

# Shared Writing



AlbertaRegionalConsortia

# Table of contents

01

## The Foundation

The 'brief' on the foundations to writing.

02

## What is Shared Writing

Sharing the Transcribing  
Sharing the Composing  
The Gradual Release of  
Responsibility  
Connecting to Reading

03

## The How

Curriculum Outcomes to  
Shared writing in Div 1 and  
Div 2

Why do more students dislike writing ....more than reading?



# Why do more students dislike writing ....more than reading?

Can they spell?

Do they know how to write a sentence? A paragraph? A story?

An essay?

How do you edit?

How do you revise?

What does that look like?



“Reading and writing are reciprocal processes.”

– Jennifer Seravallo

*“The process of writing improves a student’s ability to recall information, make connections between different concepts and synthesize information in new ways. In effect, writing isn’t just a tool to assess learning, it also promotes it”* Youki Terada., Why students should Write in all Subjects, edutopia .org

*“ ..the knowledge [students] have in writing flows to and informs their understandings in reading, and what they learn in reading can help them to learn more in writing.”* (Fried, M.D., Ohio State University).

The background features a light beige, textured surface resembling crumpled paper. There are several pieces of torn paper in shades of light green and brown, scattered across the top and right sides. Botanical illustrations of various leaves and branches are also present, some in brown and some in light green, adding a natural, organic feel to the design.

01

# The Foundation

What is foundational to learning how to be a writer?

**Writing is categorized as a difficult, complex skill.** (Pulungan, 2016)

# The Cognitive Processes to Writing

## Composing

**Planning and generating Ideas,  
knowledge processing**

(generating ideas, organizing ideas in logical order, sequencing, connecting ideas in sentences, representing facts with words)

## Transcribing

**Drafting, writing, editing.**

(letter formation, printing, cursive, phonics skills, spelling, word order)

\*\*\*pencil/pen grip

**Writing involves not only stringing all of your words and sentences together, but also to develop and express thought and ideas in neat, orderly writing.**

Adapted from the research done by Bence & Ramzy, [Layersofliteracy.com](http://Layersofliteracy.com)

# Automaticity

Students need **automaticity** in the transcribing process in order to be efficient in the composing piece of writing.

If the transcribing is not automatic, the working brain will go to that processing skill, not the composing process. The brain will stop to think about spelling, pencil grasp, and ‘the fact that I don’t know how to spell.....”

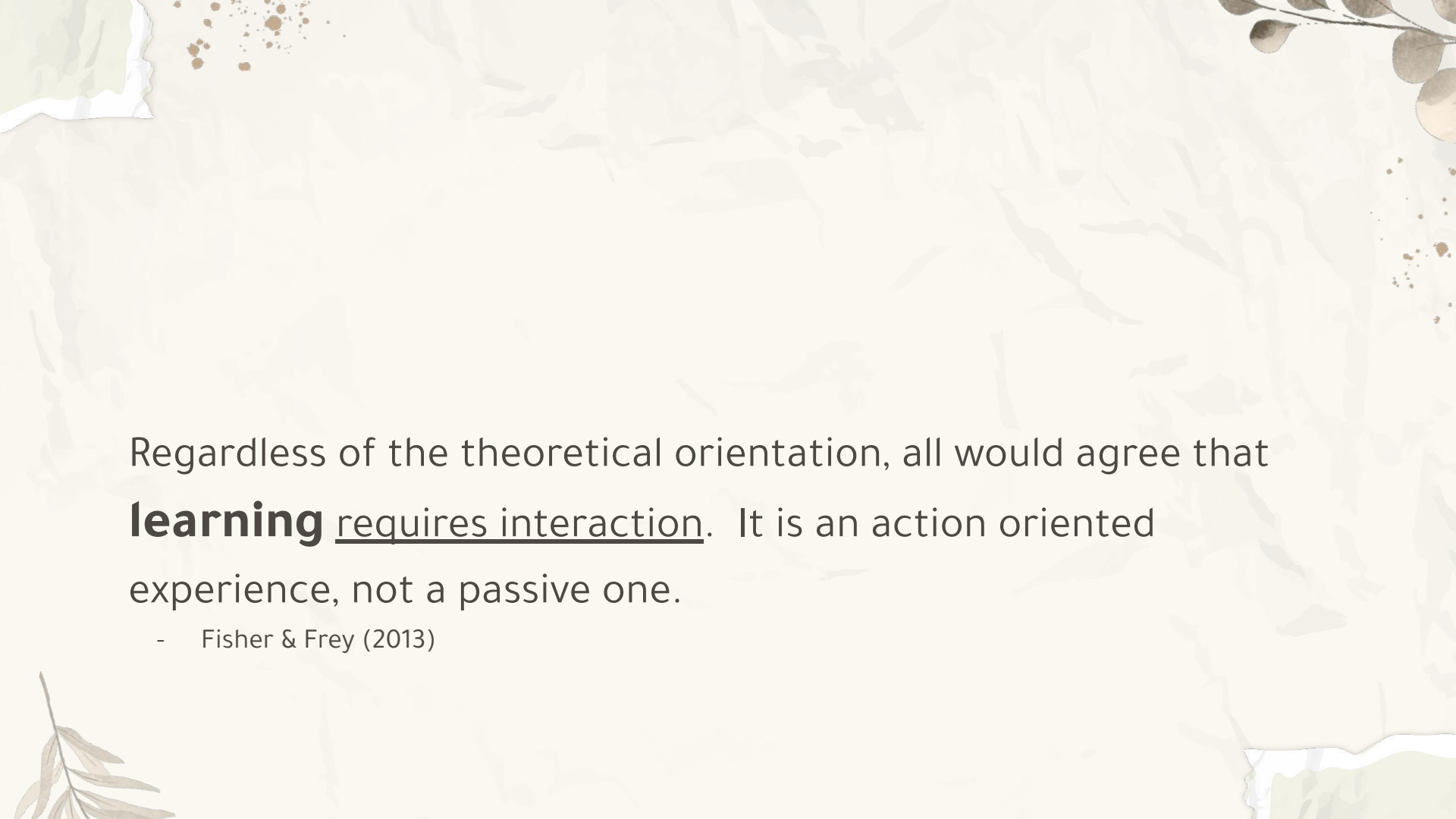


The background features a light beige, textured surface resembling crumpled paper. There are several pieces of torn paper in shades of light green and brown, scattered across the top and right sides. Delicate, brown-toned illustrations of various leaves and branches are also present, adding a natural, organic feel to the design.

02

# Shared Writing

What is it?



Regardless of the theoretical orientation, all would agree that **learning** requires interaction. It is an action oriented experience, not a passive one.

- Fisher & Frey (2013)

# Shared Writing



## Gradual Release of Responsibility (GRR)

- The research is clear that GRR lowers cognitive load for students.
- GRR is supportive and scaffolding

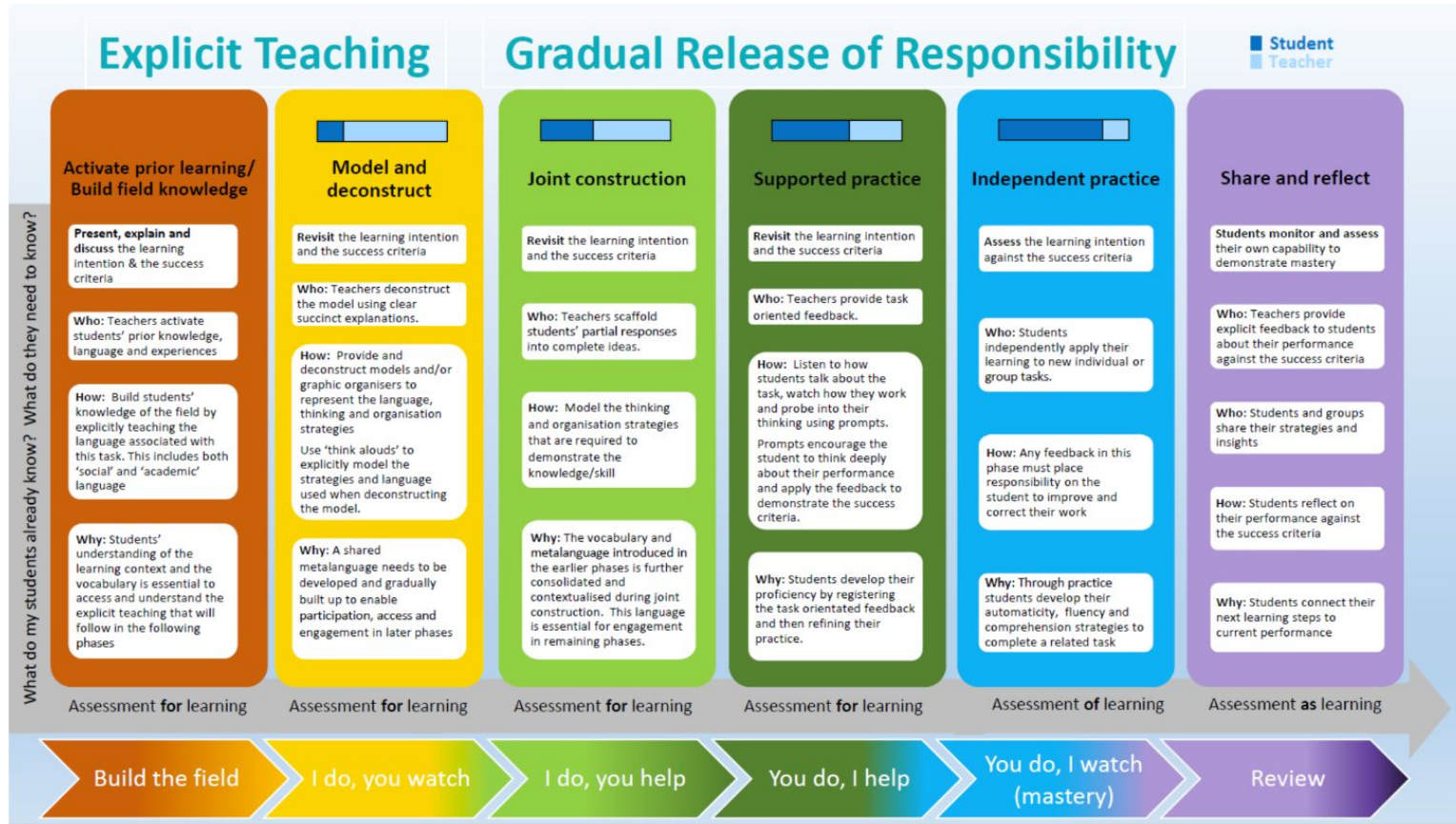


## Sharing the Composing & Transcribing

Shared writing is an opportunity to **SHARE** the experience of writing with the students by *modeling and scaffolding* how to transcribe, how to compose

**Shared Writing** is a combination of **GRR** and the **sharing of Composing and Transcribing** with students.

## C. Explicit Teaching Gradual Release of Responsibility Model



# Shared Writing

Shared writing is the opportunity for students to **jointly construct** a written text. Within that experience, students participate **with** the teacher and skills are learned or reinforced.

Shared Writing is effective when it is **in the moment teaching**.

The teacher may act as a scribe....

The teacher may prompt....

The teacher may question.....

The teacher supports the student as text is shaped and constructed.

The student **actively participates by contributing** to the construction of written text.

The teacher and the student “hold the pen’ in the experience.

The teacher and student determine if the writing **makes sense**.

Shared writing can be done as a whole class, in small groups or one on one.

Students clearly see the constructing of the text.

Deliberate connections to reading are made.

# Co - construction

**Co - construction of a written text and implementing the Gradual Release of Responsibility is key to scaffolding student developing writing skills.**



The background features a light beige, textured surface resembling crumpled paper. Several pieces of paper are torn and layered, with some showing a light green color. Botanical illustrations of various leaves and branches are scattered across the page, including a prominent branch with small, round leaves in the upper right and another with elongated leaves in the lower right. Small brown speckles are also visible on the paper.

# 03

# The What and How

What am I required to teach and how might I do that through Shared Writing?

# Curriculum - Writing K - 6

## The writing process

- planning, drafting, revising, editing, publishing

**Creative Writing**  
**Research Process**  
**Methods** - digital, non-digital

	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Outcomes	Children experiment with written expression of ideas and information	Students create messages through the application of writing processes	Students create and enhance ideas and information by applying a variety of writing processes.	Students investigate writing and research processes that support informed written expression.	Students construct and organize text to share perspectives and develop creative expression.	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	Students create texts that reflect personal voice and style through creative and critical thinking processes.
Highlights from KUSPS.	<ul style="list-style-type: none"> <li>❖ Ideas and information are expressed creatively</li> <li>❖ Creative writing</li> <li>❖ Messages have creators</li> <li>❖ Messages can be shared through pictures, symbols, letters, words, scribbles.</li> </ul>	<ul style="list-style-type: none"> <li>❖ The writing process</li> <li>❖ Purpose</li> <li>❖ Sentences are complete thoughts</li> <li>❖ Sentences expand on an idea</li> <li>❖ Logical sequence to sentences</li> <li>❖ Creative writing</li> <li>❖ Organization</li> <li>❖ Word choice</li> <li>❖ Research process</li> <li>❖ Recording factual information</li> </ul>	<ul style="list-style-type: none"> <li>❖ The writing process</li> <li>❖ Run on sentences</li> <li>❖ Organizing sentences</li> <li>❖ Editing</li> <li>❖ Creative writing</li> <li>❖ Ideas</li> <li>❖ Research process</li> <li>❖ Organizational tools</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writing captures ideas, memories, investigations and stories</li> <li>❖ The writing process</li> <li>❖ Three to five sentences - construction of <u>paragraph</u>.</li> <li>❖ Fluency in writing</li> <li>❖ Creative writing</li> <li>❖ Organization</li> <li>❖ Word choice</li> <li>❖ Presentation</li> <li>❖ Voice, style</li> <li>❖ Word choice</li> <li>❖ Dialogue</li> <li>❖ Research processes - questioning organization</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writing is a vehicle for communication, creativity and connection.</li> <li>❖ Writing process</li> <li>❖ Topic sentences</li> <li>❖ Paragraphs</li> <li>❖ Concluding sentences</li> <li>❖ Creative writing</li> <li>❖ Organization</li> <li>❖ Word choice</li> <li>❖ Presentation</li> <li>❖ Research process</li> <li>❖ Ethical use of information.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writing process</li> <li>❖ Purpose, audience</li> <li>❖ Expression clearly</li> <li>❖ Creative writing</li> <li>❖ Analyze mentor texts</li> <li>❖ Word choice</li> <li>❖ Plot, point of view, setting</li> <li>❖ Research process</li> <li>❖ Main ideas</li> <li>❖ Organize ideas.</li> <li>❖ Protocols and ethical use of information.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writing process</li> <li>❖ Cultivate expression, problem solving and critical thinking</li> <li>❖ Organization</li> <li>❖ Audience, purpose and form</li> <li>❖ Idea</li> <li>❖ Transitions</li> <li>❖ Informative, engaging</li> <li>❖ Creative writing</li> <li>❖ Description</li> <li>❖ Imagery, rhyme, dialogue</li> <li>❖ Enhance personal style</li> <li>❖ Word choice</li> <li>❖ Tone</li> <li>❖ Research processes</li> </ul>

K - 6 Writing Outcomes

	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
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# Have Shared Writing as part of your writing block/writing routine!

## Division 1

## Division 2

**Modelling the writing process. What does planning, drafting, revising, editing, publishing look like?**

Co-constructing student news

Writing together:

Letter Writing

Stories

Teaching elements of writing:

sentence writing,  
paragraph writing,  
punctuation,  
spacing,  
spelling.

Small group writing work

Modeling editing on the smart board where all students participate.

Mini lessons in writing - sentence writing, paragraph writing, essay writing....

Lessons on word choice, voice, organization etc

# Grade 1 - Example

Writing the News:

LO: Students create messages through the application of writing processes.

Understanding: Ideas and information can be shared through written messages.

KSPs: Messages can be written in sentences that contain a complete thought.



1. Happens on Tuesday
2. 5 students get to share their “News” with the class and teacher. Their news is written in the “news” book. (a scrapbook with blank pages, that the teacher covered and titled Grade 1D NEWS”)
3. Students sit on the floor. The News book is open on the easel. The first child may say: “I got a new bike on Friday.”
4. The teacher repeats the sentence using the child’s name. “Johnny got a new bike on Friday.” “Does that sound like a good sentence Johnny?” The child agrees or disagrees.
5. The teacher repeats the sentence again - slowly. “Johnny got a new bike on Friday”.
6. “Johnny! You know how to write your name! Come and write it in the News book!”.
7. Next word ‘got’.....”How do we spell the word ‘got’?” Let’s make the sounds we hear in the word ‘got’”
8. OR if it is a sight word, the teacher may ask: “where do we find the word.....” We have used that word before - perhaps it is in personal dictionaries, the word wall (teaching students to use the word wall).

# Editing checklist for Primary

## Editing Checklist

- Fix words that are messy
- Re-read my work. Does it make sense?
- Do I have a capital at the beginning of my sentence?
- Do I have capitals on names?
- Do I have punctuation? Do I have a period?  
Do I have a question mark?
- Are there words I'm not sure of how to spell?  
Did I underline them?
- Did I leave a space between my words?

# Editing Checklist - grades 3 - 5

Author's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer's Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Editing Checklist for Self- and Peer Editing

**Directions:** Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit		
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments and Suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	
	Quotation marks are included where needed.	<input type="checkbox"/>	Quotation marks are included where needed.	<input type="checkbox"/>	
Capital Letters	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>	
	Proper nouns begin with capital letters.	<input type="checkbox"/>	Proper nouns begin with capital letters.	<input type="checkbox"/>	
Grammar	My sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>	Sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>	
	I don't have any run-on sentences.	<input type="checkbox"/>	There are no run-on sentences.	<input type="checkbox"/>	
Spelling	I checked spelling and fixed the words that didn't look right.	<input type="checkbox"/>	Spelling is correct.	<input type="checkbox"/>	

# Specific Example: Revising Grade 5

## Grade 5 Revising Writing

OI: Writing

LO: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.

Revising	
The purpose of writing is clear	
The Form of Writing is clear	
There is a clear topic	
There is an introduction, opening or lead to the writing	
Paragraphs have a topic sentence.	
There are details about the topic within the paragraphs.	
There is a conclusion to the overall topic of the writing	
Ideas are expressed logically	
There is a logical sequence to the ideas in the paragraphs	
There is a logical sequence to the paragraphs.	
There are interesting details.	
There are transitions between sentences	
There are transitions between paragraphs	
Topic and concluding sentences provide structure and link ideas and information within paragraphs.	
There is fluency to the writing - flow between thoughts	
Word choice is interesting	
Ideas are clear	

# What is the teacher doing?

- The teacher **is** modelling the sentence - repeating it, saying it aloud - so the students can hear that the sentence makes sense.
- The teacher **is** repeating it showing the students how to 'hold' the sentence as they are transcribing it.
- The teacher **is** modeling, demonstrating, thinking aloud, prompting, facilitating.
- The teacher **is** involving the students in writing words they know and modeling where to find those words they have used before.
- The teacher **is** involving students in creating their sentences supporting them in ensuring they make sense.
- The teacher **is** modeling other important 'parts' to a sentence that makes sense; capitals on names, spaces between words, periods at the end of the sentence.
- The teacher **is NOT** coming up with the sentences.
- The teacher **is NOT** doing all of the writing.

Assessment?



# ARPDC - CPAR (K-3 documents)



[Learning Opportunities](#)

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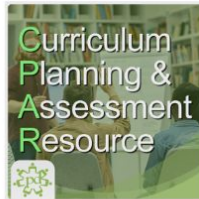
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## Curriculum Planning & Assessment Resources (CPAR) – ELAL – Grade 3

[← Return to ELAL](#)



### About this Resource

These documents contains the entirety of the ELAL Grade 3 Curriculum Planning & Assessment Resources prepared through NRLC and their English Advisory Committee.

### Download Resource File



Language: English

Subject Areas:

Grade Levels:

Media Types:

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### Support for Implementation

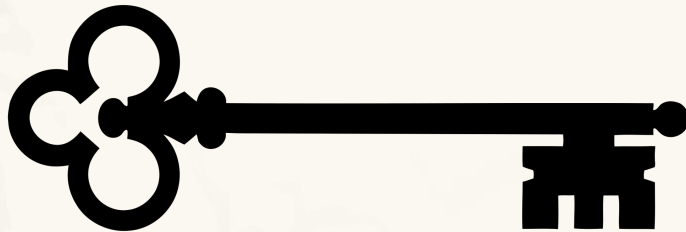
The resources found on this site were developed by Alberta Regional Professional Development Consortia (ARPDC) as a result of funding from Alberta Education to support implementation.



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# Key points.....

- Writing is not easy for students
- There is a cognitive load to writing that teachers need to be aware of
  - Transcribing and composing
- The Gradual Release of Responsibility and Sharing the Transcribing and Composing provides scaffolding for students
- Shared writing allows students to be a part of the process rather than struggling on their own.
- Students can 'see' how writing happens through shared writing.
- Students should be writing daily - just as they are most likely reading daily.



# Resources

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# Resources

Screenshot - Explicit teaching, Gradual Release of Responsibility, taken from :  
<https://www.mackillopnt.catholic.edu.au/>