

Writing Bookmark

I DO	HOOK:	Use literature to invite participation.
	PURPOSE:	Tell what you will do.
	BRAINSTORM:	Invite writers to sketch/draw, list, talk, create word storms, and so on to generate ideas.
	MODEL:	Use a mentor text, your own writing, a picture, or sometimes a student sample to demonstrate a writing technique or strategy.
WE DO	SHARED/GUIDED WRITING:	Writers actively take part in the modeled technique or strategy individually, in partnerships, or as a whole class through a shared writing experience. Writers use partner or group sharing and the teacher has roving conferences to guide young writers.
	GRAPHIC ORGANIZER:	Select according to lesson focus and grade level.
	ANCHOR CHARTS:	Display teacher- and student-generated charts in the classroom.
YOU DO	INDEPENDENT WRITING:	Writers compose a new piece or return to a published piece to practice the modeled strategy.
	REFLECTION:	Reflection is an important step that helps students view themselves as writers. How did today's strategy work? What do I do well as a writer? What sets my writing apart from others? If I were to revise, what is one thing I would absolutely change, take out, or add?
	OPTIONAL STEPS—ANY OF THE ABOVE CAN BE REORDERED	
	WRITE AND REFLECT AGAIN:	Writers rewrite their piece, using the revision strategy from reflection. Writers ask themselves whether the piece is ready to be published.
	GOAL SETTING:	Writers set goals based on input from teacher and peers.
	PUBLISH:	Teacher determines what will be published and what pieces will go into a writing folder.

Adapted from: Dorfman & Cappelli, 2009.