# Author's Chair

Author's Chair provides an opportunity for students to share their writing with others at any point in the writing process to receive constructive feedback and reinforcement. When students learn to give and receive feedback, they build essential skills in communication and collaboration. Author's Chair enables students to reflect, enhance their understanding of a text, and apply what they've learned to their own writing.

Individualized

Targeted
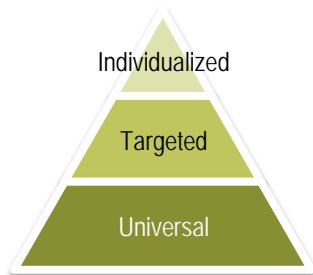
Universal

A teacher's understanding of their students' learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

Why use this strategy in an inclusive learning environment

- Provides context and purpose to make writing meaningful.
- Promotes active listening and oral exchanges about writing.
- Helps students thoughtfully generate and sort new ideas together.
- Provides students with positive and specific feedback to improve their writing.
- Helps students build confidence in presentation skills.
- Supports student reflection and critical thinking.
- Contributes to students' belief that they have the ability to be writers.

How this strategy could be used in an inclusive learning environment

1. Using a familiar text, model the strategy by using a think-aloud to provide positive and constructive feedback.

2. Explore key elements of effective writing to help students focus their comments and reflect on how their feedback will improve their own writing.

3. Have students choose an informational or narrative draft to share with their peers.

4. While they listen, students can take notes to record and recall their thoughts or choose from previously selected questions and feedback statements.

5. Encourage students to offer specific feedback to help the writer reflect and improve on their writing. For example, have students consider the clarity and effectiveness of the text, the language structures, or the specific vocabulary used.

6. Ensure that each sharing session ends with positive recognition and encouragement for the students who both shared and offered feedback, and recognize that sharing can be uncomfortable for many students.

Examples

Types of feedback

Ways to give feedback

Consider why the author wrote this piece:

	Persuade	Inform	Entertain
Tell something you liked	o I agree when you said _____ because _____. o I think your example was _____ because _____. o You put a lot of thought into _____.	o One thing that I learned was _____. o I didn't know about _____. o I liked the details about _____ because _____.	o I enjoyed your writing because _____. o Terrific work on _____. o It really touched my heart when _____.
Ask the author a question	o What do you mean by _____? o Could you add something about _____? o How does _____ connect to _____?	o Where did you get your information? o What helped you decide what to use? o What about _____? o Did you consider _____?	o What inspired you to write about _____? o How will _____? o When does _____? o What happens if _____?
Give the writer some positive feedback	o One thing that might make it stronger is _____. o A stand out line from your text for me is _____ because _____. o Think about adding _____.	o Something that made me think was _____. o I'm confused about _____. o Tell me more about _____. o One thing I would add is _____.	o One thing that might make it better is _____. o I could really picture _____ because _____. o You might want to change _____.

Author Gallery Walk: Instead of using a chair or designated location for author's chair, students can share their written or digital work throughout the classroom for students to view, discuss in small groups, and leave digital or written comments for the author on, for example, sticky notes or in digital comment boxes.

Math Author's Chair: Have students share a math problem, explaining their own solutions to a problem or asking for feedback on a problem or equation they created to demonstrate understanding of a math concept.

Tips for individualized supports

- Provide verbal or visual prompts for some or all of the steps during the activity to support students.

- Have students share their work in pairs or within a small group setting as a transition to sharing with a larger group.

- Plan time to pre-conference with students individually or in small groups to prepare students for sharing with a larger group.

- Have students work with a peer or in small groups, providing key [academic vocabulary](#) in a student's first language using peer translation or a bilingual dictionary.

- Students can select a 'reader' or text-to-speech software to share a draft.

- Students can use a variety of assistive/educational technologies to:
    - organize writing using pictures and/or diagrams;
    - reduce letter-by-letter typing using predictive text software;
    - adjust text size and font colour; and
    - read student writing aloud.

Alberta