Every Child a Reader & Writer
Writing Workshop Implementation Scale: CLOSINGS

Description	*Writing workshop ends with a 5-10 minute closing which is another opportunity for teaching. Students may be asked to share their work or their process. This teaching session takes various forms (e.g. author's chair, popcorn, process share, partner/response share etc.), depending on the purpose. In the closing, the teacher plays an important role in making the teaching point explicit.*

Getting started	**Effective**	**Highly Effective**	**Creative adaptations**	**Misconceptions**
The closing may • have a general focus • often feature the same students • take the same format each time • not be used as an instructional opportunity • be too long • provide opportunities for students to share their work	The closing • has a specific focus and purpose based on student needs observed during writing and conferring • routinely provides opportunities to hear from all students • validates student progress and celebrates ongoing work • often ties back to the mini-lesson • is used as an instructional opportunity • takes a variety of different forms, depending on purpose (e.g. author's chair, popcorn, process share, partner share, problem solving) • provides opportunities for students to share their work and their processes, depending on purpose	Meets all the criteria for effective and in addition, the closing • results in additional learning for the students or reinforces the mini lesson • provides opportunities for students to reflect on both content and process of writing • balances instructional opportunities with validation of student effort	• *The teacher determines the focus and content, based on student need and current curricular focus.* • *The teacher plans for the closing, perhaps changing the original plan, based on what was observed during the writing period.* • *The teacher uses closings to model the kinds of responses they want to hear in partner/peer groups*	• *The closing always takes a particular form, such as author's chair.* • *The closing is routinely the teacher's summary of the writing period with little participation from students* • *Students provide non-specific or highly critical feedback based on personal preferences* • *The closing activity is unfocused, general sharing in which one or more students each read their entire piece.* • *The same students are routinely asked to share* • *The closing only happens once in a while*