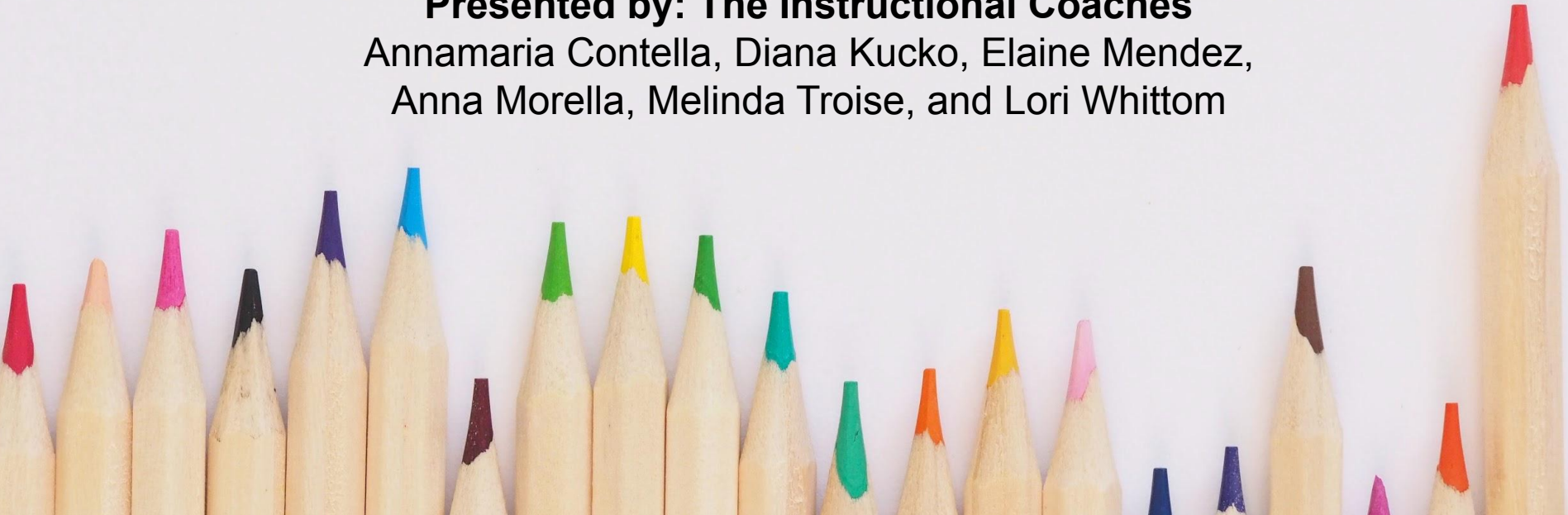


Writers Workshop

Presented by: The Instructional Coaches
Annamaria Contella, Diana Kucko, Elaine Mendez,
Anna Morella, Melinda Troise, and Lori Whittom



"STUDIES SHOW THAT STUDENTS WHO LEARN THE WRITING PROCESS SCORE BETTER ON STATE WRITING TESTS THAN THOSE WHO RECEIVE ONLY SPECIFIC INSTRUCTION IN THE SKILLS ASSESSED ON THE TEST. THIS TYPE OF AUTHENTIC WRITING PRODUCES LIFELONG LEARNERS AND ALLOWS STUDENTS TO APPLY THEIR WRITING SKILLS TO ALL SUBJECTS. "

(READWRITETHINK.ORG)

Important Takeaways

- Most teachers seem to define writing as responding to reading as opposed to writing through the process.
- Clarification is needed regarding the Wonders writing resources.
- Writing through the process needs to be emphasized.
- When there is a focus on writing strategies, it is more likely that those strategies will transfer to additional writing pieces.

Teaching Shifts

- Moving to process writing instead of responding to reading in the writing block.
- Independent writing while teacher differentiates.
- Incorporating student choice regarding topic selection.
- Make teachers aware of all the Wonders resources and how to use them efficiently.
- NJSLS places an emphasis on skills and strategies connected to narrative, opinion/argumentative, and informational writing.

Wonders Writing Resource Guide

WHAT is the resource ?	HOW do you use it?	WHY do you use it?
Writer's Workspace Rubric {My Editing Checklist}	<ul style="list-style-type: none">• Can be used to get ideas for mini lessons during the editing stage• Conference/ small group teaching points.	<ul style="list-style-type: none">• Good writers edit their drafts so that their compositions are comprehensible.• Editing is an essential part of the writing process.
Writer's Workspace Rubric {My Writing Checklist} {Genre Specific}	<ul style="list-style-type: none">• Depending on the genre, can be used to get ideas for mini lessons during the writing stage• Conference/ small group teaching points.	<ul style="list-style-type: none">• Good writers edit their drafts so that their compositions are comprehensible.• Editing is an essential part of the writing process.

Mother Nature's Plan

by Rachel R.

Nature teaches us there is a time for everything. And change is part of life. I learned this the year I turned five. I was scared to start kindergarten. I said, Mom, its better for me to go to the park, I like to watch the ducks swimming. Somtiems there were baby ducklings. They stayed close to their mom, like I stayed close to my mom. Other animals stay close to their mothers and then have to leave and grow up too.

Animals have to learn they are seperate from their parents. The ducks at the park had to learn to fly. I read in a book that mallards learn to fly when they ar about two months old. I wish I could fly!

Some animals learn to hunt for food very fast. For example lions. The cubs usally learn to hunt before they are a year old.

There are also bears. Bear cubs need their mothers. But after a year or two, they can live by themselves. They no how to hunt and sleep.

Mother Nature helps babys grow up. I learned that from the duck family and lion and bear. Every animal changes, even people.

Guiding Principles

- Writing needs to be taught like any other subject with many opportunities for practice.
- Students need to be explicitly taught HOW to write.
- Students need to cycle through the writing process.
- Students need clear goals and frequent feedback.
- Writers write pieces that are meaningful and for an audience of readers.
Celebration!

The Writing Process

K-2

- Prewrite
- Draft
- Revise
- Proofread/Edit
- Publish
- Celebrate

Grades 3-6

- Generate/Collect ideas
- Choose an Idea
- Prewrite
- Draft
- Revise
- Proofread/Edit
- Publish
- Celebrate

Suggested 38 Minute Daily Writers Workshop Schedule For Grades K-6

Suggested Time	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
10 minutes	Mini Lesson	Mini Lesson	Mini Lesson	Mini Lesson	Mini Lesson
23- 25 minutes	Independent Writing (Daily) <ul style="list-style-type: none"> • Conducting small group lessons. • Conferencing with individual students • Choosing students for end of workshop share 				
3-5 minutes	Share	Share	Share	Share	Share

Within Wonders there are several types of writing genres that will be taught throughout the school year.

Check Wonders for specific writing topics/ writing genres

** Writers Workshop may include:

Mid Workshop Interruption

After conferring with students during the independent writing block, if you see common trends or misconceptions, stop the class to discuss and redirect.

***K-1 teachers

- Mini lessons may take longer.

- Independent Writing may take less than 25 minutes initially. However, throughout the year students will increase their writing stamina.

Wonders Writing

- Within any given week, the focus is on one genre of writing.
- Have a plan for the whole class.
- Teach strategies to students that support them in moving through the writing process.
- Address individual needs in small group lessons and conferences.

Wonders Writing Units

THIRD GRADE	UNIT 1 WRITING GENRE	UNIT 2 WRITING GENRE	UNIT 3 WRITING GENRE	UNIT 4 WRITING GENRE	UNIT 5 WRITING GENRE	UNIT 6 WRITING GENRE
Week 1	Friendly Letter	How-To Text	Opinion Letter	Fictional Narrative	Opinion Essay	Feature Article
Week 2	Friendly Letter	How-To Text	Opinion Letter	Fictional Narrative	Opinion Essay	Feature Article
Week 3	Friendly Letter	How-To Text	Opinion Letter	Fictional Narrative	Opinion Essay	Feature Article
Week 4	Personal Narrative	Explanatory Essay	Book Review	Poem	Book Review	Research Report
Week 5	Personal Narrative	Explanatory Essay	Book Review	Poem	Book Review	Research Report
Week 6	Portfolio Choice Celebrate Your Writing	Portfolio Choice Celebrate Your Writing	Portfolio Choice Celebrate Your Writing	Portfolio Choice Celebrate Your Writing	Portfolio Choice Celebrate Your Writing	Portfolio Choice Celebrate Your Writing
<p>Where to Find:</p> <p>Weekly Topics: T.E: Student Outcome Page (Writing Section)</p> <p>Exemplars:</p> <ul style="list-style-type: none"> T.E Genre Writing Tab Digital Writer's Workspace 	<p>Exemplars</p> <ul style="list-style-type: none"> Friendly Letter Personal Narrative 	<p>Exemplars</p> <ul style="list-style-type: none"> How to Writing Explanatory Essay 	<p>Exemplars</p> <ul style="list-style-type: none"> Opinion Letter Book Review 	<p>Exemplars</p> <ul style="list-style-type: none"> Fictional Narrative Poetry 	<p>Exemplars</p> <ul style="list-style-type: none"> Opinion Essay Book Review 	<p>Exemplars</p> <ul style="list-style-type: none"> Feature Article Research Report

Structure of Writer's Workshop

Minilesson

- 10 minutes (whole group)
- Focuses on a specific strategy, skill, or procedure.

Independent Writing

- 25 minutes (independent)
- Conferring with students individually or small group.

Share

- 5 minutes (whole group)
- Sharing work, reflection, clearing up misconceptions

Minilesson Structure

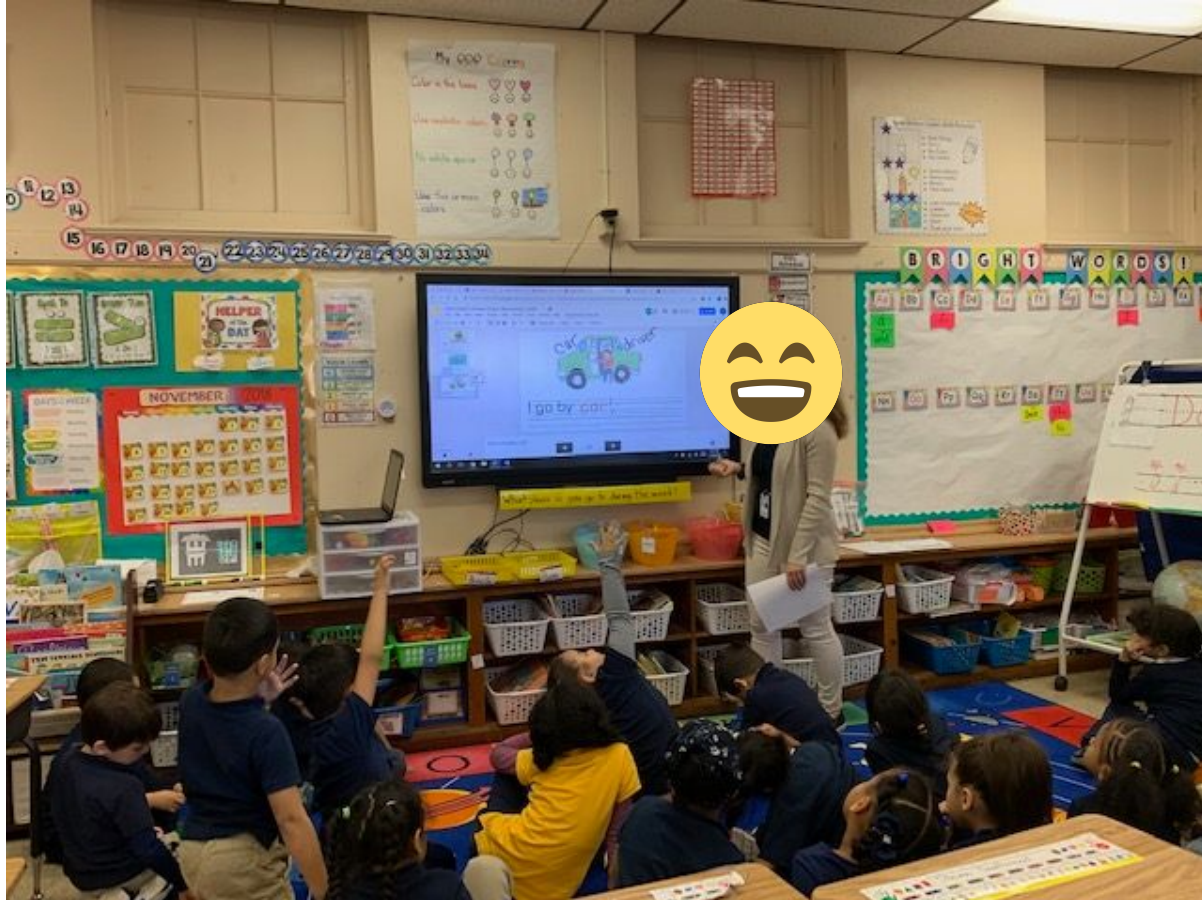
Minilesson should be about 10 minutes in length

- Connection (1 minute)
- Teaching (5 minutes)
- Active Engagement (3 minutes)
- Link (1 minute)

Minilesson

- Minilessons occur everyday!
- Teacher models the whole process of writing!
- Purpose is to teach the writer, focusing on a skill.
(i.e. leads/openings, dialogue, adjectives, etc.)
- Precise and explicit language will help students understand minilesson principles.
- Being able to apply the strategy with the teacher's support helps students make a link to their own writing.

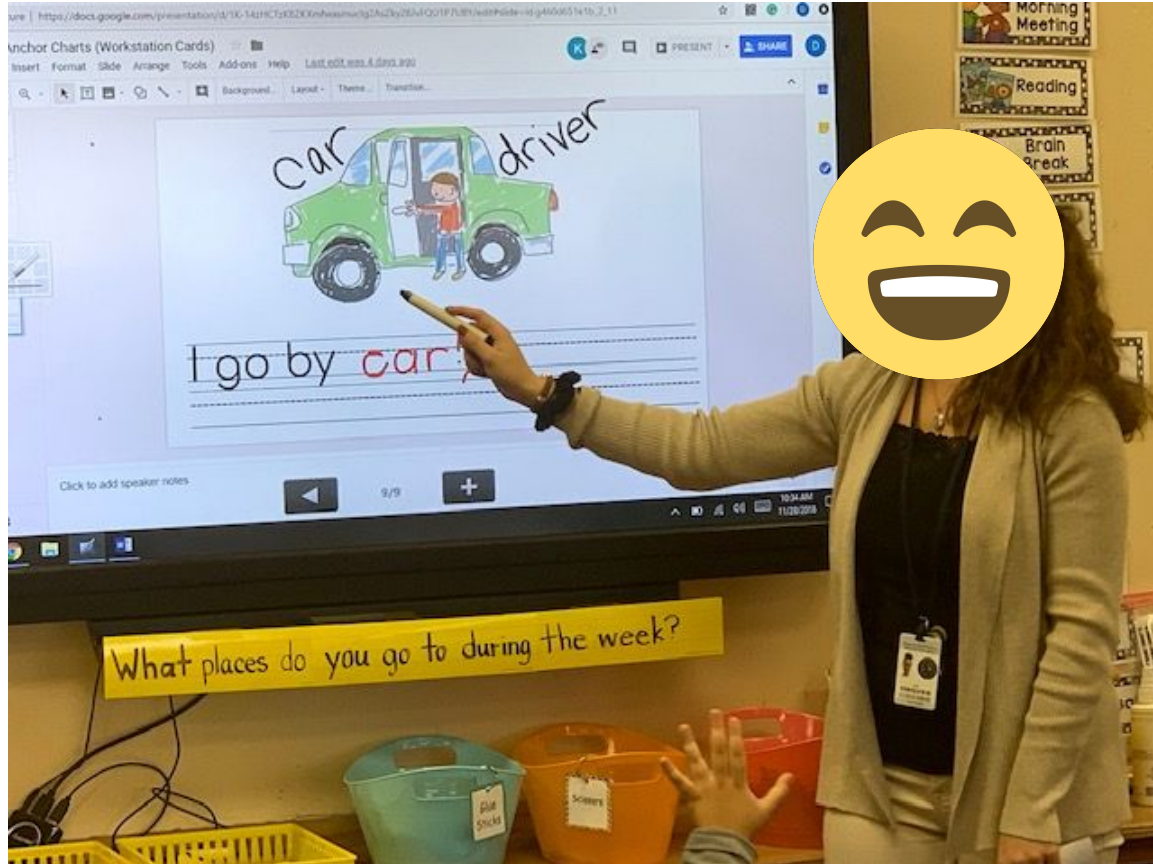
Minilesson



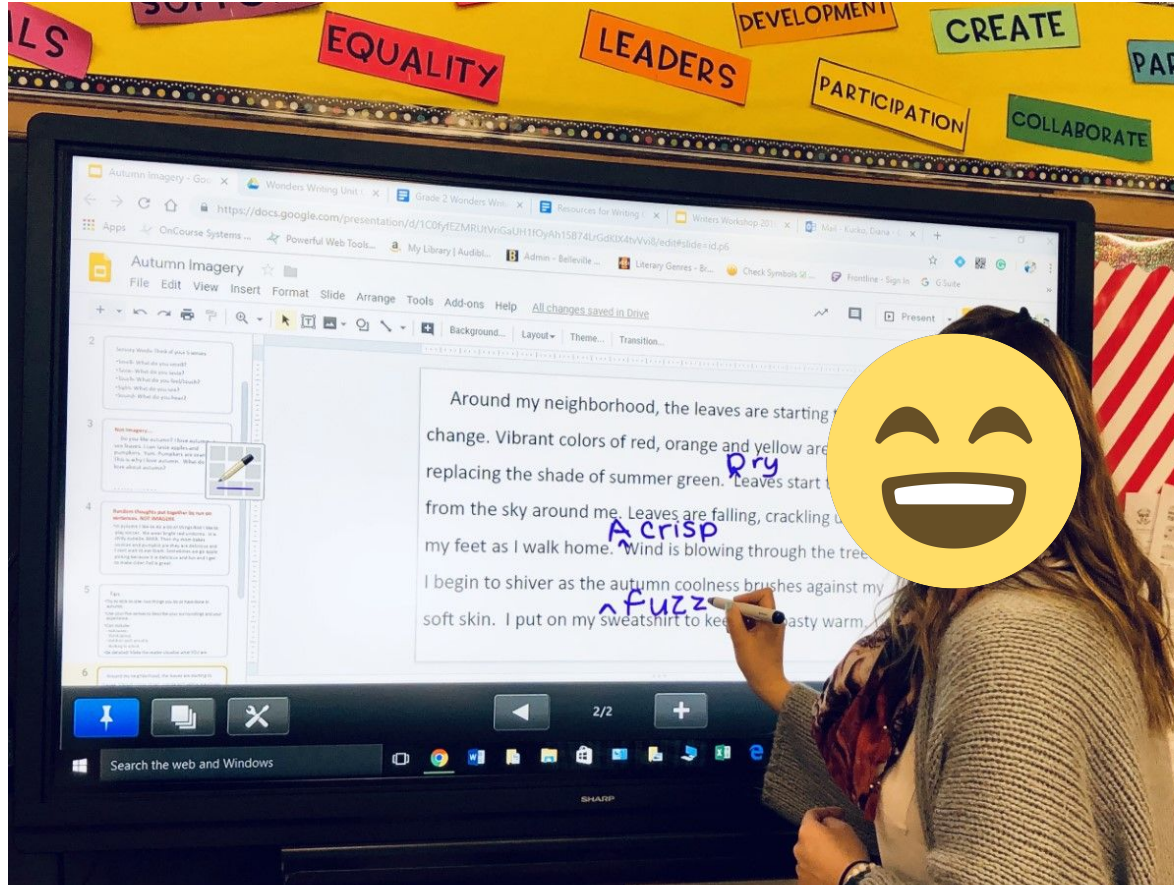
Writer's Mentor Texts & Modeled Writing

- Teachers should write in front of their students, thinking aloud as they compose.
- Teachers can also show students what strategies look like in published books.
- Be mindful of using mentor texts.
- Can even use student examples as a model.

Teacher Modeling



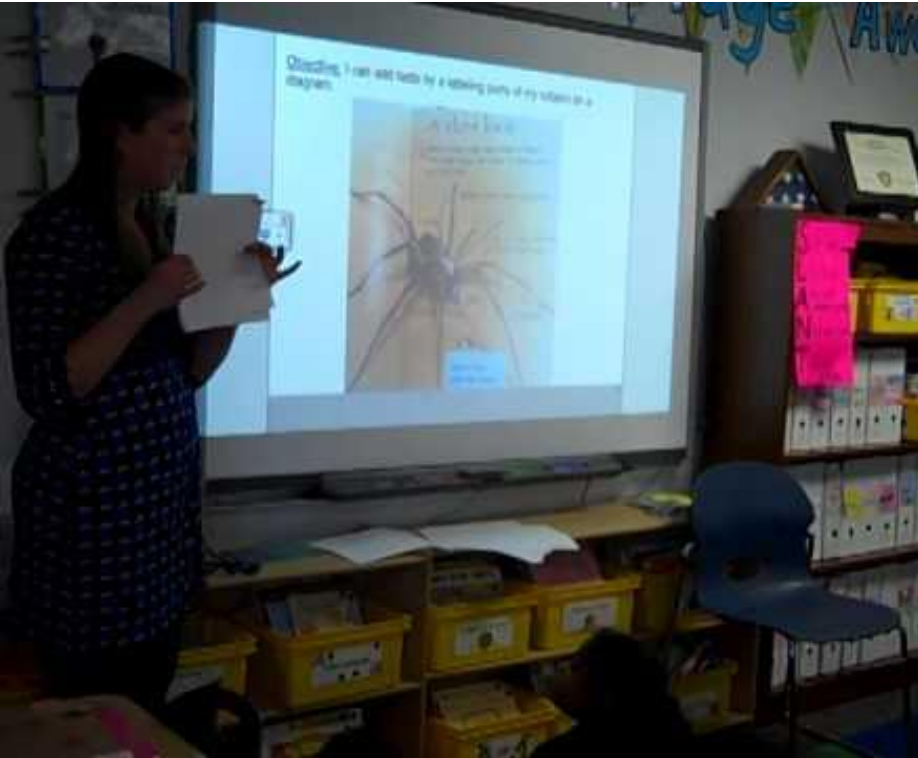
Teacher Modeling



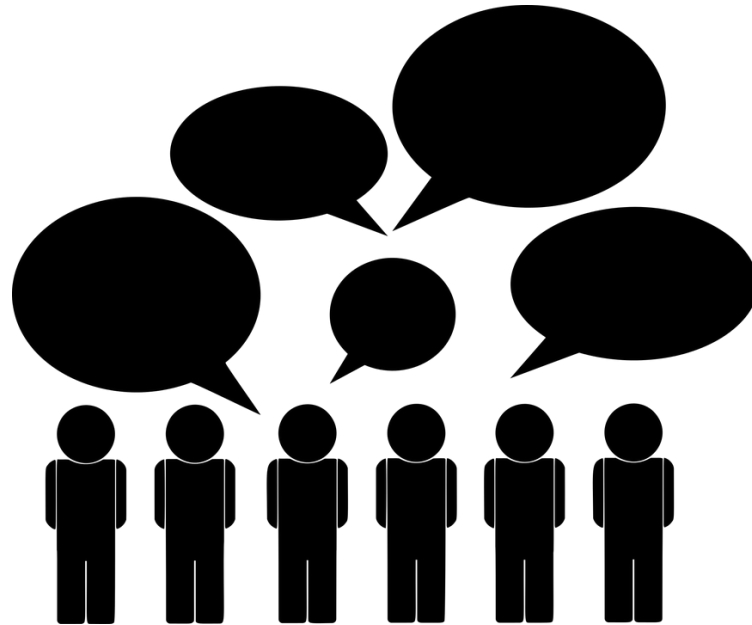
Minilesson

Lower Grades

Upper Grades



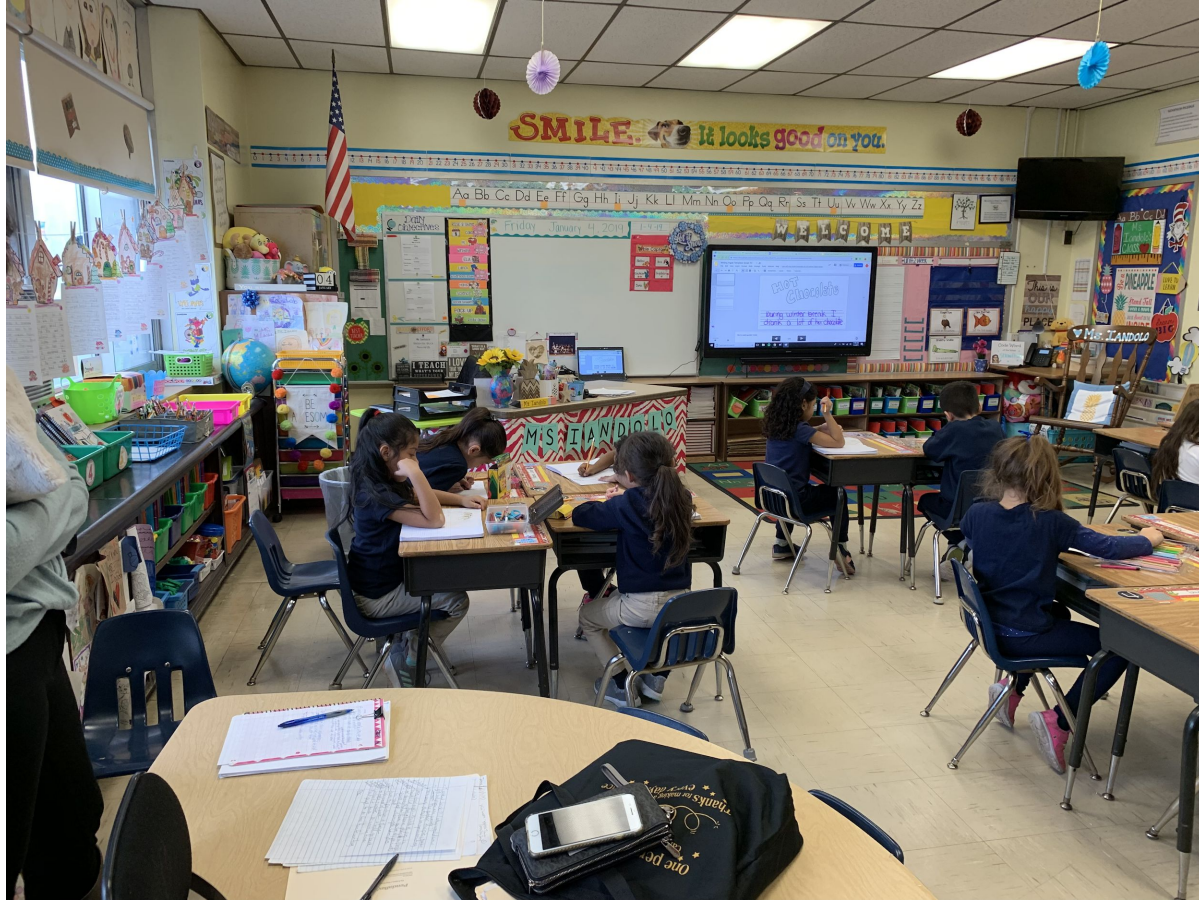
Turn and Talk



Writer's Notebook

- A place for students to collect their writing pieces, ideas and try out different skills.
- Encourage students to use their notebooks for experimenting with their ideas.
- Can use Chromebook as notebook for the upper grades.
- Teacher should have a notebook (This serves as a model for the students.)
- Share time on the rug/floor with notebook at the end of the Writer's Workshop.
- The student decides what story they will publish(**portfolio choice**).
- Students will continue applying taught skills and strategies to existing writing pieces in their notebook. **"WHEN YOU THINK YOU'RE DONE-YOU'VE JUST BEGUN!"**

Independent Writing



Conferences

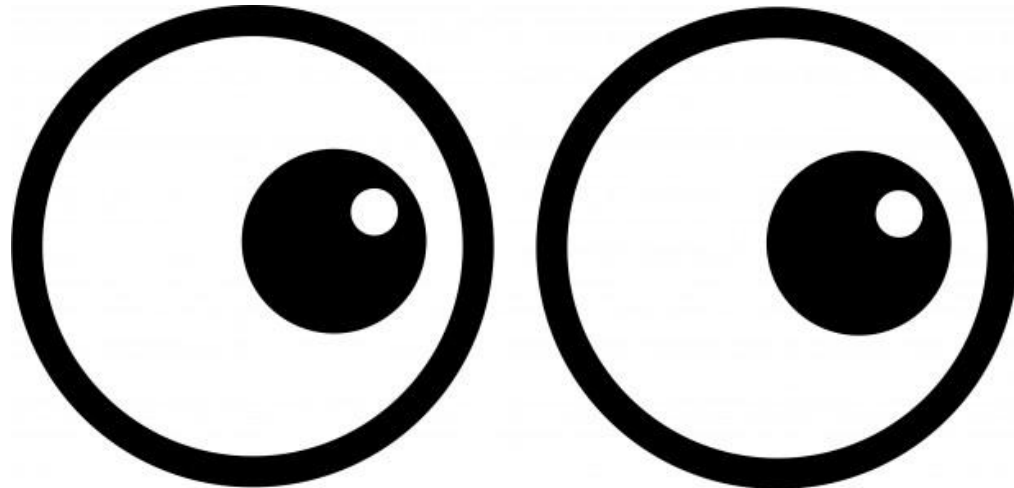


Conferences

- Teacher meets one on one in order to individualize instruction.
- Only focus on one skill/ strategy during the conference.
- Confer with multiple students a day during independent writing time.
- 4-7 minutes per conference.
- The conference is one way to assess students' writing development.
- Anecdotal record keeping is necessary in order to drive future instruction.

Conferencing Video for Grades 3-6

Look at THIS



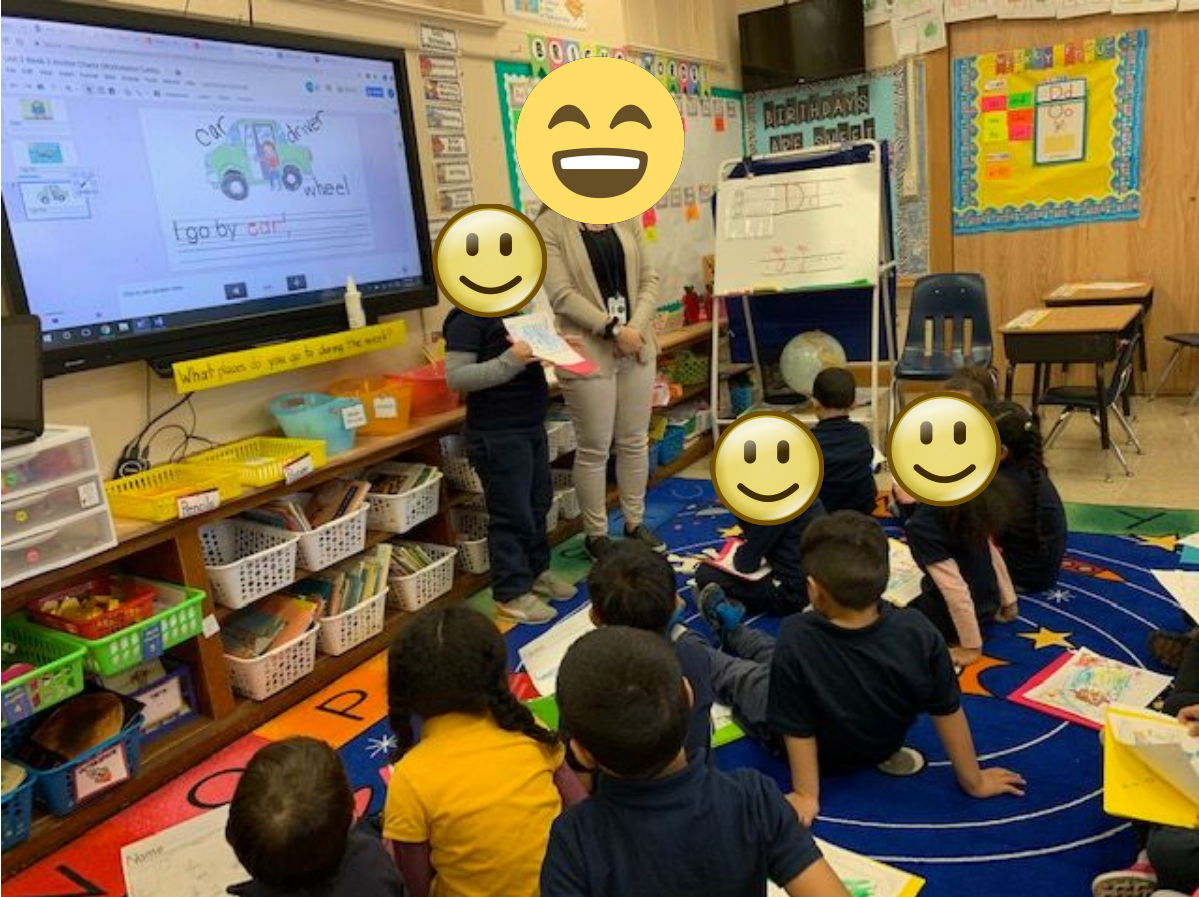
Strategy Lesson

- Occurs during independent writing time.
- Teacher can group students and address skills and strategies for both struggling and more advanced writers.
- Conference time saver: pull students with similar needs.
- Allows for teachers to teach an explicit writing strategy to one group of students.
- Teacher can demonstrate a strategy that will improve students' writing and students can practice it independently with the teacher there to scaffold.

Share Time



Share Time



Anchor Chart

- An anchor chart is a tool that is used to support instruction (i.e. “anchor” the learning for students).
- Provides a record of skills and strategies taught.
- Students should refer to anchor charts while independently writing on a daily basis.



Final Thoughts

- “Teach the writer, not the writing.”
- Kids have choice on their topics. This leads to better engagement.
- Responding to text (RACER) is writing about reading. This is done during the READING block.
- Writers workshop makes writing a SUBJECT. Writing has its own block schedule.

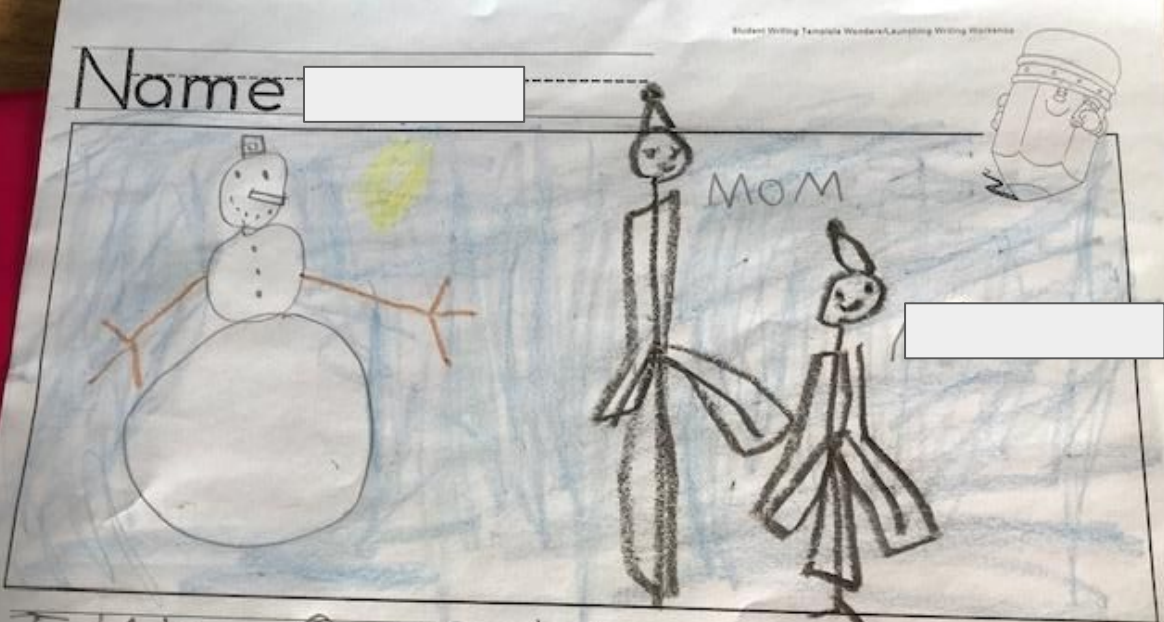
"YOU DON'T LEARN TO WRITE BY GOING THROUGH A SERIES OF PRESET WRITING EXERCISES. YOU LEARN TO WRITE BY GRAPPLING WITH A REAL SUBJECT THAT TRULY MATTERS TO YOU."

(RALPH FLETCHER, AUTHOR)

Sample Work (K)

Student Writing Template: Wonderful Learning Writing Worksheet

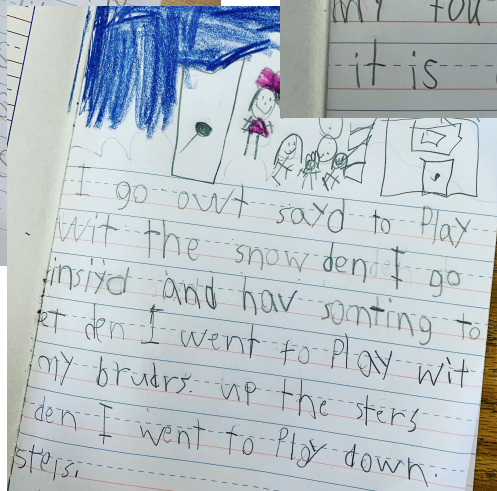
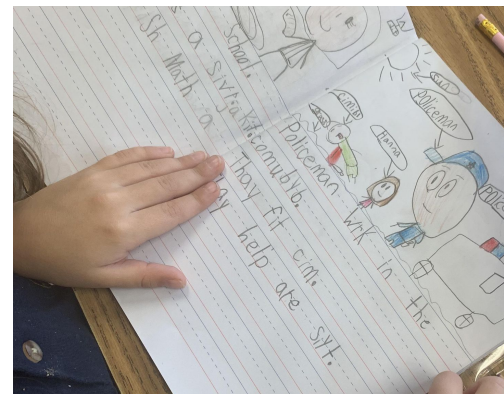
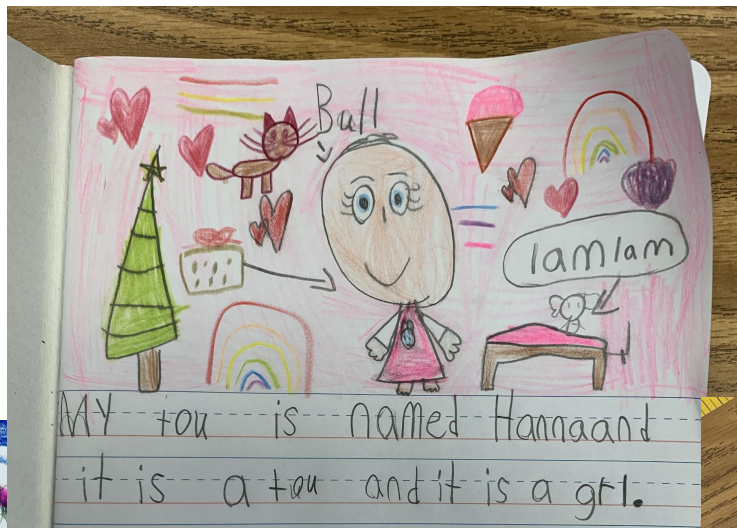
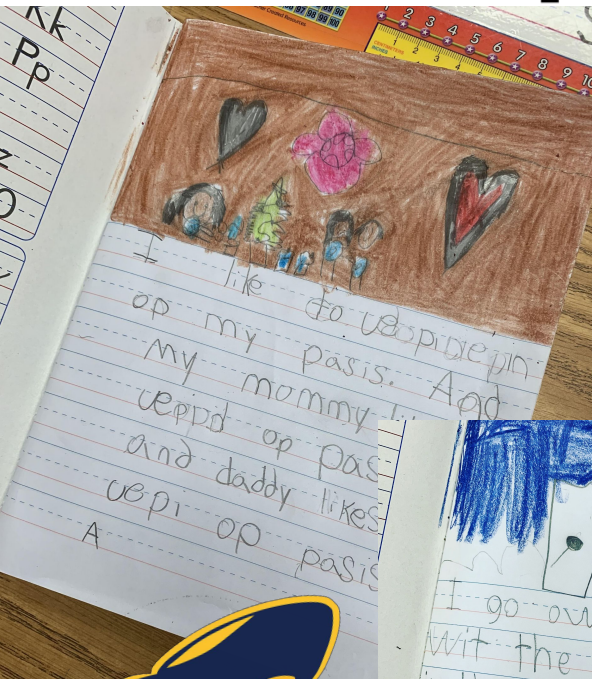
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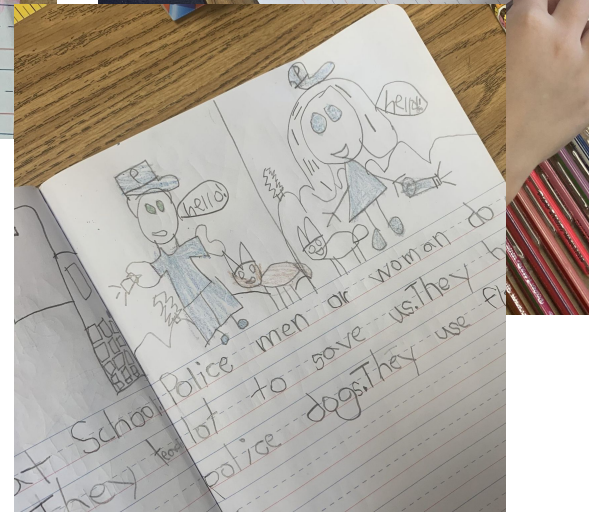
MOM

I like SNOWman!

Sample Work (1st Grade)



**WAY TO GO,
BUCS!**



Sample Work (6th)




The Haunted Hayride

As it was starting to darken Lizzie, Stacy, and Megan climbed onto the Haunted Hayride. As it began moving Megan said “ I-- I’m scared guys these forests looks odd” “C’mon Megan don’t be such a baby” Lizzie said “yeah like your a middle schooler you shouldn’t be scared” added Stacy. Suddenly, 3 men came out of the woods with cloaks as black as coal and very frightening masks on. One of them had a baseball bat covered of what seemed like spikes... they had smashed the lights and it went black...

Sample Work (6th)

Fried Oreos



It was the day of the carnival. I was ready and waiting for my dad and sister Jaz to get ready. Once they were ready we were meeting my mom at the carnival. I entered the carnival and at once an explosion of smells came hamburgers, hotdogs, pizza, and many more. I knew all of those smells all but one. It smelled like donuts but oreos at the same time. I asked some people and they all pointed to the same truck. The truck that sold zeppoles, funnel cake, and something called fried oreos.

“Hey can I try some fried oreos?” I asked my dad.

“No, what if you don’t like it I would have used my money for what?” he responded.

I sighed, I really wanted to taste it. The smell lured me behind the truck I saw how people made them. They took some oreos put them in a fryer and then put something that looked like powdered sugar on them. Now I really wanted them. I went back to my dad and begged and begged but he just wouldn’t bust out his wallet. Soon I grew tired of begging and stopped. I got tired of going on all the rides 3 million times. I just sat down and helped my mom sell coffee, fraps, water, and soda. My mom’s friend’s daughter came back with food, but I recognized it quickly sat up. I smelled it. IT WAS THE FRIED OREOS.

“Hi Vannesa, can I have one fried oreo?” I asked her kindly.

“Umm, ok.” she said.

I saw it I had it in my hand. It looked like a donut oreo had just come down from heaven with all that powdered sugar. I put it in my mouth with one bite I ate it. It tasted like rainbows had popped out. On the outside it tasted like a normal donut but on

the inside it tasted like an oreo. In my mouth ohh it felt like a pillow.

Anticipated Changes to Writing Instruction

- What should you look for when you are observing Writer's Workshop?
- What should teacher engagement look like?
- When does conferencing take place?
- What does conferencing look like?
- What is the difference between one-on-one conferencing and strategy groups?
- What should student engagement look like?
- What does independent writing look like?
- Why do we celebrate student writing?
- When does the writing celebration take place in the different grade levels?

POP QUIZ

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