

Writer's Workshop Retreat

Upper Grade

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Writing is Discovery

Stephen King

Brian Cambourne's Conditions of Learning

- **Immersion:**
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- **Demonstration:**
- **Engagement/Responsibility:**
 -
- **Expectation:**
- **Practice:**
- **Approximation:**
 -
- **Feedback/Celebrations:**

Conditions for Effective Writing Instruction

- Writing is a foundational skill. It should be taught daily like every other skill.
- During writing time, kids need to actually write. Volume matters. Stamina matters. Independence matters.
- Writers need to write for READERS, in a known genre— a story, all about book, a letter.
- Writers need the opportunity to cycle through the writing process.
- Writers benefit from explicit instruction in skills and qualities of good writing.
- Engagement matters. The best way to support engagement in writing is to provide writers with the opportunity to write about topics they choose.

The Upper Grade Writing Process

- **Immersion:** writers need to see what it is that they are creating (narrative, information, opinion)
- **Generating:** ideas for your writing (often time 3-5 days at the beginning of a unit)
- **Developing:** Two big parts. This is where meaning and significance is discovered, focus, and organization (1-2 days)
- **Planning:**
 - ~Narrative: Timeline, story mountain, story board
 - ~Opinion: boxes and bullets
 - ~Information: Title and chapters
- **Drafting:** (*come out of the notebook* — 1-2 days)
- **Revising:** Making the quality of the writing better (2-3 days)
- **Editing:** Polishing the piece up to make it readable (mechanics/conventions of print 2-3 days)
- **Publishing/Celebrating:** whole class celebration (1 day)

Components of Balanced Literacy

- Accountable Talk Read Aloud
- Reading Workshop
- Writing Workshop
- Interactive Writing
- Shared Writing
- Word Work
- Oral Story Telling (K)
- Shared Reading

Introducing The Writer's Notebook

- Start by personalizing your own notebook to show the kids how special and important it is
- Give each student their own writing notebook (marble notebook)

and let them know that this is their special place to collect all their ideas and discover themselves as writers

- Have a day to decorate with quotes on writing, special paper to cover notebook or a large heart covering the WNB, pictures and puffy paint to create a title
- Teach them to use the notebook both in school and at home to build up their writing muscles

What Third-Grade Notebook Writers...

Do:



- ~ Fill their notebooks with true stories that tell what the writer did first, next, after
- ~ Put the date on each page
- ~ Have the people in the stories talk
- ~ Write lots of sentences
- ~ Tell if writing in home/school
- ~ Write about one page each day
- ~ Use lots of punctuation

Don't:



- × Just write one kind of story
- × Doodle or draw pictures (much)
- × Skip pages or jump all over
- × Write too messy
- × Erase too much
- × Trash the notebook

Classroom Environment & Materials

- Large gathering area where students meet with you throughout the day
 - Chart stand w chart paper and markers in the gathering area
 - Document reader or digital projector in meeting area so you can project writing samples
 - Writing center with tools kids need so they can work independently
 - Kids clustered in groups to work with partnerships

Access to Materials in a Writing Center

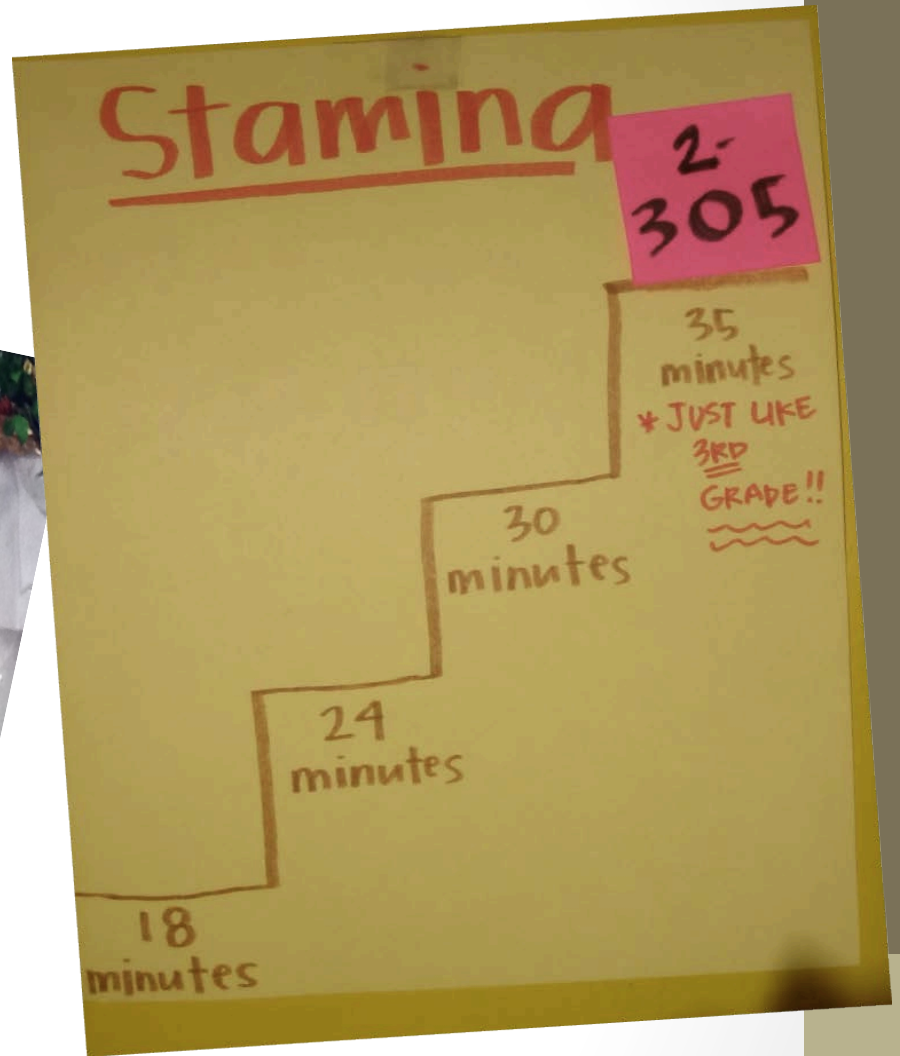
Writing Tools and Folders!



Mentor Text and Paper Choice Matters!



Tracking our Stamina Growth



Writing Workshop Basics

- 1. Child-centered teaching: Teachers demonstrate what good writing looks like. Teachers coach students as they try it on their own, and differentiate instruction to meet the varied needs of students
- 2. Year-long curriculum helps to guide the way—each 4-5 weeks is a new “unit of study” and each day’s workshop fits into a particular unit of study
- 3. There is a consistent, predictable structure: mini lesson, independent writing *while the teacher confers*, teaching share
- 4. Each workshop tends to last approximately 45-60 min (depending on the age of students, and time of year) every day.

Parts of a Writing Workshop

Part	Ideal Timing
Minilesson	10 – 15 minutes
Independent Writing	30 – 40 minutes
Teaching Share	5-10 minutes

Supporting Independence

queen rat snake top up

Writers Solve Their Own Problems!

I don't know what to write about!

TRY THIS:

- * take a planning minute
- * look at charts in the room
- * ask a friend 😊 😊
- * check your list of ideas

Where is the paper? Stapler? Folder? etc

TRY THIS:

- * ask a friend 😊 😊
- * look around the room...

→ bench → cart → table → writing folders bin

Someone is bothering me!

TRY THIS:

- * use your words and say STOP!
- * move your spot

I'm distracted!

TRY THIS:

- * use your words to talk about it
- * take a break!

→ wall push up → hand wave
→ get a drink

Name: _____

Partner To

- ✓ Re-Tel
- ✓ Predic
- ✓ Favorit
- ✓ Import
- ✓ Charac
- ✓ Proble
- ✓ Lesson
- ✓ Connec
- ✓ Act it

Managing The Writing Workshop


- The importance of predictable structures: Mini lesson, Independent Writing, & Teaching Share EVERYDAY
- Managing during the mini lesson...What is My Job & What is Your Job chart
- Sending kids off to write...transitions/rituals
- The nature of children's work during the Writing Workshop...*teaching the writer not the writing, celebrating approximations, allowing kids to problem solve*
- The importance of MATERIALS pens and paper choice
- Establishing long term partnerships
- Conversations in the Writing Workshop: When do we work with partners, and when are we Silent, Seated, & Self-Reliant
- Managing Writing Time...Growing Stamina
- Managing Conferring...Teacher decides who, decides when, decides where
- Managing the Share...EVERYDAY


How Workshop Goes...




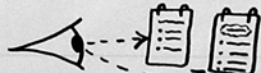
When There is Trouble...

When I Run Out of Gas as a Writer,
I can...

☺ Draw a quick sketch to help get my mind going. 

☺ Reread good writing that others have written to warm myself up. 

☺ Set a goal for myself, like writing to the end of the page without stopping. 

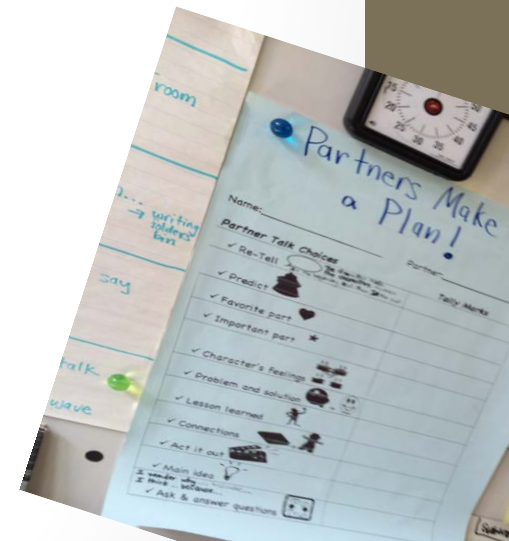
☺ Look at the charts in the room and see if they give me an idea. 

The Power of Partnerships

- ~Teacher selects
- ~Writers do not need to be partnered by ability

When creating partnerships consider:

- ~Personality (quiet vs. talkative, confident vs. reluctant, male vs. female)
- Once Selected...
- ~May select and introduce partnerships at the end of the first unit as part of the celebration
- ~Have partners make a literary gift when they are unveiled
- ~Interview partners and create an author's page together
- ~Take pictures with WNB in hand and post on bulletin



The Minilesson


- Connection
 - Reminds kids of previous teaching
 - Sets the tone for what they'll be learning
 - Names the teaching point. *Today I want to teach you...*
- Teaching
 - Demonstrate the teaching point
 - Use language such as..."watch as I..." "Did you notice how I..."
 - Support with a visual (chart)
- Active Engagement
 - Kids try the strategy with their partner
 - Teacher circulates and assesses
 - Teacher names out children trying the teaching point
- Link
 - Connects the teaching to what they already know (past teaching points)
 - Names the teaching point one last time
 - Supports independence

Helpful Minilesson Tip

Writers Workshop

- Writers you've been doing such a great job with
— Connection —
- So, today I want to teach you that writers
— Teaching Point —
- Watch me as I... (say teaching point)
- Did you notice how I... (say teaching point again)
- Now it's your turn to try... (TP)
Turn and talk to your partner...
— Active Involvement —
- Today and every day... (say the teaching point one last time)
— Link —

Miss
J
J
D
M



Marina
Alfredo
Joakim
Jackie
Anapina
Tyler
Destin
Sam
Andrew
Jason
Amber
Dalilah E.
Michael
Christina
Carlos
Melaine
Uljan
Debra G.
Andy

Start With Your Teaching Point

- A teaching point should have....
- a skill : *the what*
- a strategy: *the how (almost like a little how- to with steps)*
- the why: *Why this matters. How it helps you with your writing*

Independent Writing

- **Conferring: One to One**
 - Research
 - Decide
 - Teach
 - AE
 - Name TP again
- **Small Group Work (3-5 in group)**
 - Gather writers with a similar need
 - Teach one thing
 - Coach quickly getting to each writer twice
- **Mid-workshop Teaching Point**
 - Can happen every day but does not have to
 - Teaching is Based on what you are noticing from your kids
 - Very quick tip from the center of the room

One-on-One Conferencing

- Some tips to keep in mind when conferring:
 - ~Should be 5-7 min. long...
 - ~When conferring proximity matters eye level
 - ~The teacher needs to be “in the moment” so everyone else MUST be independent
 - ~Lean on structure (especially when not sure what to teach)
- **Research**: What work are you doing as a writer? Your plan/goal? Proud of? Can you show me?
- **Decide**: What will I compliment and teach—often one in the same...think of the skill as being on a continuum.
- **Compliment**: 3 parts. 1. Name what the writer is doing well. 2. Say WHY it's important. 3. Remind them to use in this piece and the following pieces
- **Teach**: Use a mentor to teach ONE thing (often your own writing)
- **AE**: Writer tries it out—may be done in the air
- **Link**: Name the tp and leave a strategy card

How to know what to teach in a conference?

- Consider where she is in the writing process AND mostly consider what the writer WANTS. This is a place to empower. Not your agenda it's the writer's. Building CONFIDENCE and CRAFT.
- If she has no ideas—start there.
- If she has meaningless ideas—reach for meaning
- Focus is BIG..small moment
- ~planning...is it organized?
- ~If she has a draft but needs a tighter focus...
- ~She has a draft may need work on leads, endings, word choice, stretching out the heart, developing character and tension with internal thinking or action or symbolism
- ~editing...
- ****Remember as long as the writer leaves w their energy going up you have done your job. There are many possibilities for teaching. Building confidence in the writer is what matters most.

Teaching Share

- Use this time to...
- **Gather back at the gathering area:**
 - Reinforce the minilesson teaching point
 - Support partner work (*see below*)
 - Review routines
 - Preview a new strategy
 - Highlighting a reluctant writer
 - Highlight a writer that tried a strategy (past, present or future)
 -
- **Partnership Work (twice a week instead of a teaching share):**
 - What do you notice about partner behaviors?
 - Are they sitting side-by-side (for reading) or knee to knee (for discussion)?
 - Piece of writing in the middle?
 - Taking turns?
 - Are both partners engaged?
 -
 - Are they spending time reading their writing and responding to it? What is their routine for this?
 - Complimenting something about the writing (volume, homework, something that struck them, practicing the TP)
 - Inquiring about their goal and trying to support
 - Setting goals together
 -
 - Partner Names & Date _____
 - Strengths _____
 - Teaching Point _____
 - _____
 - Next Steps _____

Studying Student Work

Fig. 20-3 Felix's final draft

Felix

It was a warm, sunny day. It was also the day before Easter, around the time for me to have lunch. Just me and my Mom all alone in the car. She was driving some where, and I had no idea where.

"Hmmm, I wonder where were going" I said in my head. I tried to think of something that I told here I wanted really bad, but I couldn't think of anything. So I just asked her.

"Where are we going" I asked her.

"You'll see" she answered.

"Can you just tell me" I begged.

"Nope" she said.

"Please" I said.

"No!" she said so loud she almost screamed.

"Fine" I said in an angry voice. She drove up to some animal shelter.

"Yay so what kind of animal can I get" I said.

"A cat" she said.

"Yay a cat I love cats" I said happily.

So anyway we got out of the car and went into the animal shelter. I started walking down the aisles and this one cat started

staring at me, and I started staring back. We were staring at each other for about 1 minute. Then my mom saw me.

"Mom watch this" I said. So my mom came over to see.

"Why don't you get that cat" she said.

"Okay" I said.

So the person who worked took him out of his cage. The shelter worker gave us a box so I could carry him on my lap. "Hmmm, know what should I name him" I said in my head.

Progression Of Writing & Units of Study

How to use the kits and make decisions for my school/district on a Year-Long Curriculum

Narrative:

Small Moments

Realistic Fiction

Fantasy/Fairytale

Historical Fiction

Information

How-To

All About

Information Books

Lens of History

Opinion

Persuasive Writing

Writing About Reading

Personal Essay

Literary Essay

Argumentative Essay

Poetry

Celebrations!!!

- ~Create a beautiful bulletin board of student work and invite people by to write "notes of appreciation"
- ~Have kids sit in small groups and read their pieces aloud then give each other feedback
- ~Allow kids to read their pieces to a partner- whether it's from your class or a book buddy class
- ~Do a gallery walk where you set the pieces up on the tables like a museum and students go around reading and commenting on each others' work
- ~Celebrate Process as well as product

