



Writing Workshop



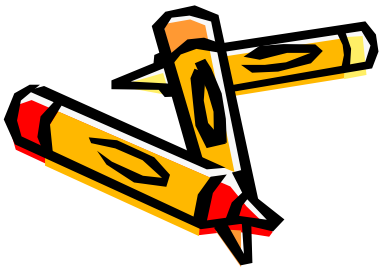
Created by District 41 Literacy Specialists

Forest Glen 101 ~ April, 19, 2010

How do you define the
Writing Life?



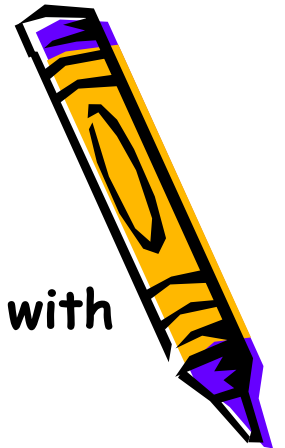
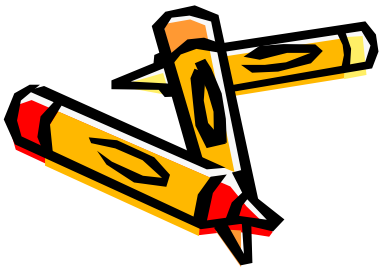
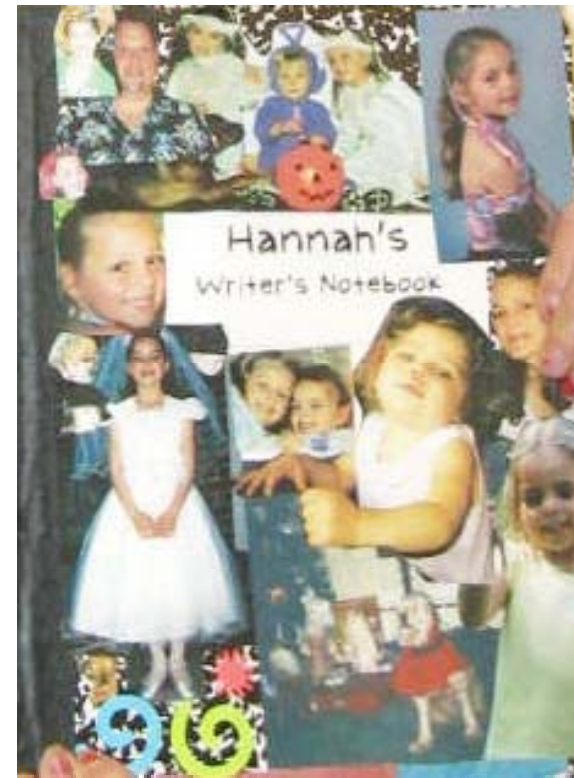
What do Writer's do?



Writing Notebooks

A place for planting seeds, collecting ideas, experimenting with new kinds of writing and ideas, explore feelings, etc.

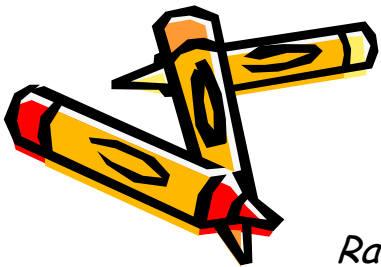
- Topic Lists/Writing Ideas
- Writing Goals
- Record of Writing Projects
- Record interesting word choices
- Noticings about the world/Observations
- Writing starts



What is Writing Workshop?



"The writing workshop does not place the teacher under the bright lights on center stage. Rather, the teacher sets up the structure, allows students plenty of choice, and gets them writing. You work off the energy students create. Yes, there are many moments when the teacher intervenes to teach something. But the emphasis is more on what they are writing than on what you are teaching."

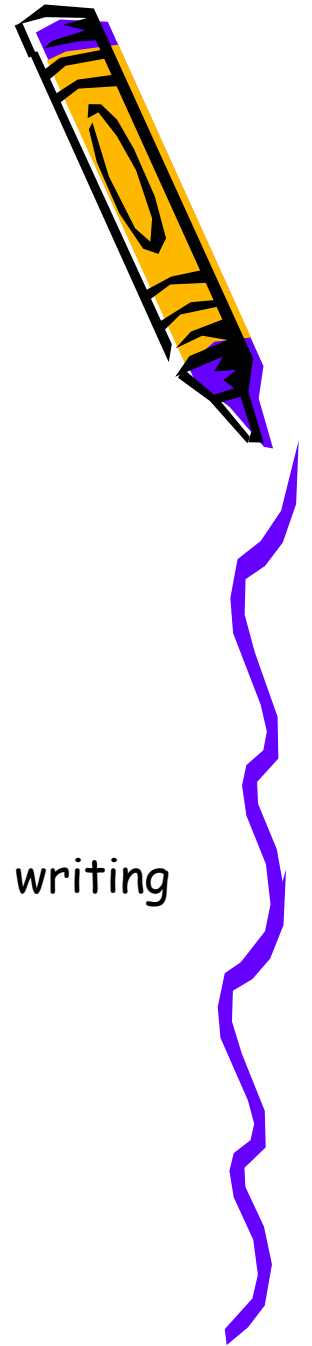
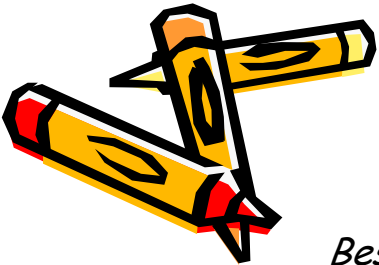


[A Day in the Life of a Writing Workshop \(3:56\)](#)

Ralph Fletcher and JoAnn Portalupi, Writing Workshop, The Essential Guide, 2001

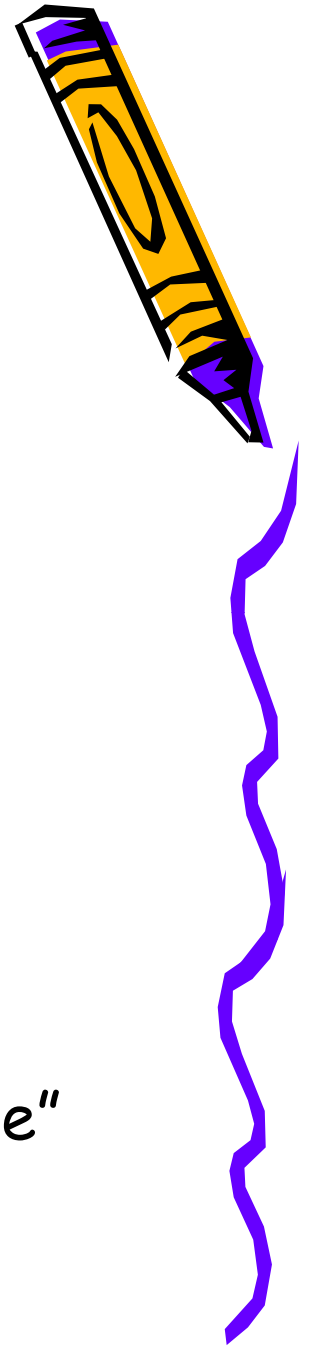
Best Practice in Writing Instruction

- All children can and should write
- Students should write for real purposes and real audiences
- Students need to take ownership and responsibility
- Writing instruction should involve the writing process
- Instruction contains modeling and scaffolding
- Students should learn the craft of writing
- Grammar and mechanics are best learned in the context of actual writing
- Learning is social and collaborative
- Writing should take place across the curriculum
- Competency model - begin instruction with where the child is

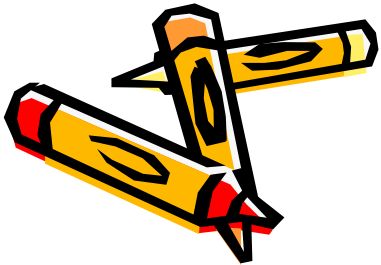


*Steven Zemelman, Harvey Daniels, Arthur Hyde,
Best Practice, Today's Standards for Teaching and Learning in America's Schools, 2005*

Writing Workshop Essentials

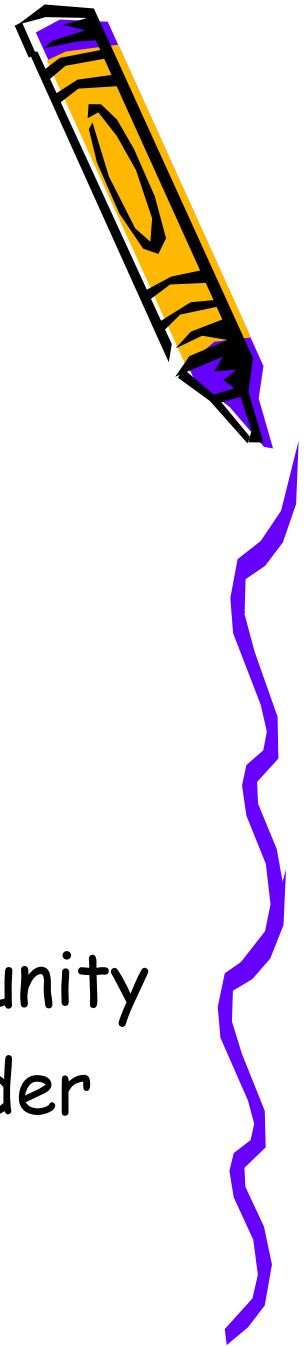


- Teach the writer, not the writing (Calkins, 1994)
- Developmental and differentiated
- Social and collaborative - "hum" of the workshop
- Student centered - student choice
- Sense of agency - identity (Johnston, 2004)
- Self regulated learners - "developing stamina"
- Authentic and purposeful
- Inquiry based
- Responsive and differentiated
- Instruction is process focused - "the writerly life"



Over time in a writing workshop we want to see students developing...

- A sense of self as writers
- Ways of reading the world like writers
- Ways of reading like a writer
(developing a sense of craft, genre, and form in writing)
- Thoughtful purpose for writing
- Member of a responsive, literate community
- A sense of audience - writing like a reader



5 Ways of Thinking About Teaching and Learning in the Writing Workshop



Environment

Room set up, structures, routines, materials, resources

Demonstration

Teacher modeling, authors as mentors

Direct Instruction

Fostering student engagement, learning, risk taking, and identity as a writer?

Inquiry

Exploration, risk taking

Potential of the World

Writing as a powerful tool in school and outside of school



The Structure of a Writing Workshop



"Predictable structures allow for the unpredictable to happen."

- Focus lesson (5-10 minutes)
- Independent writing (40-50 minutes)
- Small group: guided or interactive/shared writing
- Independent conferencing (one-on-one)
- Share (5-10 minutes)

"The writing workshop is a lot like lunchtime"



[Katie Wood Ray: Building stamina \(0:44\)](#)

Katie Wood Ray, The Writing Workshop, Working through the Hard Parts (And They're All Hard Parts), 2001

The Focus Lesson

Connection

Connect today's work with our ongoing work
Explicitly state teaching point

Teach

Restate teaching point
Make personal connections with a personal story or class story
Modeling and thinking aloud
Point out things we want students to notice

Active Involvement

Ask students to be actively involved by turning and talking
Listen/observe/coach their active involvement
Share an example of what I heard/observed

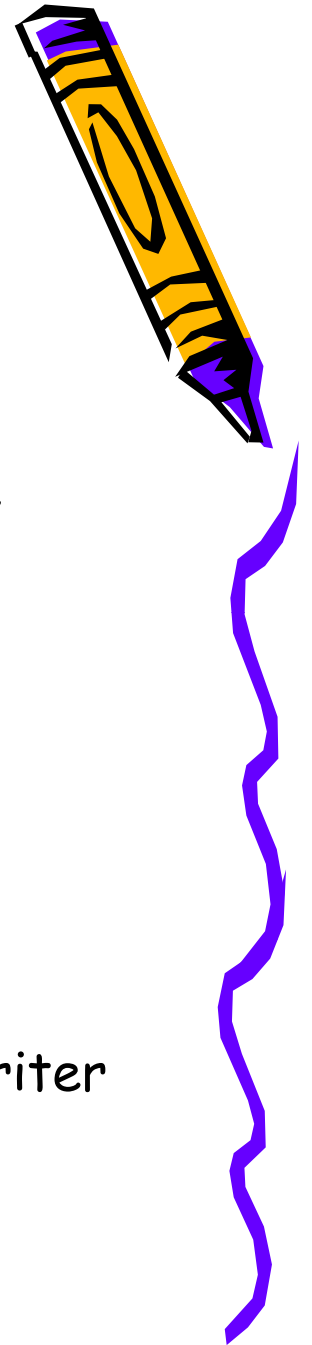
Link

Explain how this skill can be used in the future
Ask students to try it out when it makes sense to them as a writer



Lucy Calkins Focus Lesson (3:00)

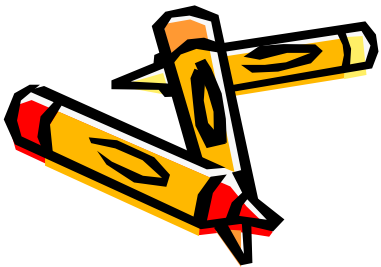
Katie Wood Ray, The Writing Workshop, Working through the Hard Parts (And They're All Hard Parts), 2001



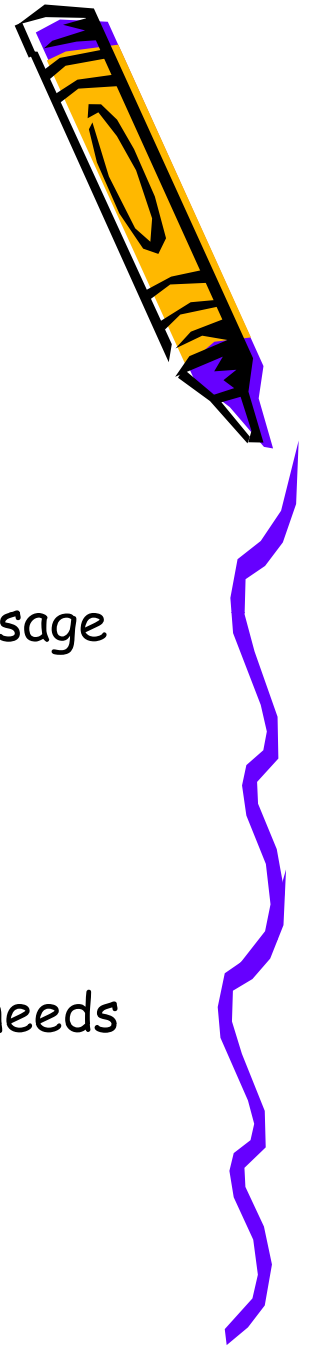
Independent Writing



- Students write independently for uninterrupted periods of time
- Menu of activities: research, conferencing with teacher or peers, free writing, trying out new writing techniques, unit of study projects, drafting, revising, editing, publishing, reflecting, drawing, etc.



Small Groups



Interactive/Shared Writing

Small group based on student needs

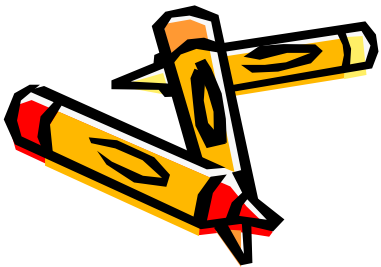
Teacher shares pen with students

Students and teacher collaborate to construct a written message

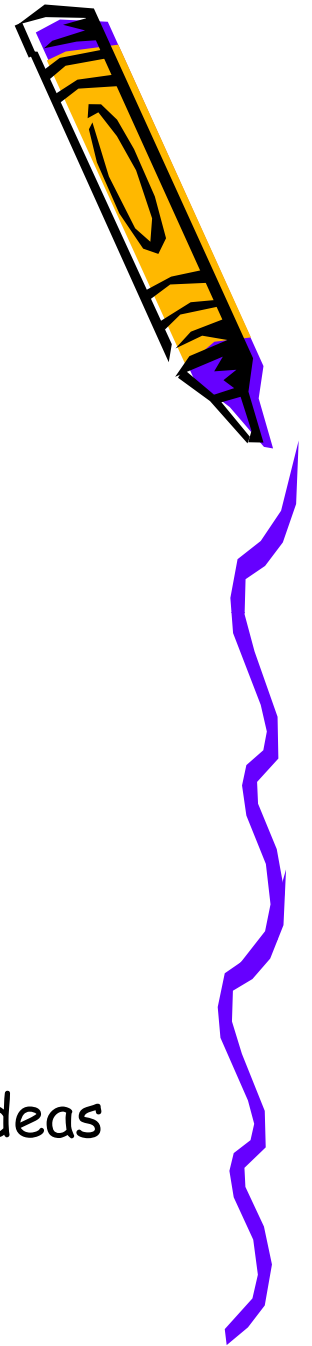
Connect reading and writing

Guided Writing

Small group, explicit instruction based on individual student needs



Conferencing



One-on-one drop in conferences

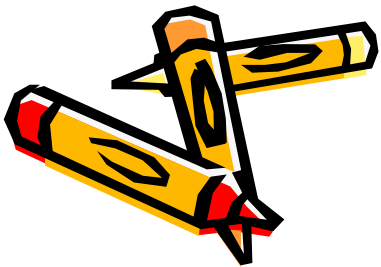
- Teaching on the go (responsive)
- Address one or two teaching points
- Individualized and differentiated
- Honor where each child is living as a writer
- Assessment
- Noticing strengths
- Goal setting

Conference sign up

- As needed

Peer conferences

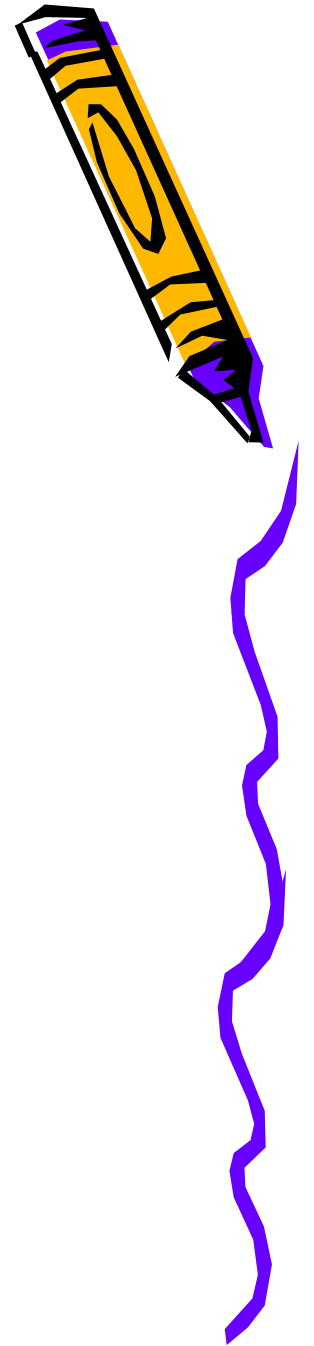
- Community of writers helping each other and sharing ideas



Lucy Calkins Conferencing (5:00)

Share

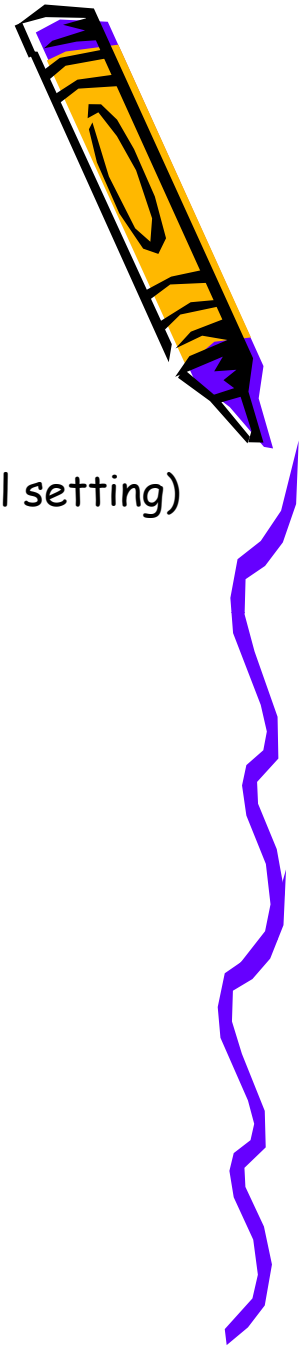
- What did you work on as a writer?
- What did you try as a writer?
- What did you notice as a writer?
- What problems did you encounter as a writer?
- Author's chair



Content of a Writing Workshop

- Units of Study/Free Writing Opportunities
- Writing process (prewrite, draft, revise, edit, publish, reflection, goal setting)
- Management
- 6 Trait (ideas, organization, word choice, fluency, voice, conventions)
- Craft
- Mode
- Genre

*"Every aspect of the workshop
is set up to support children learning
to do what writers really do."*



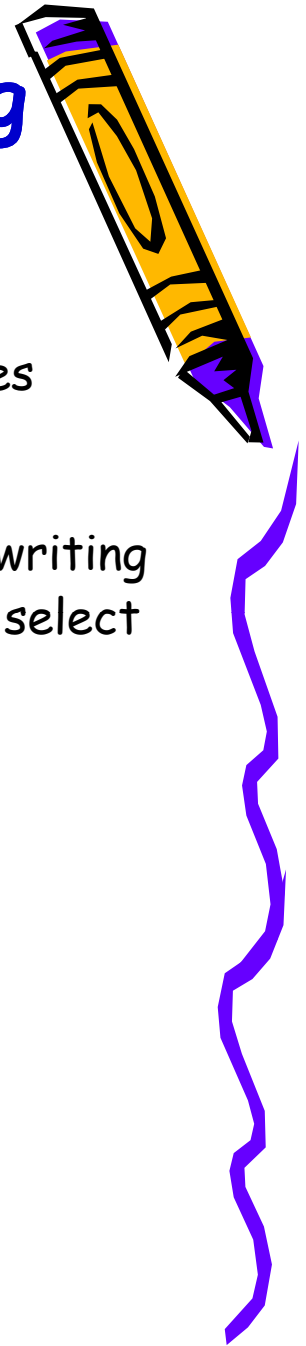
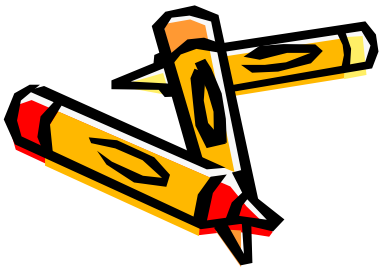
Units of Study vs. Free Writing

Units of Study

- Focused study: genre, mode, writing process, author, craft
- Immersion into quality literature using mentor texts
- Students write in that mode or genre for a period of time
- Students work through the writing process using self-selected pieces within the unit of study
- Inquiry based
- Examples: memoir, review, how-to, feature article, interview, short story, biography, etc.

Free Writing

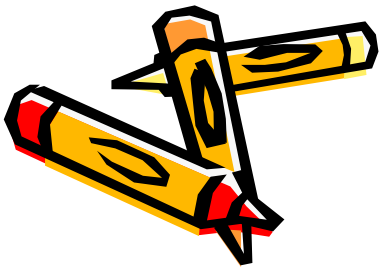
- Students write about topics they self select within genres and modes of their choosing
- Students work through the writing process on pieces they self select
- Inquiry based
- Happens daily



Materials



- Writing notebooks/journals
- Mentor texts
- Pencils, colored pens for revising/editing
- Envelopes, stationary, post-it notes, note cards
- Variety of writing/graphic organizers and writing paper
- Spaces for independent writing, conferencing, peer conferencing, whole group focus lessons, small groups
- Writing folders
- Writing portfolios
- Chart paper, easel, markers



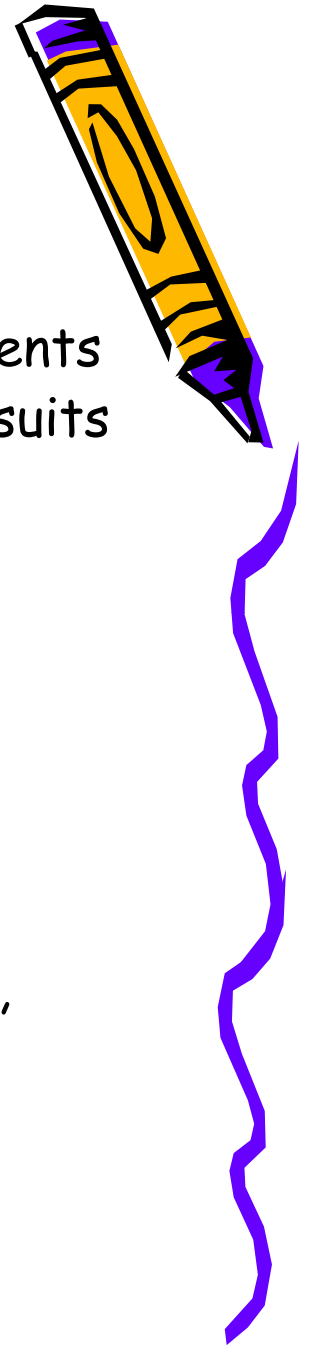
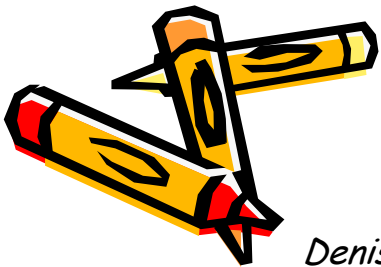
Launching Unit

Purpose:

“Establish a classroom writing community, a place where students feel safe to share the personal moments and passionate pursuits they are just beginning to learn to express in writing.”

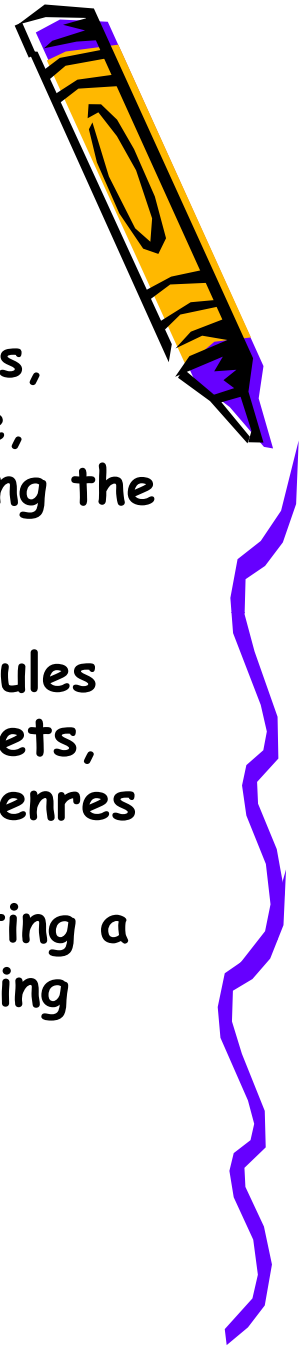
Goals:

- Build a safe writing community
- Establish rituals and routines
- Generate lots of thinking, talk, and writing
- Develop the understanding that all good writing has meaning, detail, structure, and pacing

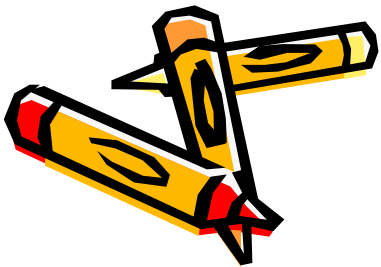


Units of Study

Connecting Reading and Writing



- Kindergarten: telling stories through pictures and words, reading like a writer, the kinds of things writer's make, revisiting a favorite text, knowing and sharing, exploring the world of genres, blooming poets
- First Grade: growing a sense of story, understanding rules writers use, friendly letters & invitations, becoming poets, writing a series book, all about books, writing across genres
- Second Grade: fairy tales, family stories, poetry, writing a review, practical how-to, features of non-fiction, writing paragraphs and responding to a writing prompt

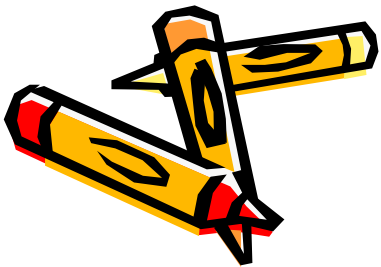


Units of Study

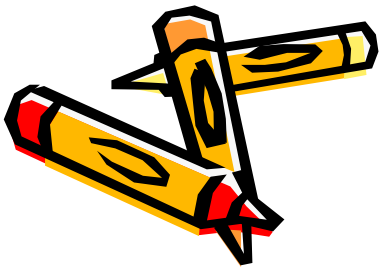
Connecting Reading and Writing



- Third Grade: memoir, growing an awareness of theme and time, paragraph power, informative how-to, writing to a prompt, investigations/research, poetry, interest magazines
- Fourth Grade: feature articles, photo essay, personal narrative, poetry, writing to a prompt/responding to reading, advice writing, mini mysteries, ABC books
- Fifth Grade: question/answer books, memoir, slice of life, commentaries, writing to a prompt, biography, poetry, research, character journals/historical fiction



Classroom Arrangement

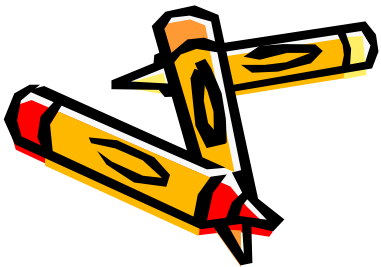




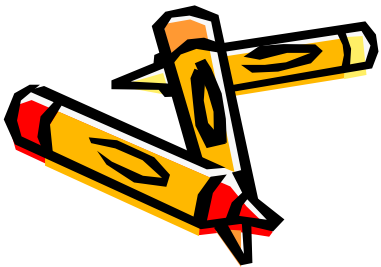
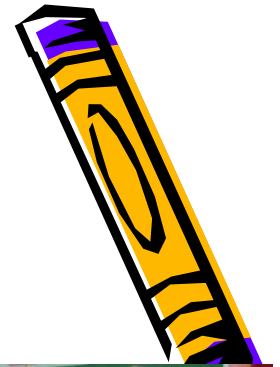
Reading Like a Writer



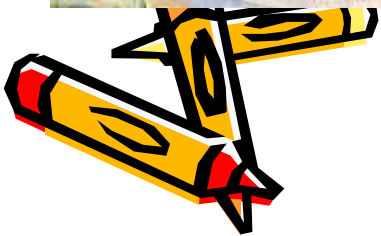
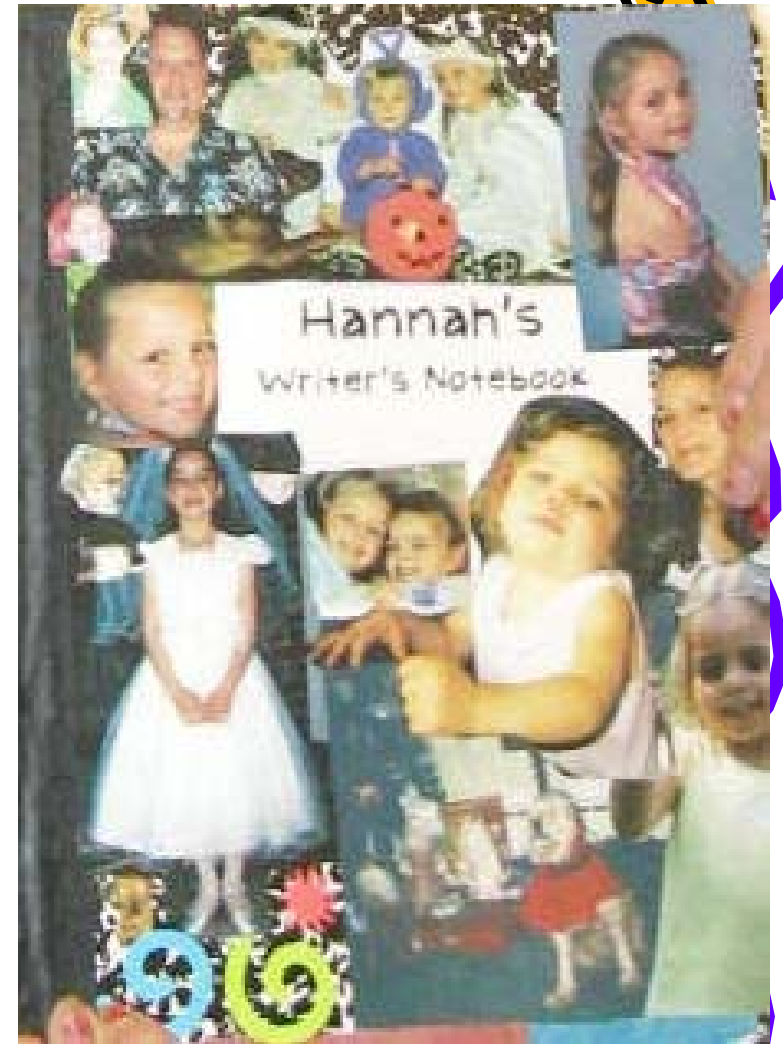
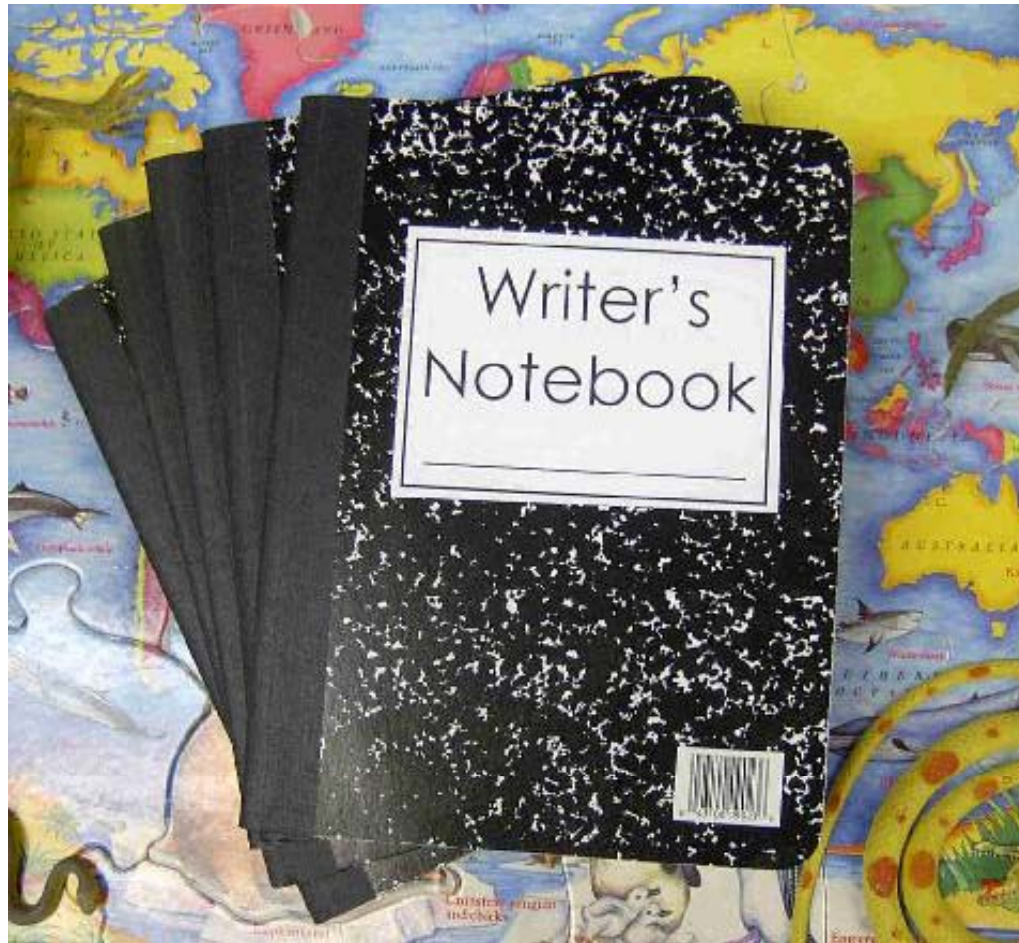
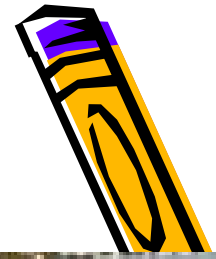
Fill the Room with Writing



Writing Materials



Writer's Notebook





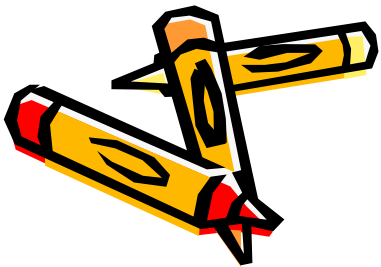
Whole Group

- Focus/Mini Lesson
- Share

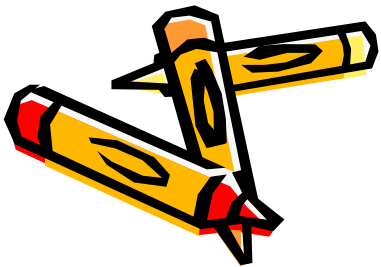


Small Group

- Guided Writing
- Interactive/Shared Writing



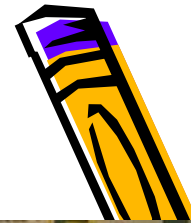
Independent Writing





Conferencing

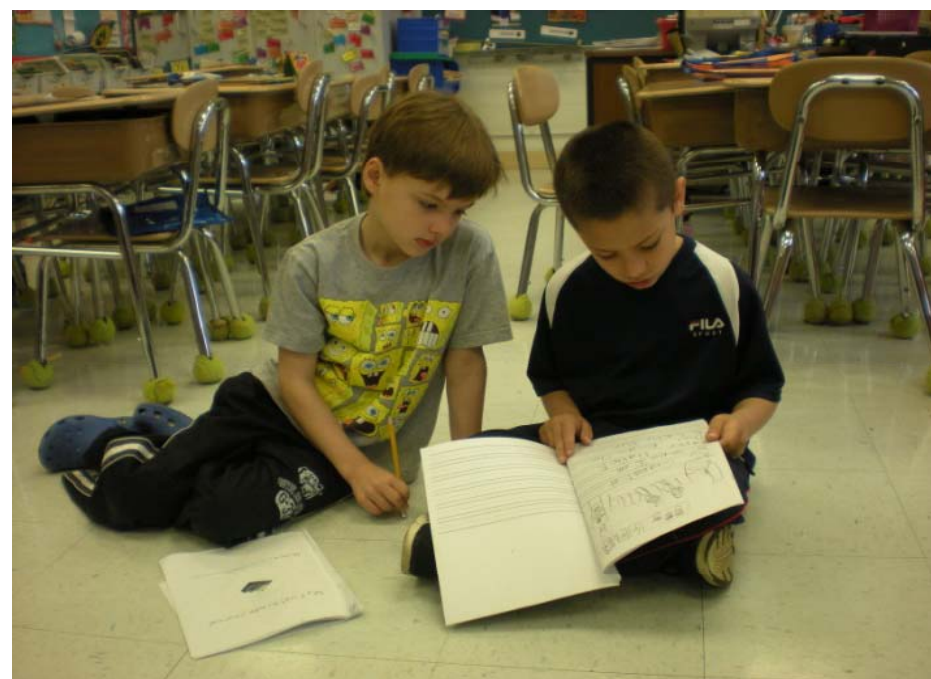


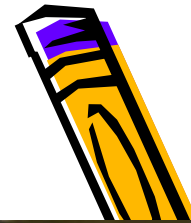


Writers Share Ideas

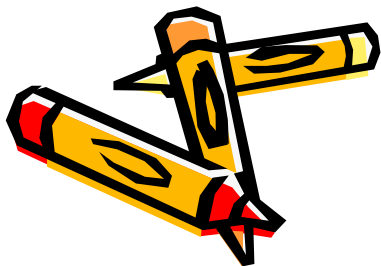


Writers Give Feedback

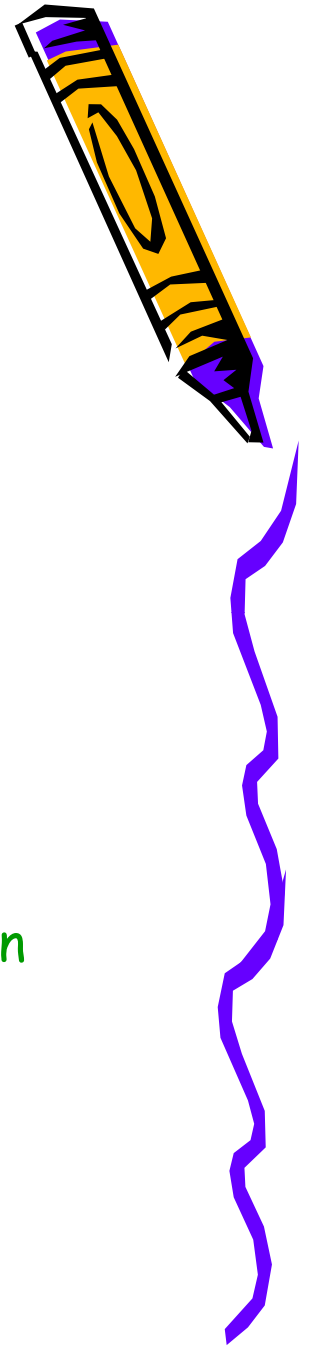




Writers Collaborate



Writing at Home



- Ask your child to write out the grocery list
- Have your child create labels for things around the house
- Write letters to each other
- Write poems and read them at dinner
- Create family stories (fiction and nonfiction)
- Keep a family journal
- Devote time to journal writing
- Model writing - making lists, writing in a journal, jotting down notes, writing letters or emails.
- Have writing supplies available and a special writing spot

