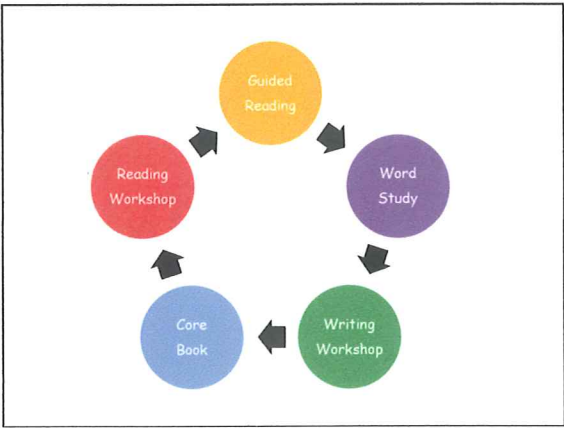
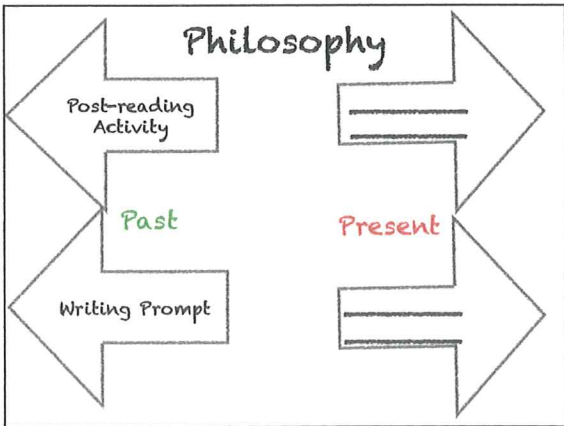


Writing Workshop

by Alison Jobson
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Teachers create
through
strategies.



GOAL

For students
to _____ writing.



Writers need an

Daily Routine

1. Status of Class



2. Mini-Lesson

3. Sustained Writing & Conferencing

4. Sharing

MANAGEMENT: Teacher Tool-Binder

Status of the Class Report
(BLM 7.2)

Mini-Lessons Record Sheet
(BLM 7.3)



Conference Record Sheet
(BLM 7.4)

MANAGEMENT: Student Tool- Folder

Simple Record: Skills List
(BLM 7.1)

notebooks

drafts



pre-writing plans

MANAGEMENT: Environment

Paper	Crate/ Student Folders	Paper Clips
Date Stamp	Tape	Post-it Notes
Thesauruses	Dictionary	Stapler
Staple remover	Correction Fluid	Red Pens

Launching WW

Day 1: Set Expectations

Supporting and Encouraging
Your Child's Writing (BLM
13.4)

Behavior in whole group, small
group, with a buddy,
or working solo



Launching WW

Day 1: Set Expectations

Present rules for writing:

- Write on only one side of paper
- Don't worry about spelling on first drafts
- Save all drafts
- Date and label drafts
- Keep all writing in WW folder
- Due Dates

Writing Process

Prewriting
Drafting
Revising
Proofreading
Publishing

Writing Elements

Narrative
Main Idea
Characters
Events
Problem
Solution



Writing
Workshop

1

10-15 minutes

MINI-LESSON
Authentically
use

2

20-30 min.

Independent
⌘
Teacher
or Peer

3

10-15 minutes

Whole
Group

⌘
Chair

Daily Routine

1. Status of Class

2. Mini-Lesson

3. Sustained Writing & Conferencing

4. Sharing



Mini-Lesson

Short

Focused

Need arises

Individually

Small group of students with same need

Whole class



Mini-Lesson

Types



Procedural Issues: teach the classroom _____

Mini-Lesson

Types



Author's Craft:

Help students understand what _____
writing is.

Focus on the dimensions of _____
writing.

Mini-Lesson

Types



Author's Craft:

ideas and content
organization
voice
word choice
sentence fluency
daily lesson guides
Writer's notebook

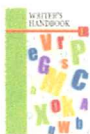


Mini-Lesson

Types



Editorial: Conventions
(spelling, formatting,
usage, punctuation,
paragraphs.



Mini-Lesson



1. Introduce _____
2. Give _____
3. Model _____
4. Allow for _____
5. _____



Ideas

Mini-Lesson


Use Details	Non-fiction	Strong Leads
Special People, Places, Things	Small Moment	Publish
Selecting & Developing Seed Idea	Creating a Timeline	Using an Editing Checklist
Narrowing the Timeframe	Choosing a Topic	Strategies for Generating Writing



Lucy Calkins

Mini-Lesson


Unit of Study:	Starting the Writing Workshop
Title of Lesson:	Important Person
Intention:	To generate writing using strategy - important person



Lucy Calkins

Mini-Lesson


<p style="color: red; font-weight: bold; margin: 0;">Connection:</p>	<p>Build children's identities by exclaiming over stories they've told. Introduce CHART.</p>
<p style="color: red; font-weight: bold; margin: 0;">Teaching:</p>	<p>Describe strategy context. Teacher will Model</p>



Lucy Calkins

Mini-Lesson


<p style="color: red; font-weight: bold; margin: 0;">Active Engagement:</p>	<p>Students will: try strategy imagine situation</p> <p>Teacher will: lead them through the steps while pretending to do it.</p> <p>Refer back to chart.</p>
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Lucy Calkins

Mini-Lesson


<p style="color: red; font-weight: bold; margin: 0;">Link:</p>	<p>Teaching point - Whenever they want help thinking of a true story, they now have a strategy they can use.</p>
<p style="color: red; font-weight: bold; margin: 0;">Share:</p>	<p>Convene on carpet and introduce partnership cards.</p>



Writing Elements


Non-Fiction

Captions
Labels/section headings
Table of Content
Index
Page numbers
Photograph



Mini-Lesson Ideas

Unit of Study:	Non-Fiction
Title of Lesson:	Non-fiction Features
Intention:	Students will: recognize non-fiction features and create them in NW <i>create th in their own writing</i>
Connection:	Brainstorm features
Teaching:	Literature example/Model
Active Engagement:	Small groups investigate
Link:	Rename teaching point
Share:	Whole group list books they can write about



Mini-Lesson Ideas

Author Study

Modeling _____ to students

_____ help students make connections

Opportunities to use _____ teaching for both whole and small group

Text to Text

Text to Self

Text to World

Text to Bible

Ideas

Mini-Lesson

Author Study

Ezra Jack Keats
 Kevin Henkes
 Patricia Polacco
 Jan Brett
 Faith Ringgold
 Donald Crews
 Mo Willems
 Eric Carle

Mini-Lesson

After mini-lessons, _____ students to use what they just learned and apply it to their books right away.

Daily Routine

1. Status of Class

2. Mini-Lesson

3. Sustained Writing & Conferencing

4. Sharing



Sustained Writing

Let them know that you'll be _____.



Sustained Writing

Not all students will be working on the same _____ of the _____ at the same time.



Conferences

Conferencing takes place
_____ Sustained Writing.



Conferences

Teacher/Student Conference:

Goal: Help
students

their own
writing.



Conferences

Teacher/Student Conference
Short

Frequent

Move from student to student or
call them to your table

Track student progress with notes
or notebook to provide information
about topics for mini-lessons.



Conferences

Teacher/Student Conference



(Listen to what each writer has to say.)

restate, acknowledge, assure

Questions help clarify meaning.
(I'm not sure why you said...Is there more information about...)

Conferences

Student/Student Conference



1. Model

2. Anticipate questions

Conferences

"How to Ask Important Questions"
(keep an idea going)



_____ Questions

_____ Questions

Daily Routine

1. Status of Class

2. Mini-Lesson

3. Sustained Writing & Conferencing

4. Sharing ←



Group Share

Designate area

Set ground rules

- 5-10 minutes
- Gives authors an audience
- Allows them to hear own writing
- Share system (clothespin with student list)



