

# Shared Writing Expectations

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_

**Definition of Shared Writing:** Whole-group invitation to collaborate on a shared topic. The teacher acts as a scribe so students can focus on thinking and making decisions about the writing.

**Materials:** (Varies by the need, level of writers and/or lesson focus)

**Specific strategy focus plan**

- Text (mentor texts to demonstrate author's craft, text structure, etc.)
- Chart Paper/Interactive White Board  Writer's Notebooks  Markers  Sticky Notes  Highlighter or Cover Up Tape  Easel/Big Book Stand  Pointer  Document Camera  Computer  Magnetic Letters

**Environment/Organization**

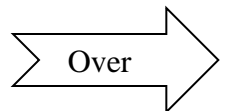
- Strategy Anchor Charts  Whole Group Carpet/Meeting Area  Small Group Meeting Area
- Easel for Chart Paper  Charts Displayed
- Routines/Procedures (*Same writing should be used for multiple days/lessons*)

**Shared Writing Elements:** (Varies by the need, level of writers and/or lesson focus)

- Specific strategy focus \_\_\_\_\_
- Content Area \_\_\_\_\_
  
- Teacher and/or student(s) initiate a discussion/brainstorm a shared experience, idea, concern, etc.
- Establish purpose for writing (type of writing, audience)
- Students invited to add suggestions to the writing as a whole group as teacher acts as scribe
- Model the immediate construction of a high-quality draft
- Language Standards (vocabulary, sentence structure, grammar, etc.)
- Connect teaching point during Shared Writing (teacher models purpose and support based on student needs)
- Student Discussion of the Writing (small group and/or student to student)
- Link/Transfer to: Independent Writing, Oral Language, etc.
- Use as anchor chart

**Possible Strategy Focus Points:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Use for immersion before unit and keeping text type alive after unit</li><li><input type="checkbox"/> Write a different ending for a passage</li><li><input type="checkbox"/> Write what happens next for a passage</li><li><input type="checkbox"/> Write an ending for a passage</li><li><input type="checkbox"/> Write an introduction for a passage (include characters and gist statement)</li><li><input type="checkbox"/> Write the first paragraph/introduction to this... (math, social studies, science)</li><li><input type="checkbox"/> Use appropriate text structure</li><li><input type="checkbox"/> Revise for author's craft, sentence variety, etc.</li><li><input type="checkbox"/> Apply Concepts of Print</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Use shared writing to respond to reading.<ul style="list-style-type: none"><li>Why did the author most likely write this?</li><li>Why did the author use certain text features?</li></ul></li><li>Reflection</li><li>Interpretation/Author's Message</li><li><input type="checkbox"/> Retell or Summary</li><li><input type="checkbox"/> Students illustrate (make a nonlinguistic representation)</li><li><input type="checkbox"/> Compare/Contrast (within <u>or</u> between 2 different texts)</li></ul> |
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**Reflection:** (Teacher)

**Personal Goal:** (Teacher)

**Feedback:**