

Creating a Classroom Vision for Teaching Writing



It is essential that teachers develop a coherent and well-constructed vision for teaching writing. In this infographic, we will review three ingredients that make it possible for teachers to make informed, judicious, and intelligent decisions when constructing a vision for teaching writing.

Teaching Writing Sample Statement

Writing is central to everything I do in my classroom. [Students] will write to persuade and argue, gather information, explore the meaning of events, chronicle personal experiences, and create imaginary worlds. They will write about their own experiences and culture and use writing to explore the experiences and culture of others.

Writing is thinking. Your children will learn new strategies for planning, assessing, and revising what they write. These strategies will facilitate the brainwork of invention, speculation, deliberation, reflection, and evaluation.

I will support students as they write by providing them with clear directions and goals, feedback that is constructive and not overwhelming, and time to plan and improve what they write. My goal is to create a positive and enthusiastic writing environment where students are encouraged to try hard and do their best, feel comfortable taking risks, and work together in a positive manner.

Developing a Vision for Teaching Writing



Theory

The **Writer(s)-within-community (WWC) model** is based on the assumption that writing and the teaching of writing is simultaneously and interactively shaped by the community in which writing takes place and the cognitive capabilities and resources of those who teach, create, or consume writing in this community.

Components of a Writing Community described in the WWC Model

-  Create a writing class that meets 5 days a week for 1 hour
-  Improve students' story telling
-  Help students see the value of writing what they read
-  Students share their writing with each other
-  Set high but realistic goals and expectations
-  Students help establish classroom rules



Evidence-based Writing Practices

The basic premise underlying this approach is that teachers should apply the best available evidence to make informed, judicious, and intelligent decisions about teaching (Sackett et al., 1996).

Possible Adaptations for Teaching Writing

-  Student modifies writing assignments
-  Students select own writing topic
-  Alternate writing assignments
-  Extra conferencing
-  Student writes at home with parents help
-  Extra handwriting instruction
-  Additional modeling when teaching



Personal Knowledge of How to Teach Writing

Vision for teaching writing should be informed by the considerable experience, knowledge, and expertise teachers acquire over time.

Scope and Sequence for Writing Vision

Writing Activity	Writing Strategy	Writing Skills**	Other
Weeks 1-3 Personal narrative: A story about me A time I had fun	Introduce Peer- Revising Strategy* Paragraph Writing Strategy*	Sentences: Using describing and action words Spelling: Review plurals and blends Review cursive handwriting: c, a, o, t, s, e, m, u, i	Set class rules Importance of writing Importance of writing in and out of school Establish characteristics of good writing Introduce process writing routine Set rules for sharing writing Share a personal narrative about myself
Weeks 4-6 Summary Writing	Teach Strategy for Summary Writing*	Sentences: Compound sentences (connectors and, but, or) Spelling: Review long and short vowels (particularly in multiple syllable words) Review cursive handwriting: e, l, b, h, k, f, c, a, g, d, g	Begin to establish class and student writing identity Expand possible writing adaptations

Reference: Graham, S. (2021) *Creating a Classroom Vision for Teaching Writing*. *The Reading Teacher*. Retrieved from <https://doi.org/10.1002/trtr.2064>