and publish for a targeted and authentic audience. It is also a purposeful opportunity to receive feedback and recognition.</p>	<p>Definition</p>
<p><i>"Writers not having the opportunity for sharing their writing with readers is like actors rehearsing for a show that never gets performed."</i> Calkins 1986</p>	<p>Links to Theory</p>
<ul style="list-style-type: none"> • Refer to the whole school writing plan • Develop and follow the timeline • Involve the writers with the planning when possible • Build excitement for the celebration • Inform the audience • Capture the celebration to be shared to a broader audience. 	<p>Teacher's Role</p>
<ul style="list-style-type: none"> • Follow the timeline • Active and respectful participants • Provide feedback • Reflect upon the celebration 	<p>Writer's Role</p>
<ul style="list-style-type: none"> • Classroom set up to reflect celebration strategy • Mentor texts displayed • Published writing displayed • Resources for the audience to provide feedback 	<p>Learning Environment</p>
<p>Publishing and celebrating writing p. 384</p> 	<p>The Writing Strategies Book</p>

Useful References

-Write Ways by Lesley Wing Jan

-The Writing Strategies Book by Jennifer Serravallo

-The Publishing and Display Handbook by Sheena Cameron

-The No-Nonsense Guide to Teaching Writing: Strategies, Structures and Solutions By Judy Davis and Sharon Hill