

**Writing Workshop:
Launching and
Unlocking the Units
of Study**

**Grades K-2
Handouts
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Dubai

Workshop Teaching

Focused Miniesson (10-12 mins)

Connection

Teaching (Demo)

Active Engagement (Practice)

Link

Conferences

Research

Compliment

Teach / Practice

Link

Mid-Workshop Teaching Point:

Management/Stamina, Struggles, Celebratory

Small Group Strategy Lessons

Connection

Teach/Practice

Link

Teaching Share

Progress, Process, Craft, Content

Essentials: Demonstration Teaching (adult models for students what they are to try), use of Mentor Texts, a strong sense of independence in the classroom, supplies readily available for

students to use independently, use of clear classroom management techniques, connections made between reading and writing

Language Arts Scheduling Options for International Schools

Considerations for Pre-K

- ~Interactive Read Aloud 4xs a week/15 mins (Emergent Storybooks, Rhyming/Pattern books, Wordless books)
- ~Nursery Rhymes and Songs 4 xs a week/15 mins
- ~Choice Time: “Writing Workshop” where students make whatever genre of “book” they want (Stories, NF, Label/Concept, Wordless...)
- ~Guided Play with oral language focus
- ~Shared Reading later in the year, as students know letters of own name and are more familiar with concepts of print

Considerations for Kindergarten

- ~Shared Reading 5xs a week/10-15 mins (can also be done in small groups during RW)
- ~Writing Workshop 4xs a week/30-45 mins → **phase out frequency in order to pick up intensity of Reading Workshop for second half of the school year (5 xs a week), with more emphasis on Guided Reading
- ~**Early in the year Reading Workshop – students begin routine of reading independently for 5 mins with Emergent Story Books, or Shared Reading texts (JR leveled texts for those who are ready); partner reading for 5 minutes, 2-3 xs a week/10-15 mins
- ~Interactive Read Aloud 4xs a week/10-15 mins
- ~Interactive Writing 4xs a week/10-15 mins (can also be done in small groups during WW)
- ~Word Study 3-4xs a week/10 mins (can also be done in small groups during WW or RW)

Considerations for 1st-2nd Grade

- ~Writing and Reading Workshop 4 xs a week/45 mins
- ~Interactive Read Aloud 4xs a week/15 mins
- ~Shared Reading 4xs a week/15 mins
- ~Interactive Writing 3xs a week/15 mins
- ~Word Study 3-4 xs a week/15 mins

Sample Curriculum Calendar

Writing Workshop

Kindergarten	1st	2nd
Talking, Drawing, Writing (6 weeks)	Launching Writing Workshop (3 weeks)	Launching Writing Workshop (3 weeks)
What Authors Do, I Can Do Too (6 weeks)	Small Moments (6 weeks)	Authors as Mentors (Non-Genre Specific, 7 weeks)
Small Moments (6 weeks)	Writing for Readers (5 weeks)	All About Books (7 weeks)
Poetry (6 weeks)	Teacher Choice (4 weeks)	Small Moments (7 weeks)
How-to Books (4 weeks)	How-to Books (2 weeks)	Fiction (6 weeks)
All About Books (4 weeks)	All About Books (4 weeks)	Poetry (3 weeks)
Independent Writing Projects (5 weeks)	Poetry (3 weeks)	Exploring Different Genres (3 weeks)
	Authors as Mentors (5 weeks)	
	Teacher Choice (3 weeks)	

HKIS – Primary School

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Other Writing Units to Consider:

Looking Closely: Observing, Labeling and Listing like Scientists

Song-writing

Revision

Writing Adaptations of Familiar Fairytales/Folktales

Writing to Grow Ideas: Literary Response

Persuasive Writing: Reviews

Travel Writing

Narrative and Non-Narrative (Expository) Writing:
Entertaining, Informing, Persuading

STORY (Narrative):

- ~ Text is driven by a plot line with a beginning, middle, end
- ~ Problem / Solution, with sense of growing tension
- ~ Character(s) changes across story in some way
- ~ Setting / scene changes

Genres: *Personal Narrative (true story from own life); Realistic Fiction, Mystery, HF, Science Fiction, Fantasy, Memoir (hybrid often including expository)*

IDEA-BASED (Non-Narrative):

- ~ Text is structured with the frame of an idea (thesis) and supporting points
- ~ Evidence provided to support idea

Genres: *All About/Information Books, How-to, Personal Essay, Persuasive Essay/Review, Literary Response/Essay, Journalism, Content Area Research/Report*

Writing Partnerships

Who is like me as a writer? Who is not like me as a writer?

What can my partner help me improve upon? What can I help my partner improve upon?

Strategic Partnerships

Consider....

~Writing Abilities: Alike in abilities enough, so that it does not turn into a one-on-one tutorial

~ELLs: Place a stronger English speaker with a weaker, but not too far apart in abilities; Place two students who are quite similar in language acquisition stages so that they can encourage each other

~Speaking Abilities: Students with strong oral language skills can work with shy students, working to bring their voices out more; Students with strong oral language skills (but bossy) can work with each other to “duke it out”

Writing Process

Primary Grades:

Immersion
Rehearsing / Planning
Drafting
Revising
Editing
Publishing
Celebrating!

Students use Writing Folders, with STOP and GO sides for organizing ongoing work

Upper Primary Grades:

Immersion
Collecting/Gathering Entries
Choosing
Developing/Nurturing
Drafting
Revising
Editing
Publishing
Celebrating!

Students use Writers' Notebooks, and keep a drafting folder for organizing ongoing work and collecting resources

Minilessons

Connection - give a lay of the land for students and help to set context, name the specific teaching point, inspire

Teaching – show the specific teaching point in action, or by example

Active Engagement – allow students the opportunity to practice with a partner and with teacher’s coaching

Link – restate the teaching point and help to set context, inspire

Watch for: structure, overall pacing and ways that students are engaged

<p>Parts of Lesson:</p> <p>1.Connection:</p> <p>*Teaching Point (should be restated often across the lesson):</p> <p>2. Teaching:</p> <p>3. Active Engagement:</p> <p>4. Link: the teaching point is generalized</p>	<p>Thoughts/Questions:</p>
<p>Pacing/Time of Lesson:</p>	

Minilesson Template

Minilesson Teaching Point:

Connection:

Teaching:

Active Engagement:

Link:

Materials/Resources Needed:

Anchor Chart:

How To Find a Focus In a Writing Conference

1. The student tells you something she's doing or trying to do as a writer (you don't have to always follow the student's agenda).
2. Ask assessment questions based on what you value to help you identify what the student is doing as a writer.
 - a. **Student Initiates Writing:** Why are you writing this? Who do you hope will read this?
 - b. **Student Writes Well:** What are you doing to write really well? What does your draft still need? What revisions have you made? Why?
 - c. **Student Has a Process:** Where are you in the process? What steps have you taken? What strategies are you using? How are they helping you to write well?
3. You follow up on something you've planned or worked on with this student before.
4. You follow up on a recent minilesson.

**Referenced from Carl Anderson's Leadership Group @ TC – October, 2005*

What am I learning about this student writer? What do I notice them doing?	What do I need to teach this student writer? Goals...

Structures for Writing Conferences

“Research- Decide- Teach”

Research – ask open-ended questions, follow up questions, look at student work quickly

Decide what to teach and name teaching point clearly

TEACH – COACH – TEACH – COACH (as needed by individual student)

Link – repeat teaching point in generalized terms, to ensure it applies to other days/work

“Coaching”

Research – most likely already done and written down in conferring notes

Observe - watch child write, quickly glance over pictures/writing

Teach by Coaching – as child draws/writes, help them along by giving lean prompts, repeat as necessary

Link – repeat teaching point in generalized terms, to ensure it applies to other days/work

“Check in”*

Research – ask specific question, quickly glance over specific work

Celebrate, Clarify or Reinforce – give child direct feedback as to progress

**This conference serves as a more formal assessment type of conference, and is most likely to be used if teacher has repeatedly taught something specific to class/individual and wants to see how the work is progressing. Can be very useful for management and expectation purposes.*

Name: _____

Compliment:	C:	C:
TP:	TP:	TP:
Next:	Next:	Next:
C:	C:	C:
TP:	TP:	TP:
Next:	Next:	Next:
C:	C:	C:
TP:	TP:	TP:
Next:	Next:	Next:
C:	C:	C:
TP:	TP:	TP:
Next:	Next:	Next:

Pulled into Small Group Strategy Lessons:

Date: TP: Next Step:

Date: TP: Next Step:

Date: TP: Next Step:

Conferring

Roles: Student, Teacher, Coach

Watch for and practice: structure, overall pacing and how the work is recorded for future reference

Conference #1 Student: _____ <i>Research & Compliment</i> <i>Teaching Point</i>	Recorded TP and next steps	Time:
Conference #2 Student: _____ <i>Research & Compliment</i> <i>Teaching Point</i>	Recorded TP and next steps	Time:
Conference #3 Student: _____ <i>Research & Compliment</i> <i>Teaching Point</i>	Recorded TP and next steps	Time:

Small Group Work – Strategy Lessons in the Writing Workshop

Quality

- Topic Choice
- Sense of Story
- Focus
- Details
- Elaboration
- Word Choice
- Organization
- Sequence

Habits

- Getting to Work
- Planning
- Rehearsing
- Staying at Work
- Risk-taking
- Self editing
- Self revising
- Rereading
- Ideas from Published Texts

Conventions

- Spacing
- Letter Formation
- Spelling of HF Words
- Spelling unknown words
- Using Tools for Spelling
- Ending Punctuation
- Capitalization

Names / Date	Teaching Point

How to work with a mentor text

- 1) Read the piece through at least twice. The second time around, highlight places that you think are particularly moving or interesting or sentences or paragraphs that you found to be beautiful or memorable.
- 2) Looking back at the places you've highlighted, read through them slowly, asking yourself, "What is the writer doing in this passage that makes it so successful?"
- 3) Name the craft move that the writer made as a generalized strategy. For instance, if you noticed that the author used short, choppy sentences when building up to a critical moment, you might name the craft move in this way: "Writers build suspense by shortening the sentences leading up to a critical scene."
- 4) Think about the steps that a writer would have to take to successfully use the new strategy you've discovered. For the short sentences strategy, the steps might look like:
 - a. Find a part in your story where you want to build suspense.
 - b. If you have long sentences here, shorten them by taking out the word "and" in between phrases and putting a period instead.
 - c. Try new writing of very short sentences as a way to make the suspense even greater.
- 5) In a minilesson, show both the mentor text passage that demonstrates the strategy (this could be your connection) and your own use of the strategy in your writing (this will be your demonstration teaching). Ideally, the whole mentor text will have been read aloud at a prior time so that the students are already familiar with the whole text before diving into a specific part.

Additional Components of Balanced Literacy to Support Writing Workshop

Shared Reading (emphasized Pre-K through 3rd grade): All eyes on one text (Big Books, document camera) while teacher leads the students in choral reading

Texts chosen at students' general reading range and are highly engaging, often rhyming and/or with patterns. The same text is read multiple times, and with each read the teachers chooses a new focus. Oral reading skills (phrasing and fluency) as well as print strategies emphasized. Students also have time to think and talk about the text together. In PreK-Gr1, minimum 4-5 days a week; in Grades 2 -3, minimum 3-4 days a week

Interactive Writing (emphasized Pre-K through 3rd grade): Class composes a text together based on student interest and a real audience

Teacher guides the composition and shares the pen with students to co-write text. Final product is conventional and can be re-read by class together. In PreK-Gr1, minimum 4 days a week; in Grades 2 -3, minimum 3 days a week

Word Study (Phonics Instruction): School-wide programs like *Words Their Way* or Fountas & Pinnell

Students learn rules for spelling and written language at separate time (grammar, conventions, mechanics) and teacher continually makes connections back to Writing Workshop, as well as analyzes student work on regular basis to see application. Minimum 3-4 days a week

Shared Reading

Watch for:

- How the teacher paces through the reading of the big book
- How the students are actively engaged in the choral reading of the big book
- What the teacher specifically works out or points out with students during the reading of the big book (print strategies? Phrasing/fluency? Comprehension? Etc...)

Interactive Writing

Watch for:

- How the teacher paces through the composing of the class text
- How the students are actively engaged in the composition/decision making of the text, as well as the physical creation of it – balance between teacher/students
- What the teacher specifically works out or points out with students during the composition and reading of the text (High frequency words, illustrations, spaces between words, phrasing/fluency...)

Writing Celebrations

~Museum Style

~“Out in the Real World”

~Performance

~Writing Around the School

+ Many more!

*Students should spend limited amounts of time “publishing” when possible, although great emphasis spent on 100% grammatically and conventionally correct writing

Reading / Writing Connections

Students should continually see the connections between Reading and Writing. Teachers can foster this understanding by...

~Linking Units of Study when possible

~Encouraging reading of own writing frequently

~Pointing out connections to Writing Workshop during Shared Reading, Interactive Read Aloud and Reading Workshop

~Linking R and W partnerships together at times in interesting ways

~Encouraging students to comment on connections during conferring (Ask: *How does this connect with what we've been learning in Reading Workshop?*)

~Actively promoting the usage of Mentor Texts during Writing Workshop, across all units when possible