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 meanings of events, chronicle personal experiences, and create imaginary worlds. They will use 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 intellectual processes of 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 and space to think about what they write. My goal is to create a positive and comfortable writing environment in which students are encouraged to try hard and do their best, to reflect, take risks, and work together in a positive manner.

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.

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).

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