

Welcome to PLANNING A DYNAMIC WRITING WORKSHOP

presented by



Jill & Cathy

The Curriculum Corner

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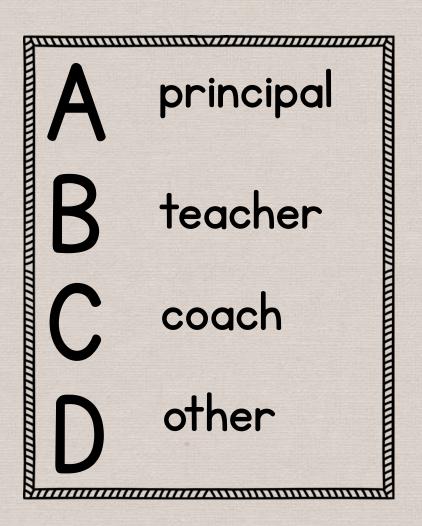


THE QUESTION CORNER



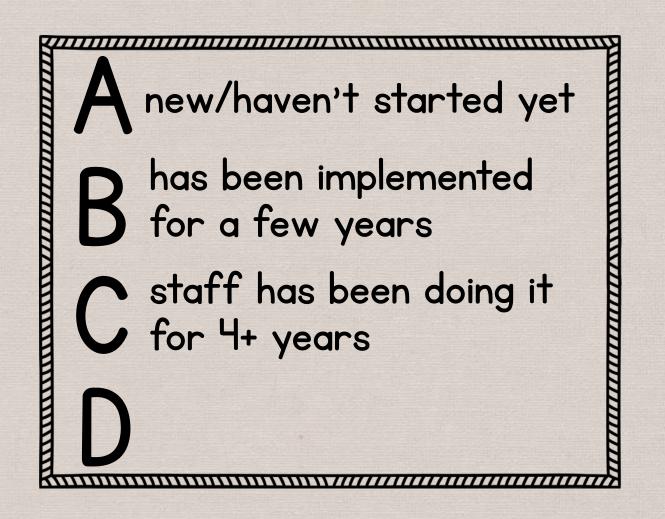
STATUS OF THE CLASS

What is your role in the district where you work?



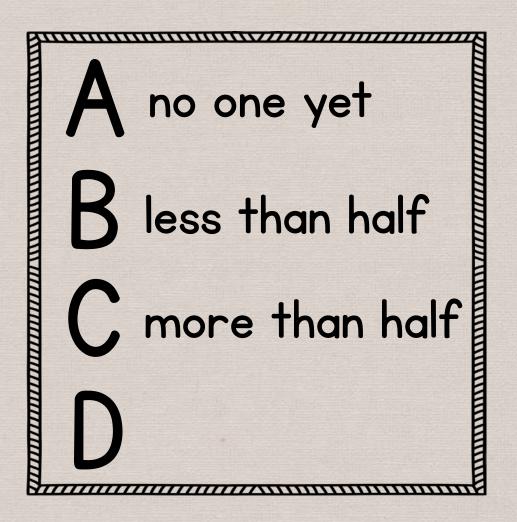
STATUS OF THE CLASS

How new is writer's workshop to you and/or your building?



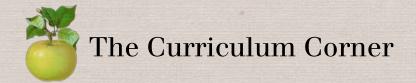
STATUS OF THE CLASS

About how many teachers would you say are doing writer's workshop with fidelity in your building?

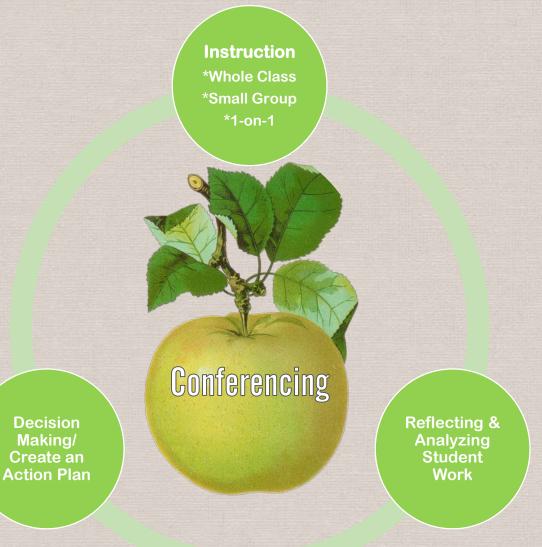


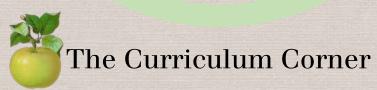
WHAT IS WRITER'S WORKSHOP?

- Mini-Lesson
- Independent Writing & Conferencing
- Sharing/Wrap-up
- Might Include Centers



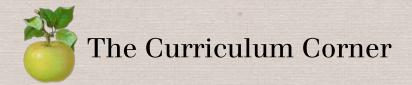
Planning for a Dynamic Writing Workshop





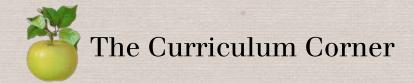
MINI-LESSON

- Whole Group Instruction
- Guided by Standards
- Based on Class Needs
- Dynamic



ARCHITECTURE OF A MINI-LESSON

- Connect
- Teach
- Active Engagement
- Link



PLANNING TEMPLATES

	Mini-Les	sson Plan
Veek of:		
Init of S	tudy:	
Monday	skill:	notes for follow-up:
PPROACH	connect	
nentor text	teach	
model dent sample	active engagement	
other	link	
Tue sday	skill:	notes for follow-up:
PROACH	connect	
mentor text	teach	
ident sample	active engagement	
other	link	
ednesday	skill:	notes for follow-up:
PROACH	connect	
model	teach	
udent sample	active engagement	
other	link	
hursday	skill:	notes for follow-up:
PROACH nentor text	connect	
model	teach	
dent sample	active engagement	
	link	
Friday PROACH	skill:	notes for follow-up:
	connect	
model	teach	
dent sample	active engagement	
other	link	

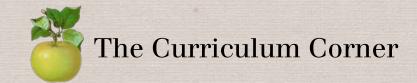
	Mini-Lesson I	Plan
Week of		
Unit of S	tudy:	notes for follow-up:
Monday	skill:	notes for follow-up:
APPROACH	connect	
mentor text	teach	
model tudent sample other	active engagement	
	link	
Tuesday	skill:	notes for follow-up:
APPROACH	connect	
mentor text	teach	
model student sample other	active engagement	
other	link	
	©www.thecurriculumco	rner.com
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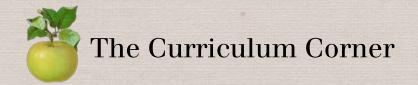
WHAT IS A WRITING CONFERENCE?

A 1-on-1 meeting with a student to provide instruction and to guide your future teaching.



CONFERENCING

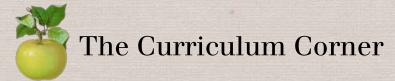
- How often?
- 2 Goals
 - 1. What is the student doing well?
 - 2. What is the teaching point?



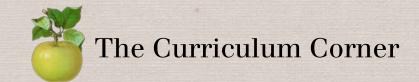
WHAT DO I TAKE TO MY CONFERENCES?

Student: Current Unit of Study			Student W	riting Focus
			ideas organization voice word choice	□ writing fluenc □ conventions □ presentation □ other
date: writir	: ng piece:	Strengths:		
		Today's Teaching	g Point:	
_ _ _	engaged improving frequently off task			
date: writir	: ng piece:	Strengths:		
		Today's Teaching	g Point:	
	engaged improving frequently off task			
date: writir	: ng piece:	Strengths:		
<u> </u>	engaged improving frequently off task	Today's Teaching	g Point:	

不		
a	Current Unit of Study:	Snapshot of the Class
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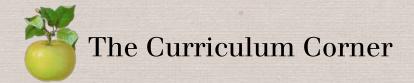


THE CURRICULUM CORNER'S WRITING CONFERENCE GUIDE



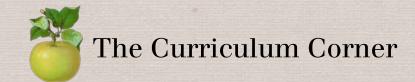
INDEPENDENT WRITING

- Establish a procedure
- Student engagement
- Increase stamina over time



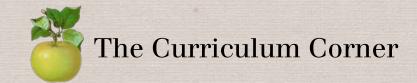
LIGHTBULB IDEA

To increase writing stamina create a goal for your students at the beginning of the year. Celebrate each time your students are able to independently write for longer periods.

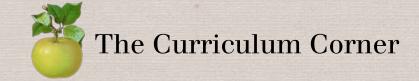


ACTIVE

- Look at the writing samples and completed conference forms
- Add notes to your Snapshot of the Class
- Have a group member add your observations to our group posters

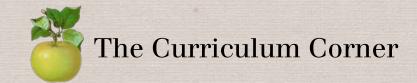


SHARING OBSERVATIONS



LOOKING AT THE BIG PICTURE

- Writing continuums
- Allows you to track growth over time
- PLC discussions/brainstorming/ planning
- Communication between grade levels



STRATEGIESMENU

- Provides instructional strategies for organization, ideas, voice, word choice and writing fluency.
- Find strategies to suit the instructional needs of your students
- Update with new strategies as needed

Sammunian Instructional Strategies Menu Word Choice - The words, or combinations of words, a Instructional Strategies Menu

Ideas - The main idea or message of a piece of writing, including supporting details.

Personalized Idea Book - Students create a writing ideas booklet to keep in their writing folder. The socher listens as a student tells a story of something that has been a student tells a story of something that has the properties of the story. (Ex. What if your listens are the story.) writer uses to sh Flag Itl -Put post-it flags on details shown well in a student's pictures. Students write where the picture is flagged The goal is to add the details in the writing that are displayed in the pictures brainstorm ideas for the teacher will take notes on book. This can be a spot for Post-Its as the story is students to go when they being dictated and place Break It Downare stuck. to break down the writing into sentences or smaller parts, read them aloud and Photo Prompts parts, read them acous and ask the question, "Are those EXACTLY the right words thow what I mean to cay? Can I make my writing more clear or descriptive?

Be Precise —
Help the student find places in their writing the they can be more precise (Ex instead of "dog", us the name of the breed. ask the question, "Are those The teacher compiles a folder of interesting photos for students to look at. Students pick

them throughout a blank book for the student to expand upon. Strong Feelings Planner The teacher encourages the student to think of and write down a number of strong emotions and one of interest and times when the student writes a story about it. has felt them. The (May also prompt a incidents can serve as personal narrative.) prompts for writing. Souvenirs for Small

Howdy Partner! -The teacher strategically pairs two students for a

Moment Writing -

Encourage students to

bring a picture or

souvenir from a vacation

or other family event to

help prompt a small

main character did something different at an important moment? What if the character changed feelings at some point?)

Choose Your Own Story Pages -

Students use a story choice chart that includes various characters, settings and problems to write a creative piece (These can also be separated and placed into baskets for students to choose from randomly.)

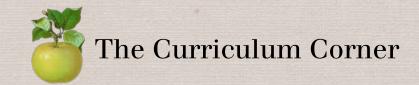
Ask Me Three -

The student reads a story and the teacher asks three questions about the story that will help provide more ideas for writing.



LIGHTRULB IDEA

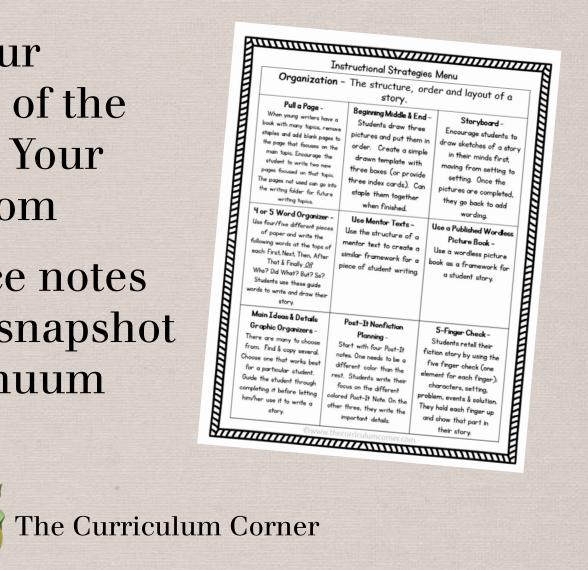
- Teachers & teams can create a strategies menu and add to it in PLCs.
- How could your school work to share these strategies across grade levels?

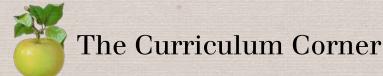


CREATE YOUR ACTION PLAN

Use Your Knowledge of the Writers in Your Classroom

- Conference notes
- The class snapshot
- The continuum

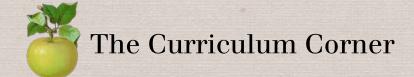




ACTION PLAN PROVIDES A PLACE FOR

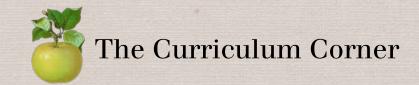
- Whole group minilessons that need to occur
- Small groups & skills to address
- 1-on-1 conferencing focus & students to meet with

My plan is		L	Week of:		
Skills to	address in w	hole grou	p mini-les	ssons:	
Skills to	address in sr	nall group	s:		
Skill:	Stude	ents:			
CI .II .I	ıddress I-on-	1			
	iaaress i-on- Student:	ı:	Skill:	Student:	
Skill:	Student:		SKIII:	Student:	



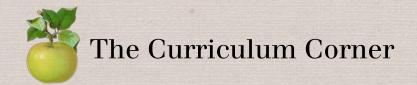
LIGHTBULB IDEA

- Laminate your action plan page and write on it with a Vis-a-Vis marker.
- Take pictures before you make changes so student growth is documented.

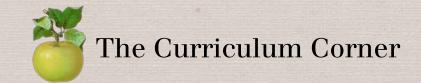


ACTIVE LEADING

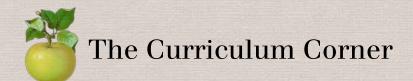
- Use the snapshot of the class and your instructional strategies menu to complete an action plan for our mock class
- If your group comes up with a new strategy for teaching, add it to your strategies menu



DECISION MAKING & REFLECTION



BACK TO THE PARKING LOT



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