**Writing Priorities**

**Focus on the writer first and the writing second.**

What we wants students to do as writers K-12 is the same; that is, we want them to write with a reader in mind, write engaging leads, well-organized and readable texts, and so on. What differs are our expectations and the learners’ needs for demonstrations, supports and scaffolding, length of text, complexity of language, vocabulary, flow of ideas, author’s craft, focus on content and accuracy (facts, spelling, legibility, conventions, form), and presentation formats.

* **Writing for Audience and Purpose**--lifelong
  + Role of engagement (impacted by motivation, relevancy)
  + Teachers as writers—demonstrate our thinking and habits; create enthusiasm; act on beliefs and credible research
  + Reading aloud to students (noticing and applying author’s craft)
  + Publlc writing conferences and one-on-one conferences (focusing on content first)
  + Self-determining writers—set own worthwhile goals
* **Writing with Authenticity**
  + Heart and mind involvement, relevancy of the writing
  + Explicit teaching—thinking aloud, close rereading, revising, editing; grammar and spelling
  + Providing writing supports—shared writing, scaffolded conversations, ongoing conferring with useful feedback
  + Assuming control over content, accuracy, self-monitoring
* **Sustained time for independent writing**
  + Student choice within structure
  + Connecting wide reading with writing (noticing what authors do)
  + Access to varied first-rate texts and resources, print and digital
  + Providing multiple times each day for writing--across the curriculum

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