*In this approach, the student writes about authentic topics that have a ‘real-world’ purpose and relevance. Student writing is regularly shared (the audience creates a sustaining social context to motivate and support the writer)*

**Intervention Steps**

1. Status checking
	1. At the start of a writing lesson, the teacher asks the student(s) what writing goal(s) he or she plans to accomplish for that day
	2. Record these responses on the board for all to see
2. Mini-lesson
	1. Teach a mini-lesson relevant to the writing process. Mini-lessons are a useful means to present explicit writing strategies (e.g., an outline for drafting an opinion essay)
	2. Mini-lessons should be kept short
3. Student writing
	1. The bulk of the intervention time should be spent on student writing
	2. When possible, encourage students to use computers
4. Peer and teacher conferences
	1. After student writing time, students work with peers to review each other’s work
	2. Students also meet briefly with the teacher to evaluate how successfully they completed their writing goals for the day
5. Group sharing or publishing
	1. At the end of each intervention session, writing produced that day is shared with the group