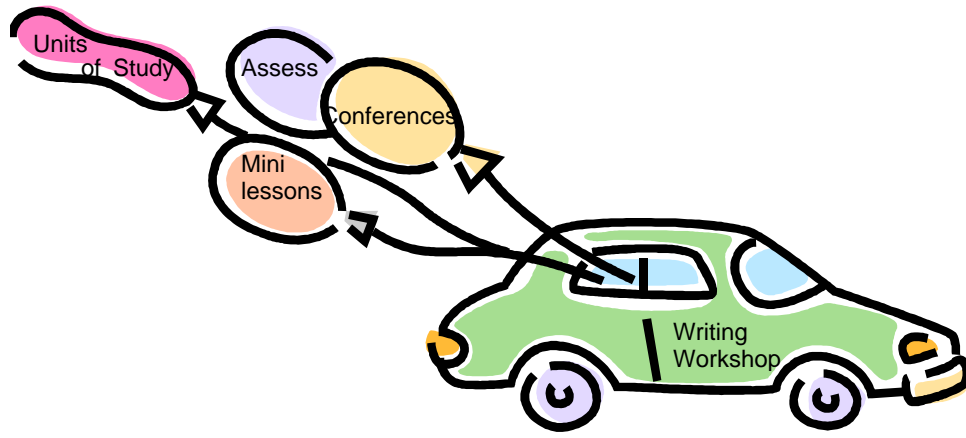


Traveling Across the Writing Workshop



A Presentation for the National Reading Recovery
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1. The Starting Point: Writing Workshop Basics -What should I pack for the trip?

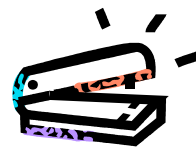


Components of Writing Workshop

Format of Writing Workshop	
Mini-lesson	5-10 minutes
Independent Writing & Conferencing	5-30 minutes - K 10-40 minutes - 1 15-45 minutes - 2
Share time	10 minutes

Don't forget the materials you need:

Teacher Materials	Student Materials
Chart paper	Pre made books
Chart markers	Date stamp with stamp pad
Correction Tape	Staple remover
Assessment folder	Stapler
Trays in which to put pre-made books	Milk crates for hanging files for student work
Unit of study folders to insert lesson plans & ideas	Writing Workshop pocket folder - 1 per student
Tub for the mentor texts used during a unit of study	Illustrating tubs filled with markers & colored pencils



2. Following the Road Map - Where should I travel during the year?

Planning the route:

- Make a plan for the year.
- Start with the end in mind.
- Most units of study will take from two to four weeks.
- At the beginning of the year, procedural mini-lessons must be taught daily before beginning units of study.



Fueling up:

- Scaffolding Young Writers: Meet each child at the developmental level where he or she is performing. Give them just enough support to boost them to a higher level of achievement. Remember - take baby steps.
- Differentiating instruction: To optimize student achievement, conference time is the perfect place to differentiate instruction to meet individual student needs. Keep good notes so that you know what you have discussed with individual children and expect to check in with them to see if they are progressing. An assessment folder for the teacher is necessary in order to record the progress and goals discussed during conferencing.

Roadblocks as you travel: Sometimes, during the trip, you may have to stop the journey for a roadblock or take a detour.

- Roadblocks - 1. Procedural roadblocks: There will be times when young children neglect the procedures that have been taught to facilitate successful independent work. When this happens, take time to back up and reteach, model, and practice. 2. Reluctant writers: There will



always be a few students who are reluctant to write. They may not yet be risk takers. Often, uncertainty about spelling unknown words is the source of the reluctance. When your mini-lessons give students the resources that they need to be able to try to spell words, they are able to transition into independent writers. Providing a risk-free classroom environment will also help reluctant writers to give it a try.

3. Gathering materials - It is time consuming for the teacher to gather materials for units of study until your school has obtained a good mentor text library. It often means going to the public library and checking out a good supply of books. Partnering with a grade level colleague may help alleviate some of the work if you share the responsibilities for collecting materials.

- Red flags - The data that is gathered during conferencing and "on demand" writing may be a signal that reteaching needs to occur for either a small group or the whole group. Keep in mind that if half of the children aren't getting it, whole group instruction is called for.
- Detours - If a unit of study isn't working well, it may be time to take a detour and move onto to another study.

3. Stops Along the Way - Which direction shall I go on the journey?

Units of study provide a way to organize instruction for the writing workshop. These instructional units expose students to a variety of writing genres, teach the writing process, writing skills, and the craft of writing. Some suggested units for primary students are listed on the following pages.



Units of Study - Stops Along the Way

How to Read Like a Writer	
<p>Reading like a writer is about looking at how a book is written and noticing the things that the author has done intentionally, rather than the actual content of story. When teaching our young students to read like a writer, we ask them every day what they notice in the read alouds. We model this term when we think aloud - sharing what we noticed the writer doing intentionally. Reading like a writer develops the craft of writing. When we notice what another author has done intentionally for us, the reader, we have a whole new window into the thinking this author wanted to share. By studying authors (published and student authors), we can show children how to use the craft techniques of others in their own writing.</p>	
<p>Features of the Study</p>	<ul style="list-style-type: none"> • Reading for a specific purpose • Reading like a writer is learning to look at how a book is written and “notice” craft techniques writers use intentionally. • Learning how these techniques inform the reader (ex.-when you see big and bold text the reader should read with a big, bold voice). • Learning to recognize craft features in text and illustrations and why the author chose to use them • These techniques can be used everywhere in the text-from the title and cover of the book to the blurb on the back and every page in between! • Some of the craft techniques to notice are: the power of three, a repeating line, big & bold, illustrating, and interesting punctuation.
<p>Suggested Mentor Texts</p>	<ul style="list-style-type: none"> • The Great Gracie Chase- by Cynthia Rylant • The Night Pirates - by Peter Harris • Tough Boris- by Mem Fox • In my New Yellow Shirt- by Eileen Spinelli • Mud- by Mary Lyn Ray • Mothers are Like That- by Carol Carrick

	<ul style="list-style-type: none"> • The Great Fuzz Frenzy - by Janet Stevens & Susan Stevens Crummel • Trouble with Trolls - by Jan Brett • A Chair for my Mother - by Vera B. Williams
Possible Mini-lessons	<ul style="list-style-type: none"> • What is noticing? Start to look for intentional writing and illustrating techniques used by authors • Let's notice "The Power of Three" - three words in a row to create emphasis • Locating "A Repeating Line" - a phrase or a sentence that repeats itself throughout a book • Noticing "Big and Bold" - text written in bold, capital letters to express an idea. We teach kids that when we see big, bold text we should read with a big, bold voice • Discovering "Interesting Words" in texts we read. We teach students that interesting words are word that we don't hear everyday. How do interesting words make reading more interesting? • Finding "interesting punctuation". How does punctuation help bring meaning to the text? How does it help the reader? We start to notice ellipses through our punctuation study. Using . . . we learn to stretch out an idea in order to help the reader know there's something more to come. • Looking closely at "I Illustrations" - illustrations are an important part of the story when creating picture books. I Illustrators like Jan Brett have made unique illustrations her trademark. Her "frames" on each page are another way she uses to tell the story. <p>NOTE: Interesting punctuation and illustrations can also be complete study units.</p>



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Where Writers Get Ideas

During this unit of study we help our students begin to understand that ideas for writing are all around them! We look closely at the book jacket of each book we read to see where the author got the idea for writing this book. When they first begin writing, we find that young writers often choose topics they have little knowledge of or experience with. To solve this problem, we focus our teaching on ideas for writing that are things we know and care about. They learn to choose topics that are meaningful to them. We chart ideas for which our students have schema and can write about extensively. We also learn to help each other by sharing ideas for writing. We know we have reached our students in this unit of study when they come to school excited about a writing topic they thought of at home! Now they are truly a "writer", not just writing at school.

<p>Features of the Study</p>	<ul style="list-style-type: none"> • Ideas for writing can be found all around us. • We can get ideas for writing from other books. • The best writing ideas are topics we know and care about. • Focus on small topics - writing about your ride on the roller coaster is more interesting than writing about an entire day at the amusement park.
<p>Suggested Mentor Texts</p>	<ul style="list-style-type: none"> • Dear Mr. Blueberry- by Simon James • What Do Authors Do?- by Eileen Christelow • The Great Fuzz Frenzy - by Susan Crummel and Janet Crummel Stevens • Mud-by Mary Lyn Ray • "Let's Get a Pup!" Said Kate- by Bob Graham • Tulip Sees America- by Cynthia Rylant • All the Relative Came- by Cynthia Rylant • All the Colors of the Earth- by Shelia Hamanaka • Arthur Writes a Story by Marc Brown • No, David! By David Shannon • Can I Be Good? By Livingston Taylor
<p>Possible Mini-lessons</p>	<ul style="list-style-type: none"> • Writers keep a record of ideas for writing. • Book Jackets - we use book jackets to give insight into an

	<p>author's reasons for writing a piece.</p> <ul style="list-style-type: none">• Everyone has stories to share• Keep an idea chart in the writing folder• Keep a list of ideas to write about on an anchor chart• Let another author support your work vs. copying another author's words• Tell a partner an idea for a story• Use pictures to tell a story• Add words (text) to pictures to tell a story
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Poetry

Writing poems with young children is not as hard as it may sound. We enjoy teaching this unit of study in the spring. It's a great way to end the school year

and the pieces are much easier to publish. Writing free verse poems works best with young students. The skill of finding words that rhyme is a challenge our youngest writers find very difficult to master. Write poems together using community writing before you turn your students loose. They need to have a feel for how you put words together to create a picture in the reader's mind. Just like other genres of writing, stick to writing about topics you know and care about! Almost any topic can be written in poetry. There is a poem out there for everyone waiting to be written!

Features of the Study	<ul style="list-style-type: none"> • There are different kinds of poems—rhyming and free verse, short and long • Poems can be about feelings, something you've done, a special person or thing, or nature • A strong beginning & ending help the reader understand your poem • Poems use interesting words to create strong mental images • Poems use punctuation and line breaks to help the reader read the text the way the author intended
Suggested Mentor Texts	<ul style="list-style-type: none"> • The New Kid on the Block – by Jack Prelutsky • Fathers, Mothers, Sisters, Brothers - by Mary Ann Hoberman • One, Two, Skip A Few! – by Roberta Renson • No More Homework! No More Tests! – by Bruce Lansky • The Random House Book of Poetry for Children – by Jack Prelutsky • Talking Like the Rain – by X.J. Kennedy & Dorothy M. Kennedy • DOGKU - by Andrew Clements
Possible Mini-lessons	<ul style="list-style-type: none"> • What is poetry? How is it like other writing we have done? How is it different? • Writers write about things they know and care about • What is rhythm? • How to create a pattern/how to use line breaks & white space • Using descriptive words to create mental images <p>How to choose a title</p>

Pattern Books

We love writing pattern books with Kindergarten and First Grade students! They quickly catch on to the predictable structure of this type of writing. Almost any

<p>topic can be made into a pattern book. During this unit of study it is important to read lots of pattern books to your students. Help them “notice” how an author puts one together. We look for the predictable structure of this type of book and often can find a repeating line.</p>	
<p>Features of the Study</p>	<ul style="list-style-type: none"> • Contains a repeating theme (counting, colors, shapes, etc.) • Very predictable structure • Beginnings and endings are important (Can even be the same!) <p>Books can focus on one part of a topic or include everything in that topic (for example... things that come in two's or counting up 1, 2, 3..., everything square, or all shapes, and things that are blue or the colors of the rainbow)</p>
<p>Suggested Mentor Texts</p>	<ul style="list-style-type: none"> • Ten Black Dots by Donald Crews • Five Little Bats Flying in the Night by Steve Metzger • Ten Sly Piranhas by William Wise • Fat Frogs on a Skinny Frog by Sara Riches • How Many Feet? How Many Tails? By Marilyn Burns • Freight Train by Donald Crews • Planting a Rainbow by Lois Ehlert
<p>Possible Mini-lessons</p>	<ul style="list-style-type: none"> • Charting Color words, shape words, number words, etc... • Writing about topics we know lots about - counting book about puppies, things that are green, things that are circles • How to write words • Beginnings and Endings • How to make a “Lift the Flap” book • Where can I find color words? • Making text and illustrations match • Making picture match the words



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"How To" Books

"How to" books are a great way to introduce students to non-fiction writing. Even our youngest writers know how to do or make something. Start this unit of study by brainstorming a list of things they know how to do or make. Then pick one and create a book using community writing. Last year one of our kindergarten classes used community writing to write a book titled: "Making Popcorn". In first grade, an ELL student learned from his father that an ostrich had escaped from an ostrich farm. From his discussions with his father, he wrote a book titled: "How to Catch an Ostrich". You'll be surprised at the wonderful ideas your students will come up with!

Features of the Study	<ul style="list-style-type: none"> • Can be about How-to "make" something or "do" something • Tell the reader what they need • Tell the reader how to do it - step by step directions • Pictures match words and help the reader "see" the directions • Directions follow the right order
Suggested Mentor Texts	<ul style="list-style-type: none"> • Square Dancing -by Mark Thomas • Watch Me Make a Birthday Card - by Jack Otten • Watch Me Build a Sandcastle - by Jack Otten • Oranges to Orange Juice - by Inez Snyder • All You Need for a Snowman - by Alice Schertle • My Basketball Book by Gail Gibbons • Road Builders - by B. G. Hennessy • Growing Vegetables - by Lois Ehlert • How to Draw a Dinosaur by Judy Canfield
Possible Mini-lessons	<ul style="list-style-type: none"> • Model writing a "How To" book by actually making something and then write the book with using Community Writing. • What is non-fiction? • Writers write about things they know • Time Order Words • Following directions • Making Pictures match the words • Details to make our writing interesting • Pictures Matching Text

4. Staying on track – Are we headed in the right direction?


Student progress that is made along the journey can be determined by periodic checks. It will be helpful as you are moving along toward your destination to conduct regularly scheduled



assessments. To keep the teacher and the students traveling in the right direction, suggested assessments are listed in the chart below.

Forms of Assessment	
Anecdotal Notes/Observation	Daily during conferencing & sharing
Skill Checklists	Each grading period
Writing rubrics	Each grading period
On demand writing scored using a rubric	Minimum of three times a year

Reaching Our Destination: Writing Workshop – It is a road well traveled!

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Remember: It's Always the "Write" Time for Writing Workshop