

Balanced Writing Program – What are the elements?

- **Workshop model** - based on an authentic writing process (plan, draft, revise, edit, publish)
- **Daily writing**- individual ownership of writing
- **Ongoing formative assessment** - using developmental criteria and/or continuum
- **Writing goals** – "interesting" and "clear" – purpose and audience – writing for a reader – infrastructure of the writing program
- **Mini-lessons** – based on assessment information, teacher models writing with explicit instruction in writing structures, language and technique
- **Independent writing** – children have choice in writing materials, choose authentic and personally relevant topics to write about
- **Process not product oriented** – ongoing focus on the writing process – plan, draft, share. Taking writing to revision, editing and publishing is less frequent.
- **Conferencing** – individual conferences for children to reflect on their writing and set goals with the teacher; teacher documents conferences to inform instruction and monitor progress
- **Sharing** – purpose - authentic opportunities to share writing with different people
 - children and adults, in whole group author's chair, author's circle, small groups or partners