



WRITER'S WORKSHOP

Getting Started

PONDER THIS...

- “There is a great deal of data suggesting that improvements in writing will have a pay-off across the curriculum.”

- Lucy Calkins- *A Guide to the Writing Workshop Grades 3-5*



WHAT IS WRITER'S WORKSHOP?

- Writer's Workshop is a framework for writing instruction and practice in the classroom.



NECESSARY FOUNDATIONS

“Writers do not write with words and conventions alone; writers write above all with meaning. Children will invest themselves more in their writing if they are allowed- indeed, if they are taught- to select their own topics and to write about subjects that are important to them.”

- Lucy Calkins- *A Guide to the Writing Workshop Grades 3-5*



WHAT WE KNOW FOR SURE

- Students learn to write best when they write frequently, for extended periods of time, on topics of their own choosing...



COMPONENTS OF WRITER'S WORKSHOP

- **Writer's Workshop follows a predictable pattern of:**
 - **Mini-Lesson (5-10 minutes)**
 - **Independent Writing (20-30 minutes)**
 - **Conferring (during independent writing)**
 - **Sharing (5-10 minutes)**

TOTAL TIME: 30-50 minutes



WHAT IS A MINI-LESSON?

- A mini-lesson is explicit instruction in a specific writing technique taught in a short 5-10 minute period at the beginning of the workshop.
- There are four components to a mini-lesson and four types.



MINI-LESSON (10 MINUTES)

- **Connection**—access prior knowledge

Teacher Talk: *Yesterday we..., Today I'm going to...*

- **Teaching**—one skill, method, four types:

1. **Procedures and Organization (routines)**
2. **Strategies and Processes**
3. **Skills**
4. **Craft and Technique**

Teacher Talk: *I want to show you..., Watch and notice...*

- **Active Involvement**—opportunity to practice—turn and talk

Teacher Talk: *I invite you to try it in your writing..., Turn and talk to your partner how you can...*

- **Link**—bring closure to the lesson by linking it to what has been previously learned

Teacher Talk: *So today and everyday..., Now, you know that writers... As you continue your writing you may want to...*



INDEPENDENT WRITING/CONFERRING

What are the students doing?

- Writing daily.
- Determining the topics they will write about.
- Using writer's notebooks and/or folder for organizing writing.
- Conferring with peers.
- “When you're done, you've just begun.”

What is the teacher doing?

- Circulating the room, monitoring, conferring with individual students, encouraging and providing help as needed.



MID-WORKSHOP INTERRUPTIONS (1-2 MINUTES)

- Prepare for partnerships
- Reinforce the mini-lesson
- Teach a new mini-lesson
- Review and older mini-lesson
- Provide a behavior management reminder



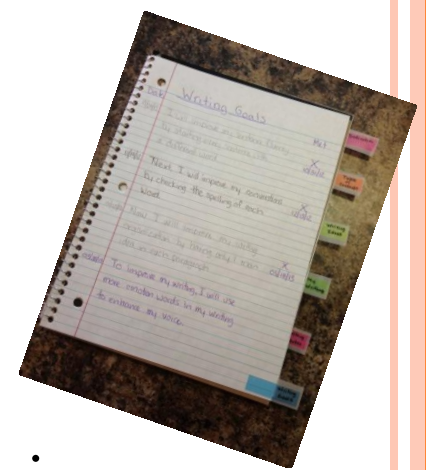
SHARING (10-15 MINUTES)



- Students are given opportunities to share their writing pieces.
- This time allows writers to learn from each other and to see/hear good examples of writing.
- This time also allows for students to practice listening and speaking.



WRITER'S NOTEBOOK/FOLDER



- What *real* writers use
- Constant composition—may lead to larger pieces of writing...they may not.
- Provides a place to write and collect:
 - What really matters
 - What is in my heart
 - Things in my life, in this world, that I never want to forget
 - Things that haunt me
 - Odd facts, questions, odds & ends, lists, insights, quotes
 - Conversations, specific language or interesting words




WRITER'S WORKSHOP PROCEDURES

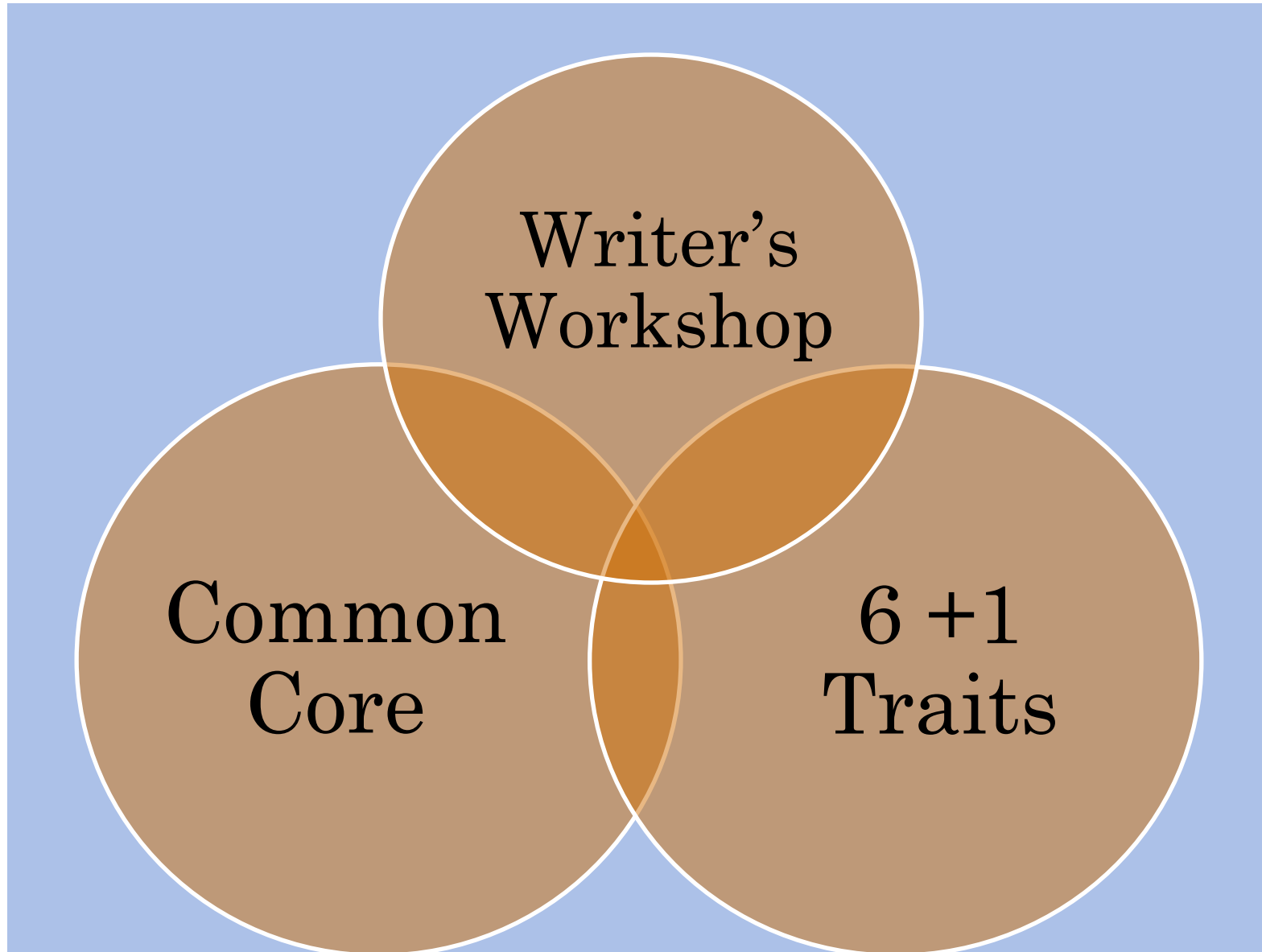
Why?

- Make the workshop run smoothly.

Examples

- What to do if they need to use the restroom or sharpen pencils.
 - Save and date everything
 - Write on one side of the paper and skip lines on a draft
 - Write in ink so I can see your edits—never erase on your draft pieces
 - Do nothing to distract me or other writers
 - When you confer with me or others—use a 6 inch voice
 - When you are stuck, use the resources in the room and the techniques you have been shown to help you
- 

HOW DOES 6 + 1 TRAITS FIT?



COMMON CORE

WRITING

1. Narrative
2. Informational/Explanatory
3. Argument

Common Core *Writing* Links: [6th](#), [7th](#), [8th](#)



6 + 1 TRAITS

1. IDEAS

2. ORGANIZATION

3. VOICE

4. WORD CHOICE

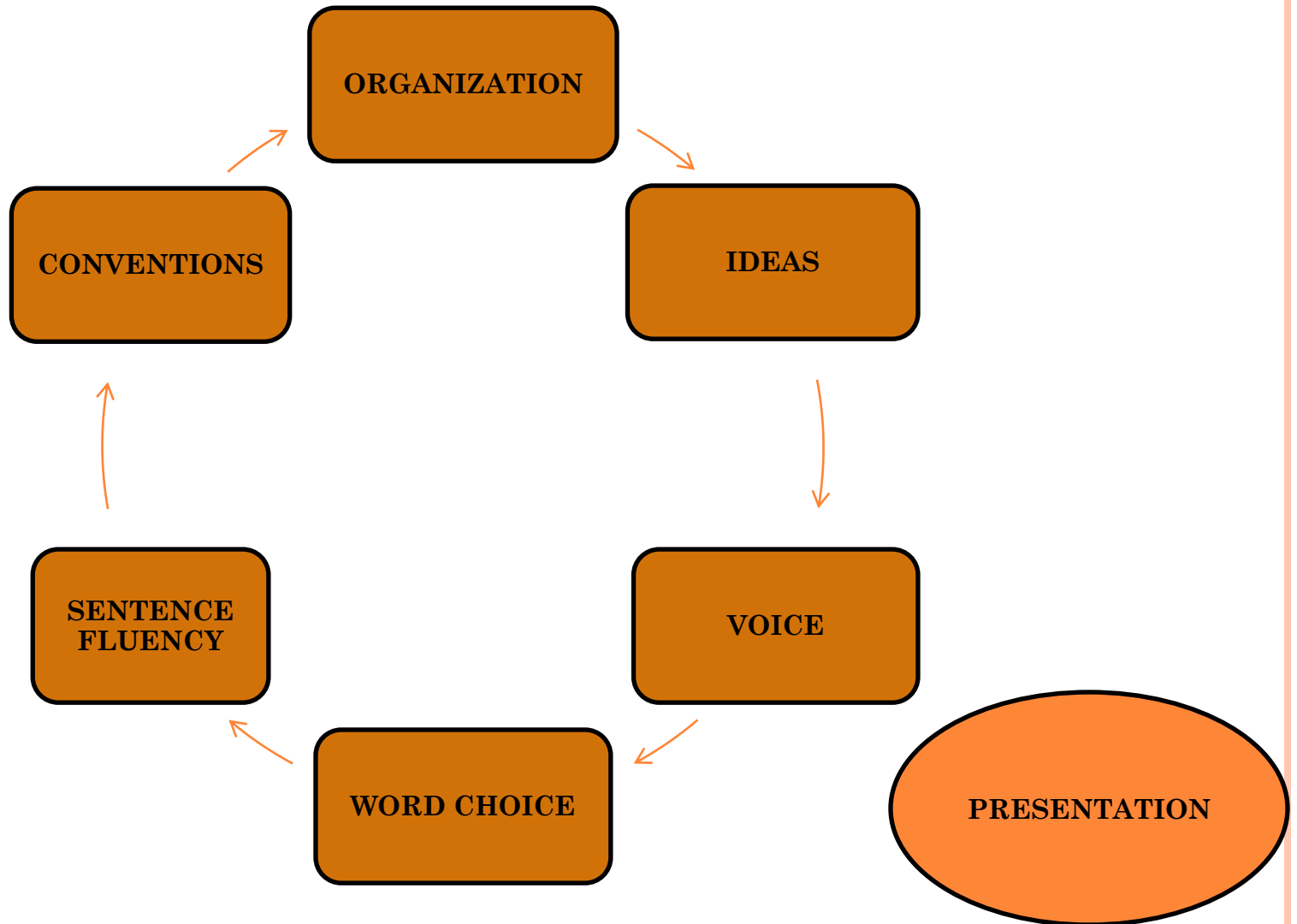
5. SENTENCE FLUENCY

6. CONVENTIONS

+1: PRESENTATION



6 + 1 TRAITS

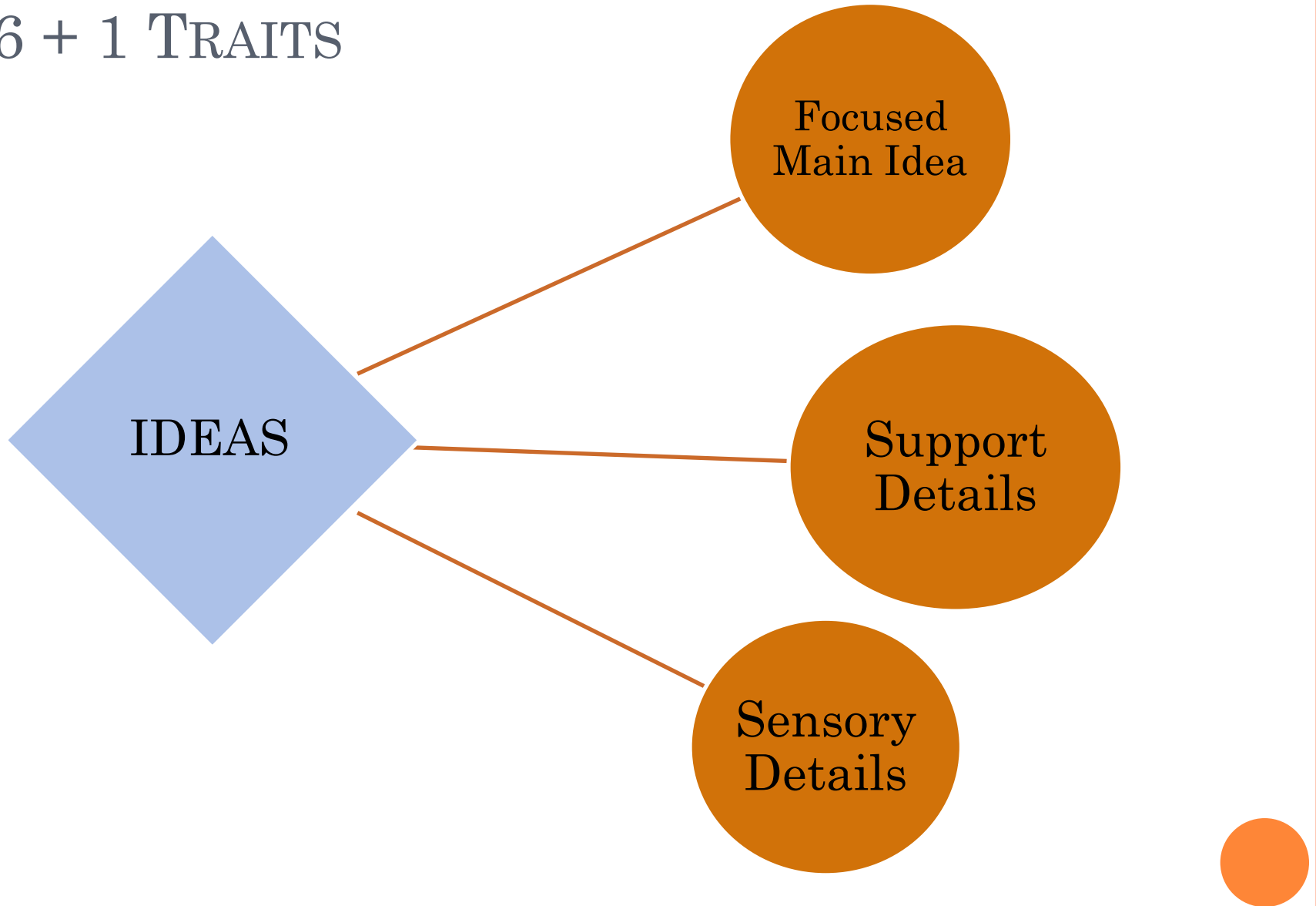


6 + 1 TRAITS AND THE 5 STEPS OF THE WRITING PROCESS

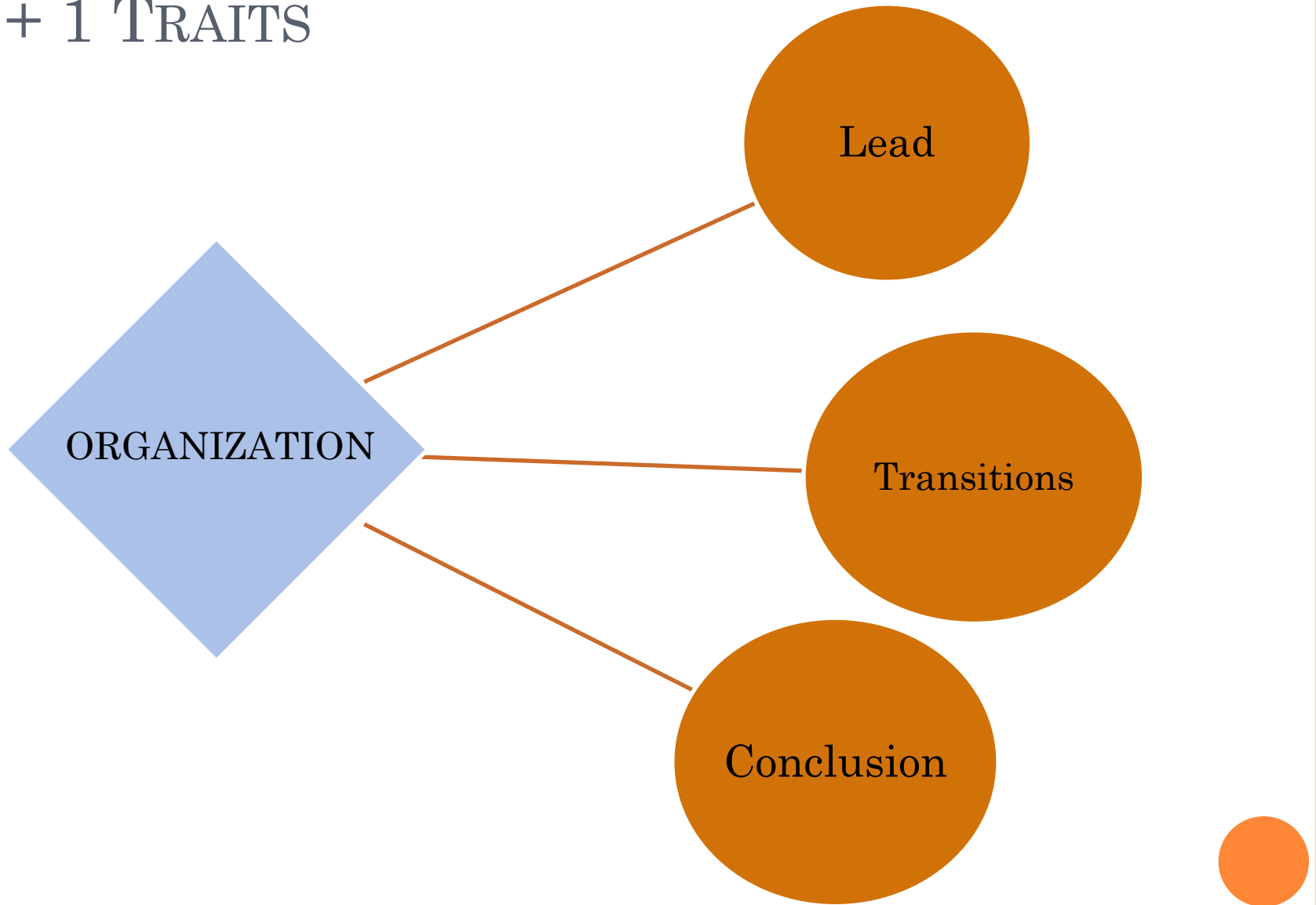
| <u>PRE-WRITING</u> | <u>DRAFTING</u> | <u>REVISING</u> | <u>EDITING</u> | <u>PUBLISHING</u> |
|--------------------|-----------------|---------------------|----------------|-------------------|
| Ideas | Ideas | Ideas | Conventions | Voice |
| Organization | Organization | Organization | | Presentation |
| | Voice | Voice | | |
| | | Word Choice | | |
| | | Sentence Fluency | | |



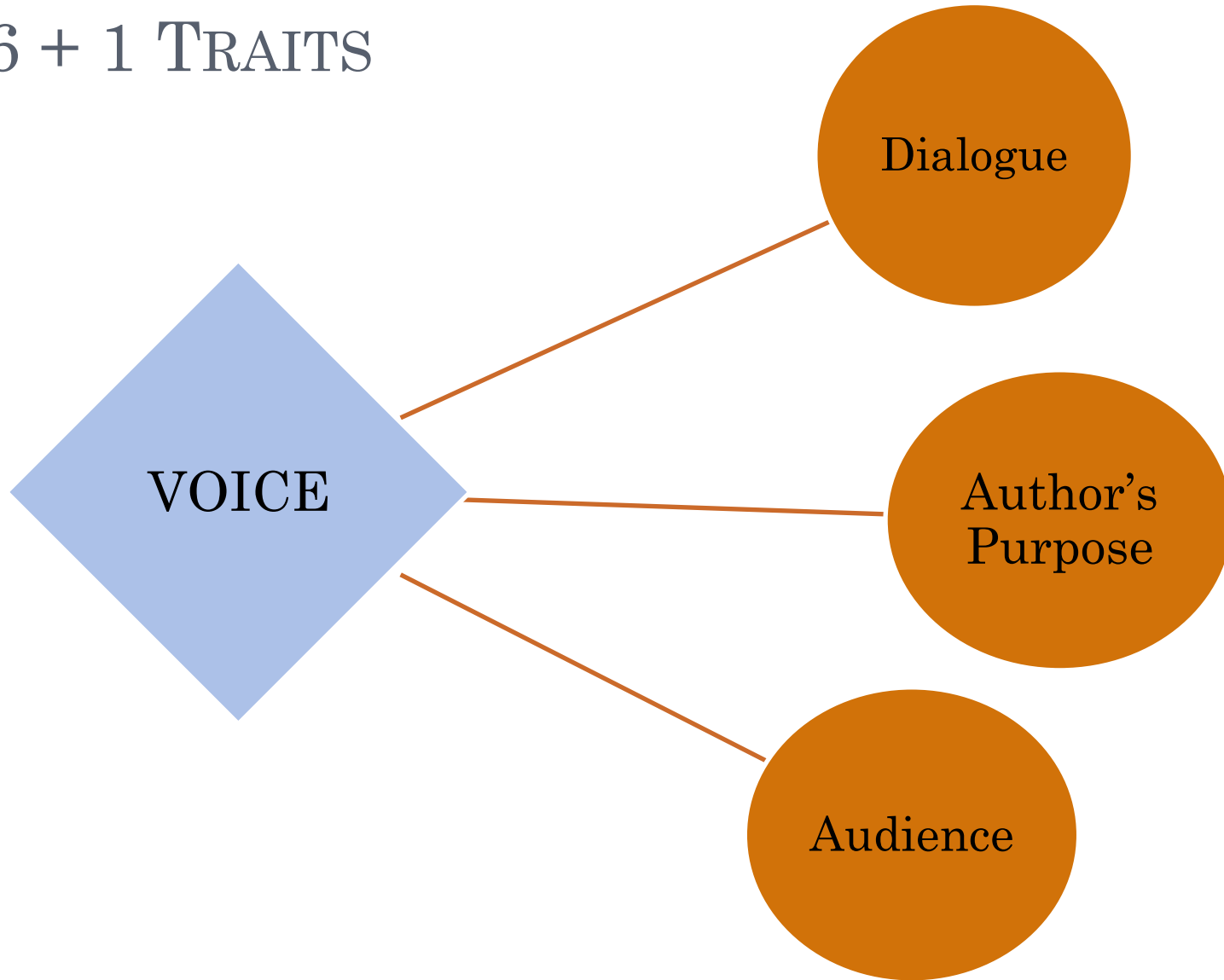
6 + 1 TRAITS



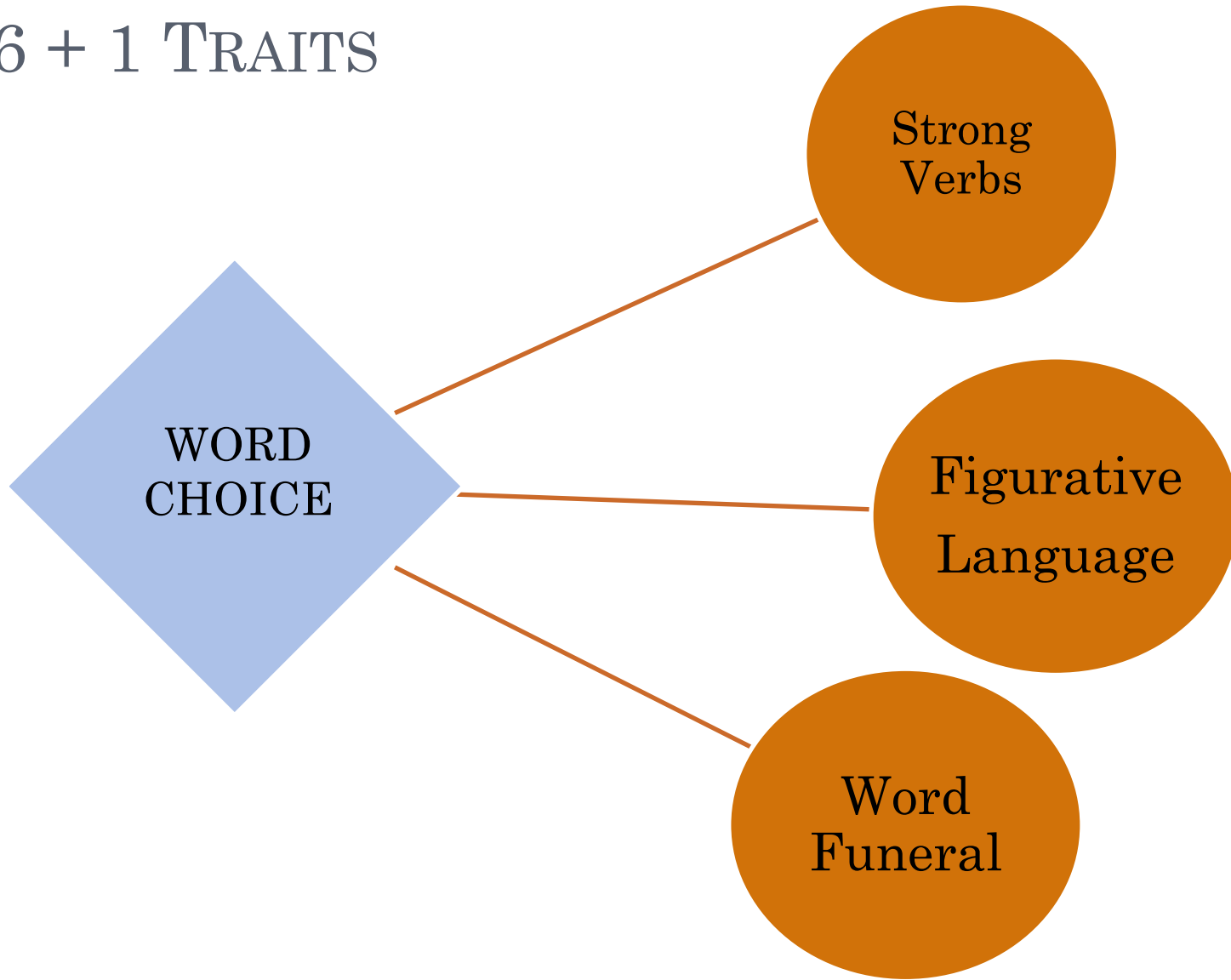
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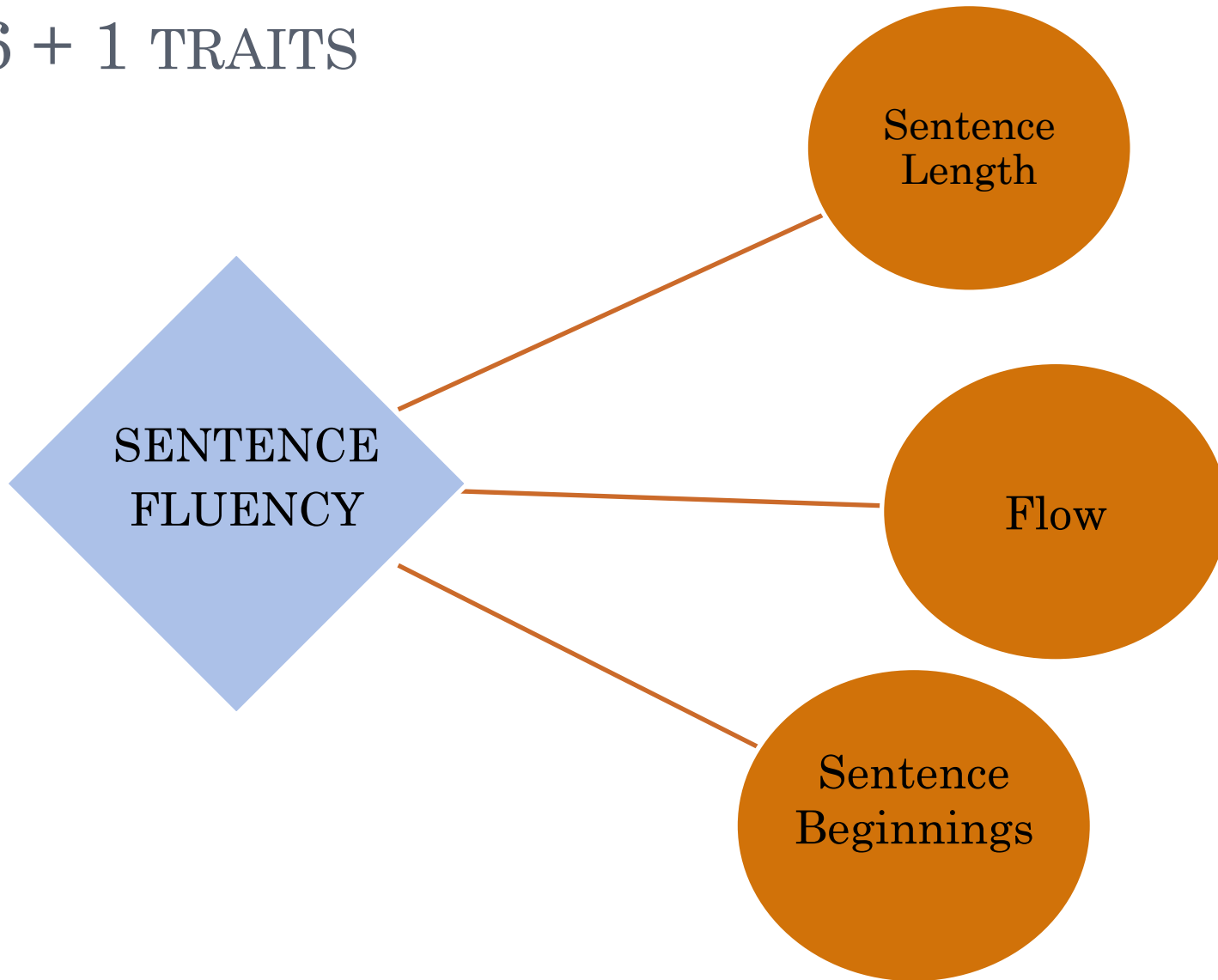
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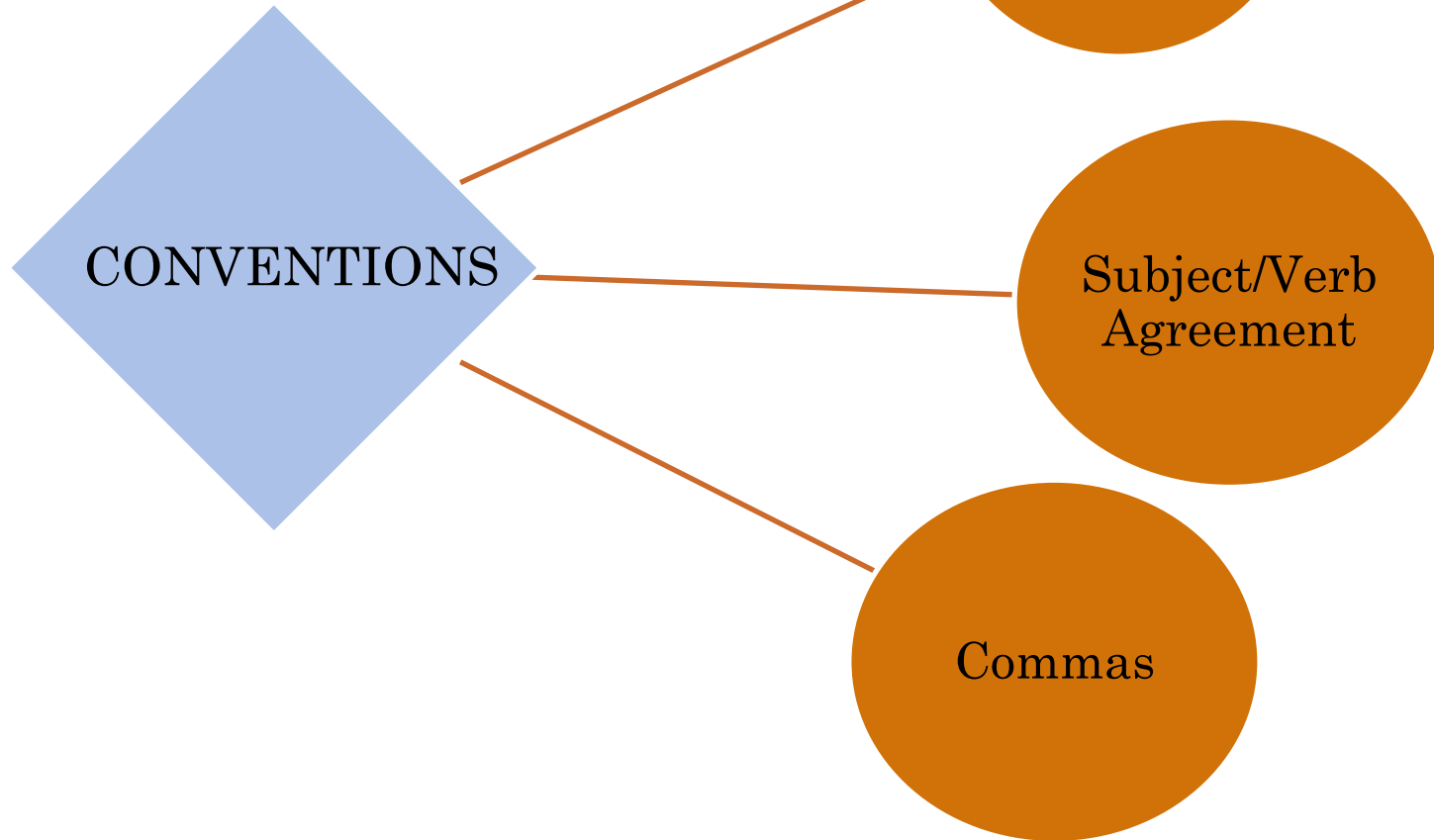
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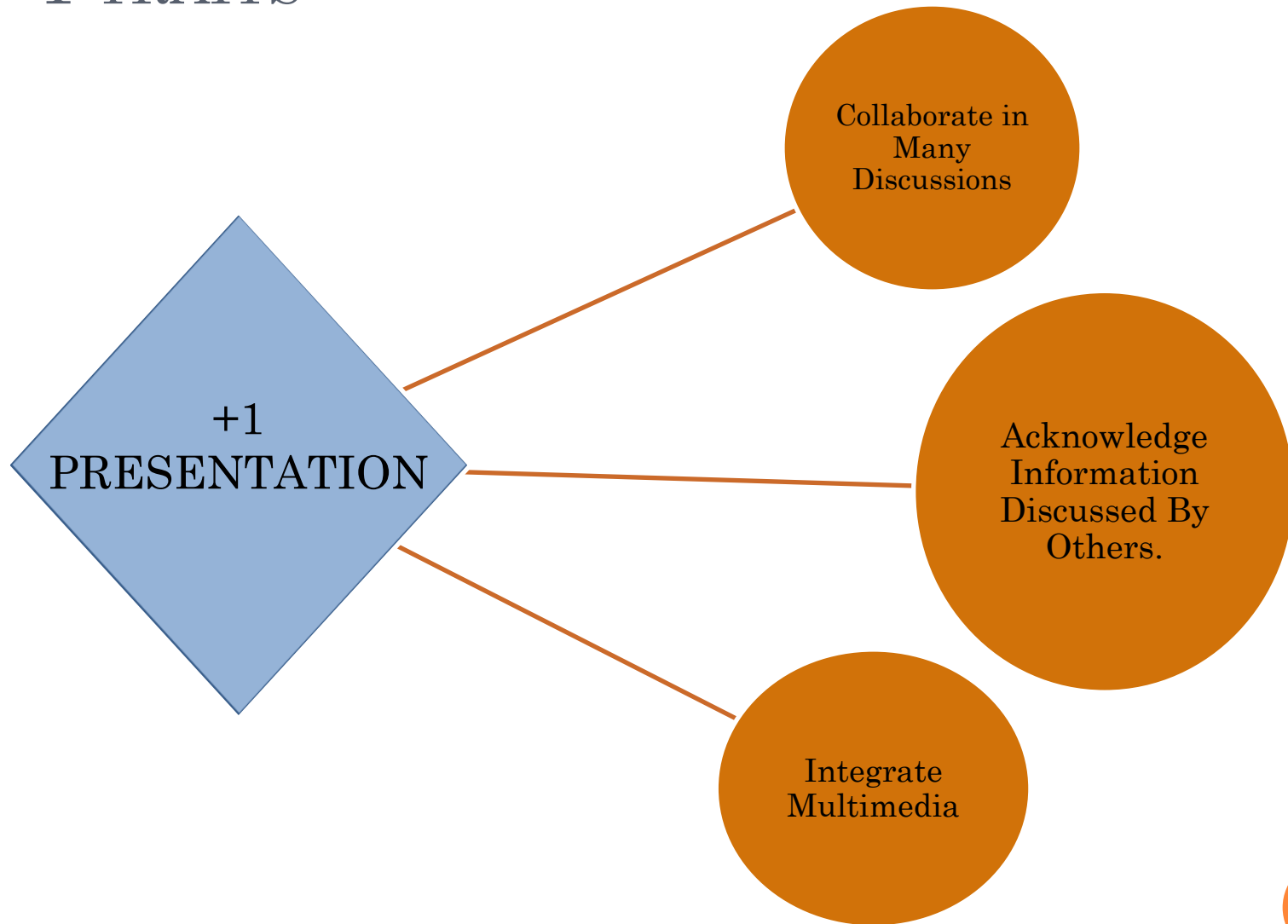
6 + 1 TRAITS



Common Core *Language* Links: 6th, 7th, 8th



6 + 1 TRAITS



Common Core *Speaking and Listening* Links: 6th, 7th, 8th

