“Class, I’ve got a lot of material to cover, so to save time I won’t be using vowels today. Nw lts bgn, pls trn t pg 122.”
What is Writers Workshop?

- Daily, structured time
- Teacher provides explicit instruction
- Teacher provides exposure to models of good writing
- Students select their own topics to write about
- Students are encouraged to be risk takers as they develop their own individual writing style
- A community to share and learn from one another
“How do you expect me to write with this?
It doesn’t even have a USB port for a keyboard!”
Major Components of Writer’s Workshop

- Introduction / Read Aloud
- Mini-Lesson
- Independent Writing Time
- Conferencing
- End-of-Workshop Share
- Assessment
# 60 Minutes Framework of Writer’s Workshop

<table>
<thead>
<tr>
<th>Whole Group (10 Minutes)</th>
<th>Whole Group (10-15 minutes)</th>
<th>Whole Group (5 Minutes)</th>
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</table>
| **Introduction** - read mentor texts connected to mini-lesson | **Mini-Lesson:**  
*Connection  
*Teach  
*Active Engagement  
*Link | **End-of-Workshop Share** |
| **Independent Writing Time** (20-45 Minutes) |  
*Independent Writing  
*Guided Writing  
*Conferring  
*Mid-Workshop Share |  |
**Introduction**

Although the preceding sessions were the start or cut-in, because creators open up their day reading rather than writing, today’s rehearsal actually launches the writing work in this second unit of study. Approach this session knowing that your rehearsal will need to get children up for the earliest stages of their writing process.

As you begin today’s rehearsal (and the initial lesson of any study, you will need to help children consider, carry forward, and draw upon the lessons they have already learned. This will be especially important in this unit because children will be writing personal narratives again. Each child that the strategies they learned during previous writing workshops will carry forward throughout their lives. Of course, as children develop flexibility with these strategies, the strategies themselves will no longer be the focus of their attention. Indeed, writers will be able to use them almost automatically, concentrating on new writing goals.

When I introduce a strategy, I make a big deal of it: I lay out every part of it, turning it into a mechanical, step-by-step operatation. This way, if you’re in this class, it is unsuccess-ful believes that when we teach children to write, we need to teach the focus of each step with exaggerated attention. Writing is not that clear-cut: the learner will master the procedure, repeating it as one flows. Almost automatic activity. For example, the rough draft will flow the writing to grasp the overall context, then line up the tables so that it fits properly in the hand. But before we get the learner just prays for the syntax, simply being—no longer focusing on the same steps.

Launching the Writing Workshop, we help children develop a list of strategies for personal narrative writing and we asked them to bring them to their mental framework. In this unit, you’ll need children to be strategic to move powerfully. You’ll teach a few more strategies, but this year you’ll focus less on the strategies and more on writing narratives like those the class is studying, narratives that contain more than a few small memories—narratives that have a story arc. The only exception is that we will help children generate not only topics for writing but also another story ideas—topics with a make-ready plot line. If you will help children write stories that evolve around that are more than their accounts of single, small moments. This is, the narratives that children begin generating today should begin to feel like a story—stories that incorporate those your children have been studying.
Introduction

- Read aloud from mentor text or previously written stories supports the mini lesson
- Provides a model to study
- Helps students make writing decisions
- Show how reading and writing are connected
Mini Lesson

Headings give a quick summary of the focus.
Mini Lesson

- Connection
- Teaching
- Active Engagement
- Link
Student learn why today’s lesson is so important and how it relates to their prior work.

Opens the mini-lesson

Teacher repeats previous day’s teaching point

Teacher names today’s ONE teaching point
Mini Lesson - Teaching

- Children are taught a new skill and strategy that they can use often when they write.
- State the teaching point and explain when and why a writer might use it.
- Show through modeling of your writing or shared writing pieces the techniques the author used.
- Guided practice / scaffolding
Mini Lesson - Active Engagement

- Students briefly use the strategy taught while the teacher is there to provide support.
- Repeat the **ONE** teaching point to get students ready for what they will practice.
- Students try what they were just talk by writing in their notebook or discussion. (eg. “Turn and Talk”)
Mini Lesson - Link

☐ This is the launch of the lesson.
☐ Restate the teaching point.
☐ Get students excited to try what they learned.
☐ Remind students that this teaching point can be used in the future.
Selecting the Focus of the Lesson

- Mini Lessons could be based on:
  - Procedures during Writer’s Workshop
  - Genres
  - Writing Process
  - Traits of Good Writing
  - Things you are noticing in student writing
Independent Writing

- Students write on their own to practice skills and strategies previously taught.
- Develop understanding of multiple genres of writing/reading.
- Gain writing fluency and stamina.
- Share their experiences through topic choice.
Guided Writing

- Students write to practice skills and strategies previously taught.
- Teacher guides, responds, and extends the students’ thinking.
- Based on data and observations the teacher coaches small groups to students to practice a particular skill or strategy.
Conferring

What is one thing I can say to help this writer move forward?

Sometimes they need a reminder.
Conferring

- Research
- Compliment
- Decide and Teach
- Link
Conferring - Research

☐ Read the student’s work.

☐ Determine what the student is beginning to do well and what you want to teach them to do better.

☐ Asking open-ended questions:
  ☐ How is it going?
  ☐ Can you tell me what you are working on as a writer today?
  ☐ Consider using conference notes to monitor growth.
Conferring - Compliment

- React like a reader: “Wow! your details really helped me to picture what was happening!”
- Clearly state the skill and strategy used and show where they used it.
- Explain why it is important to continue using it.
Conferring - Decide and Teach

☐ Of all of the things that I could teach this child, what is the one thing likely to make the most difference?

☐ How will I teach this to the child?
  ☐ State the skill/strategy
  ☐ Explain why and why to use it
  ☐ Model then coach as they practice it in their writing.

☐ Comment/Question: I have one suggestion to make, Can I show you one thing? Can you try?
Conferring - Link

- Repeat the teaching point.
- Name what the child has done.
- Remind him that the skill and or strategy can be used in the future.
Mid-Workshop Teaching Point

- A need of the majority of students.
- Based on conferences and guided writing, the teacher stops writers to quickly share a teaching point.
- Could be an extension of the mini-lesson, revisit something taught earlier in the year, or a new concept.
- Something great seen in a student’s piece to support strategies taught.
- Calkins Mid-Workshop Teaching Point could serve as future mini lesson.
validate their work and thinking as writers
End of Workshop Share

- The share always includes teaching:
  - State the skill and/or strategy
  - Explain when and why to use it
  - Show what it looks like to successfully use the strategy
  - Use student work as much as possible or a teacher created piece
Resources

- Units of Study K-2 / Lucy Calkins
- Units of Study 3-5 / Lucy Calkins
- 6+1 Traits of Writing Primary Grades / Ruth Culham
- 6+1 Traits of Writing: Grade 3 and Up / Ruth Culham
- Craft Lesson / Ralph Fletcher, Joann Portalupi
- Craft Lessons - Nonfiction / Ralph Fletcher, Joann Portalupi
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YOUPOD
WEPOD
THEYPOD