

Writing Workshop Instruction

Schedule	40 minutes 3-5 times a week, combined with grammar and usage study
Lesson Structure	<ul style="list-style-type: none"> • Getting Ready to Write: Mini/Focus Lesson/Usually using a mentor text to set writing expectations • Silent Writing Time STUDENT: Writes Independently (Teacher may briefly model silent writing.) TEACHER: Confers with Students (<u>Informal Conferences</u>: daily confers with 3+ students in a quick exchange focused on teaching point--see guiding questions in BAW teacher's manual. <u>Formal Conferences</u>: one 5-10 minute conference per student per unit, teacher keeps record of individual student's learning goal, compares student work samples from notebook entries and final products over time to assess progress.) • Sharing and Reflecting Time (One of the following. <u>Being a Writer</u>-BAW-gives direction.) <ul style="list-style-type: none"> ➢ Day's interactions with others; process of working together ➢ Process of writing ➢ What they wrote (student or teacher selected portion that demonstrates/exemplifies the teaching target; not whole piece)
Established Routines	<ul style="list-style-type: none"> • Teacher Read Aloud of Mentor Texts and Teacher or Student Examples • Teacher Demonstration: Modeled Writing/Think Aloud to show how and explain why • Whole Class Discussion of Teaching Target(s) • Opportunities for All Students to Talk about Writing <ul style="list-style-type: none"> ➢ Think, Pair, Share ➢ Turn to Partner/Work Together to Decide . . . , ➢ Confer in Pairs • Classroom Charts Developed, Posted, and Used Daily <ul style="list-style-type: none"> ➢ <u>Structure/Format</u>, e.g., paragraph structure, 4-square model, letter, graphic organizers ➢ <u>Genre Characteristics</u>, e.g., personal narrative, functional text, friendly letter, research report ➢ <u>Revision Targets and Strategies</u>, e.g., what to revise and what they can do to help themselves to revise ➢ <u>Editing Targets and Strategies</u>, e.g., what to edit and what they can do to help themselves to correct usage and mechanics mistakes • Writing Time Expectations <ul style="list-style-type: none"> ➢ Getting Resources and Organizing Self for Writing ➢ Keeping Self Focused and Writing Independently and Silently ➢ Teacher prompted 1-3-Minute Edit of what was drafted during workshop ➢ Teacher prompted 1-3-Minute Revision what was drafted during workshop
Writing Process	<ul style="list-style-type: none"> • Draft: write to a broad enough prompt that leaves choice within parameters of the genre • Revise: examples include choosing more specific nouns and verbs, adding sensory details • Edit: skills include capitalization, punctuation, correct usage and spelling, complete sentences

Writing Workshop Underpinning Guidelines for Teaching Explicitly with Intension

- Learning to write is more than a set of procedures or isolated writing traits.
- Students need to write about topics they care about for a reader who matters to them.
- Writers need to spend many more hours drafting than revising and editing.
- The goal is not "perfect" papers; the goal is for students to learn something today to apply the next time they writing.
- Teach through and about genres.
- Tell students why, e.g., they are doing lots of pieces before publishing one--because writers get lots of ideas down in before they choose a piece to publish.
- Name strategies and explicitly teach the process of using them.
- Focus on how writers write for readers/audience: Have them think about how the reader is impacted, how to help reader understand what they, the writers, are saying/feeling.
- Integrate/contextualize grammar skills within writing instruction.
- Transfer is not automatic; it must be explicitly taught.
- Teach the purpose of each phase of the writing process; understand that revision and editing are two different skills and that the process is not linear; it is recursive.
- Use kid-friendly language to explain – use their language on charts and help them link their language to the vocabulary of writing.