

Writing Workshop Teacher Guides

Kindergarten - Secondary



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Writing Workshop Teacher Guides

Overview

The Common Core has laid out three main types of writing: *narrative, opinion/argumentative, and informational*. Writing needs to build upon the previous year's instruction if we are to rise to the high level of demand. *The Gradual Release of Responsibility Model* will be vital to the success of students. Students can no longer have a different daily 15 – 20-minute mini-lesson thrown at them and be expected to understand, own, and apply it to their own writing. The number of focus lessons on particular skills or strategies is dependent upon the complexity of what is being presented.

The Common Core State Standards have been ratcheted up and need to be based upon the fact that teacher maintain a rigorous writing program that is aligned from grade level to grade level. Compounded by students who are learning English, teaching writing can be a challenging task. Oral language is the key for all students. If it is not in a child's oral language, it will never be in their written language. Because of these needs, this program has a weekly focus instead of different focuses each day. This enables:

- students to have enough demonstrations to yield an understanding of the process
- the teacher to clearly demonstrate principles of writing on a daily basis
- the mastery of previously taught high-frequency words
- intentional integration of word work and grammar
- the development of oral language that is paramount to successful writing
- focuses on parts of the writing process that the teacher determines are weak for students during the conference time



The Foundation of the Program Gradual Release of Responsibility

The foundation of all focus lessons, small group lessons, and one-to-one conferences is based upon the Gradual Release of Responsibility Model (Pearson & Gallagher, 1993). In this writing program, the same skill or strategy is often taught in continuous focus lessons over one, two, or three weeks, depending upon the complexity level. Daily, repetitive, intentional focus lessons will accelerate writing development during the elementary years. Materials are included to give adequate demonstration and practice for teachers and students.

- As instruction begins, the teacher thinks aloud the thinking process and creates an anchor chart to guide further release. Students partner up throughout the demonstration as the teacher listens in on the private responses of partners.
- Think together occurs as students begin to offer their thinking after the pair/share is finished.
- Guided practice is used as teachers turn the process over to pairs. The teacher listens in, recording the names of students who will need small group instruction.
- An assessment is given before students are released and required to use the skill or strategy in their own writing. Assessment helps the teacher group students for future instruction.




What the Program Includes

Kindergarten & First

Each manual includes:

- Foundations of writing instruction
- Format of Writer's Workshop

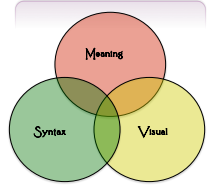


Balanced Writing Instruction


In many schools throughout the country, numerous students come to the classroom with limited literacy, language, and academic experiences. Due to this, writing instruction needs to focus on building the meaning, syntax, and visual cues. First, students need to write about what they know - their own lives and what they do - to even the playing field while they are learning the concepts of print. Second, Total Physical Response (Asher, 1977), visual, kinesthetic, and auditory - is incorporated throughout focus lessons to help build the seeing systems and language.

Visual - drawing what we want to write about
Kinesthetic - Acting out the parts of sentence
Auditory - numerous repetitions of the writing plan

Finally, direct grammar instruction (Van Patten, 1996) is given through focus lessons to help improve sentence fluency, complexity, and length. All students, regardless of their native language background, benefit from these important skills that are directly applied into student writing.



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Writing Workshop Format

Process Used	Description of Process	Time Allotted
Focus Lesson (Contains think aloud and think together)	Direct instruction using the modeling of the process through gradual release with emphasis on one area (i.e., spaces between words, picture/text match, one editing strategy, etc.). Focus lasts for 2 days to 5 days depending on complexity of skill or strategy	5-15 minutes
Oral Output of sentence, idea or story	Students tell teacher or partner his/her idea before leaving the rug. As students become more independent, they tell their partner while the teacher listens to struggling students	2-5 minutes
Writing Small Group Conferencing	Students write within the genre being taught. Teacher conducts one-on-one conferences and/or small group with students. Teacher should meet with remedial and accelerated groups.	15 (at beginning of year) - 30 minutes
Sharing	Students share part of writing in whole group, table group or pairs. Sharing has instructional focus.	5-15 minutes

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- An overview of each month's skill/strategy
- Sample scripts for any new concept introduced to help teacher demonstration



Week One & Two - Introduction

Top Goals of Weeks 1 & 2

- 1) Emphasize management and behavior of writing workshop
- 2) Sit students in pairs (high/medium or medium/low) on the same location on the rug so that transitions are quick and waste no time
- 3) Demonstrate all the steps as think aloud and have students generate complete sentences that match the picture(s)
- 4) Week One - Review Dot & Say
 Week Two - Review Green/Red Light and Word Wall Words

Weeks One and Two are the most important weeks of the workshop. It begins the management and procedures of writing workshop and ultimately determines its success or failure based upon the routines and procedures that are built. As you begin the Workshop format, train the children in transitions from the desk to the floor. Have a regular place on the floor for students where they sit with a partner. Group students by high/medium, medium/low, special needs/understanding child, or ELL/bilingual. It is important to get the transition down to 30 seconds using music or a song to help.


During this month make sure you think about the whole process, using "everyday" stories that all students can relate to such as:

- I went to my first day of school.
- I ate cereal for breakfast
- I went to the store
- I met a new friend in the playground

Use what you did during the weekend, during the evenings, or at school the day before. Keep sentences at a medium length and always start with "I". The teacher's goal is to infuse current phonics into the sentences at the initial sound placement.

Finally, each day, the teacher will demonstrate THINK, DRAW, SAY & TEST, CLAP & COUNT, and WRITE. During the first month students will generate a sentence or two on the floor and say it out loud to the teacher/class before they go back to their desk to draw. Complete sentences should be generated before the student is sent back to their desk ("Who?" "Did What?")

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Week 1 - Teaching the Process

Each day, the teacher will think of something to write about using the planning guides on page 45. Allow frequent opportunities for students to interact. As students interact, carefully listen to the responses as a way to monitor and adjust your instruction. DO NOT allow students to help as you should be clear in your thinking process.

Focus Lesson

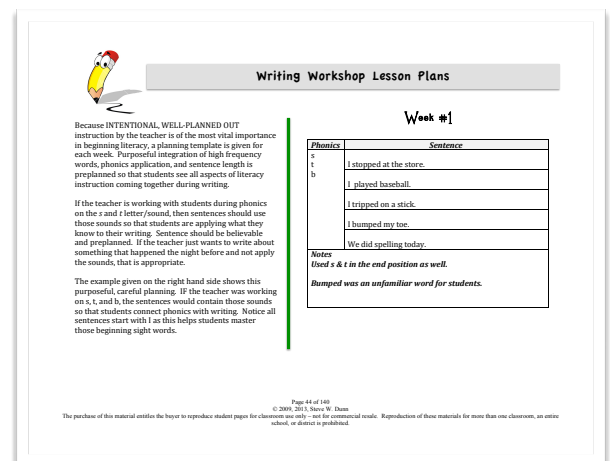
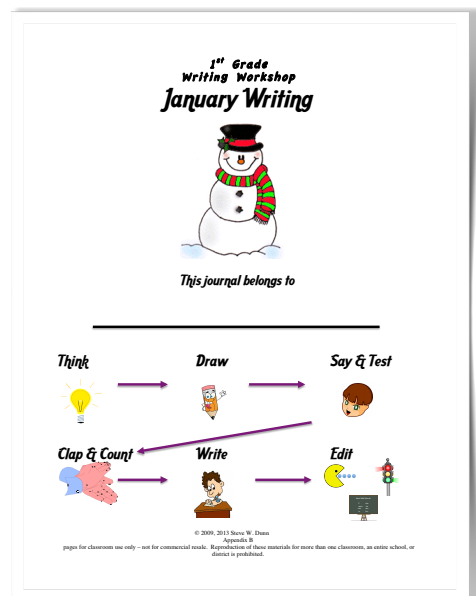
Teaching the Process (10 - 15 minutes)-Sample Script...

THINK (page 38)
 "Today I want to write to my friends and tell them something that happened to me. Let me think for a moment. I'm asking myself, 'What did I do last night, this morning, this weekend, yesterday in school or over the summer.' Last night I went home. As I was driving, I stopped at the market. I could write about that. I went home and ate dinner and had Mac and Cheese. Oh, there's another idea! I watched T.V. I could even write about that. Then I went to bed. This morning I got up and came to my first day of 1st grade. I was really nervous, but now I feel good about it since I have met all my wonderful friends. I have so many ideas. I need to think about just one. I think I'll write about my first day at school because it is a special day for me. I could say Who? I. Did What? Went to my first day of school. That is a complete sentence. It tells who and what I did. That's what I will write."

As often as possible, try to think of simple sentences that incorporate the phonics that is being taught as well as the high frequency words for the month.

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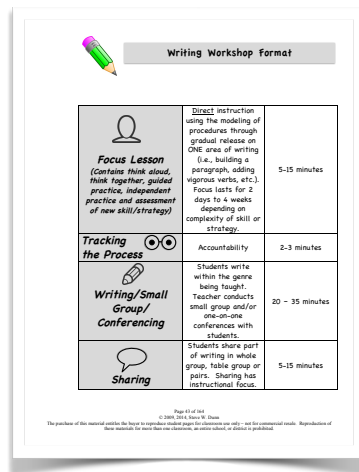
- Monthly skill/strategy assessments to inform reteaching and small group instruction
- Additional explanations to deepen teacher understanding
- Guide to conferencing using Praise & Prompt and potential conferencing focuses
- Lap cards to help guide instruction and anchor student learning in the writing process or anchor poster models
- Masters of suggested paper to use
- Masters of monthly journal covers







Second - Fifth Grades

Each manual includes:

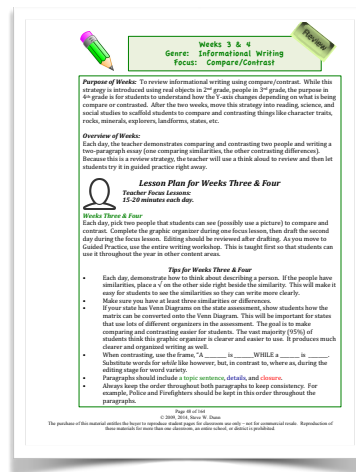
- Foundations of balanced writing instruction
- Format of Writer's Workshop including Tracking the Process for accountability
- Introduction to each week(s) skill or strategy



Writing Workshop Format

 Focus Lesson (Contains think aloud, think together, guided practice, independent practice and assessment of new skill/strategy)	Direct instruction using the modeling of procedures through gradual release on ONE goal of writing (i.e., building a paragraph, adding vigorous verbs, etc.). Focus lasts for 2 days to 4 weeks depending on complexity of skill or strategy.	5-15 minutes
 Tracking the Process	Accountability	2-3 minutes
 Writing/Small Group/ Conferencing	Students write within the genre being taught. Teacher conducts small group and/or one-on-one conferences with students.	20 - 35 minutes
 Sharing	Students share part of writing in whole group, table group or pairs. Sharing has instructional focus.	5-15 minutes

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Weeks 3 & 4
Genre: Informational Writing
Focus: Compare/Contrast

Purpose of Weeks: To review informational writing using compare/contrast. While this strategy is introduced using real objects in 2nd grade, people in 3rd grade, the purpose is for students to understand how the Venn changes depending on what is being compared or contrasted. After the two weeks, move this strategy into reading, science, and social studies to scaffold students to compare and contrasting things like character traits, rocks, minerals, explorers, landforms, states, etc.

Overview of Weeks: Each day, the teacher demonstrates comparing and contrasting two people and writing a two-paragraph essay (one comparing similarities, the other contrasting differences). Because this is a review strategy, the teacher will use a think aloud to review and then let students try it in guided practice right away.

Lesson Plan for Weeks Three & Four
Teacher Focus Lesson: 15-20 minutes each day.

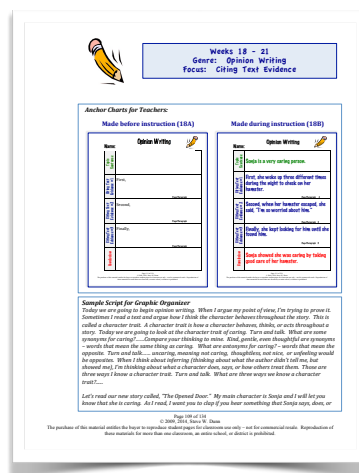
Weeks Three & Four
Each day, pick two people that students can see (possibly use a picture) to compare and contrast. Complete the graphic organizer during one focus lesson, then draft the second day during the focus lesson. Editing should be reviewed after drafting. As you move to Guided Practice, use the entire writing workshop. This is taught first so that students can use it throughout the year in other content areas.

Tips for Weeks Three & Four

- Each day, demonstrate how to think about describing a person. If the people have similarities, place a V on the other side right beside the similarity. This will make it easy for students to see the similarities as they can write more clearly.
- Make sure you have at least three similarities or differences.
- If your state has Venn Diagrams on the state assessment, show students how the matrix can be converted into the Venn Diagram. This will be important for states that use lots of different organizers in the assessment. The goal is to make comparing and contrasting easier for students. The next majority (75%) of students think this graphic organizer is clearer and easier to use. It produces much clearer and organized writing as well.
- When contrasting, use the frame, "A _____, WHILE B _____, is _____." Substitute words for while the however, but, in contrast to, whereas, during the editing stage for word variety.
- Paragraphs should include a topic sentence, details, and a closing.
- Always keep the order throughout both paragraphs to keep consistency. For example, Police and Firefighters should be kept in this order throughout the paragraphs.

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- Weekly skill/strategy or end of the genre assessments to inform reteaching and small group instruction
- Additional explanations to deepen teacher understanding with sample anchor posters
- Suggested day-by-day focus lesson with the gradual release level



Weeks 18 - 21
Genre: Opinion Writing
Focus: Citing Text Evidence

Anchor Charts for Teachers:

Made before instruction (EBA)

Opinion Writing

First, decide on their different than having the right to drink on her birthday.

Second, when her brother changed, she said, "He is so weird and he is really the best looking for his age and she likes about his brother."

Third, she said she was going to drink and one of her friends.

Made during instruction (IBB)

Opinion Writing

First, decide on their different than having the right to drink on her birthday.

Second, when her brother changed, she said, "He is so weird and he is really the best looking for his age and she likes about his brother."

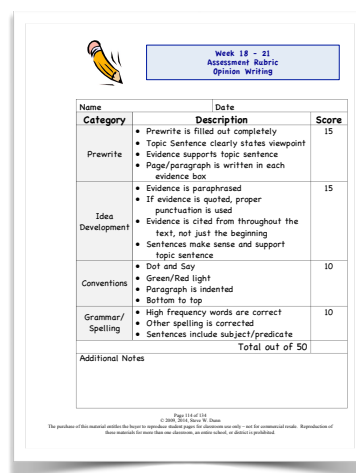
Third, she said she was going to drink and one of her friends.

Sample Script for Graphic Organizer

Today we are going to begin opinion writing. When I argue my point of view, I'm trying to prove it. Sometimes I read a text and argue how I think the character behaves throughout the story. This is called a character trait. A character trait is how a character behaves, thinks, or acts throughout a story. Today we are going to look at the character trait of arguing. Try and talk. What are some words you can use to argue your point of view? (Students give examples of arguments.) Words that mean the same thing as arguing. What are examples for arguing? - words that mean the opposite. Turn and talk... - words, meaning that you are arguing, disagreeing, not sure, or saying you would be opposite. When I think about arguing, I think about what the author didn't tell me, but showed me. I'm thinking about what a character does, says, or how others react to them. These are three ways I know a character trait. Turn and talk. What are three ways we know a character trait?

Let's read our new story called, "The Opened Door." My main character is Sophie and I will let you know that she is arguing. And read, I want you to stop if you hear something that Sophie says, does, or

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Week 18 - 21
Assessment Rubric:
Opinion Writing

Name	Date	Score
Category	Description	
Prewrite	<ul style="list-style-type: none"> Prewrite is filled out completely Topic Sentence clearly states viewpoint Evidence supports topic sentence Page/paragraph is written in each evidence box. 	15
Idea Development	<ul style="list-style-type: none"> Evidence is paraphrased If evidence is quoted, proper punctuation is used Evidence is cited from throughout the text, not just the beginning Sentences make sense and support topic sentence 	15
Conventions	<ul style="list-style-type: none"> Dot and Say Green/Red light Paragraph is indented Bottom to top 	10
Grammar/ Spelling	<ul style="list-style-type: none"> High frequency words are correct Other spelling is correct Sentences include subject/predicate 	10
Additional Notes		Total out of 50


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- Sample text to introduce opinion/informative writing
- Guide to conferencing using Praise & Prompt and potential conferencing focuses
- Organizational tips for setting up the classroom
- Graphic Organizers for each genre
- Tips for teaching the skill/strategy/genre



Weeks 3 & 4
Genre: Informational Writing - Compare/Contrast
Writing Text

Poisonous Spiders




Spiders are arachnids that have eight eyes and four pairs of legs. If they lose a leg, they can grow a new one. Spiders can live anywhere in the world. They can live underground.

Spiders are predators, or hunters, that eat other animals. Some larger spiders can eat animals such as lizards, frogs, and even birds and snakes.

Most spiders have poison fangs in their jaws. The poison, or venom, is used to inject poison into insects that have become trapped in the spider's web. Other spiders chase down their prey and paralyze the animals with their venom.

There are about 30,000 different types of spiders. Most are tiny animals that help us by eating pesky mosquitos and other insects that can harm crops or carry disease.

Rattlesnakes




Rattlesnakes are very poisonous snakes. They use venom to stop and kill their prey. The poison, cytotoxin, destroys the cells of its victim. Some types of toxin cause heart failure that kill the prey.

Snakes are predators that have no legs to chase down their prey. They have no web to catch their victims. Instead, the rattler can strike its prey by coiling and "throwing" itself at its target like a bullet.

Snakes live everywhere in the world from treetops, to forest floors, to deserts and oceans. While snakes can be scary, they eat animals that cause damage to crops and other animals. Snakes eat rats, mice, birds, and cockroaches.

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Week 13 - 14
Genre: Informational Writing
Focus: Synthesizing Text

Day 4 & 5 - Synthesizing the Paragraphs

During the first three days, I used the compare/contrast idea to read the paragraphs of both texts. They both had to do with the Pilgrims. When we look at the 7 day I am going to construct, or form, a new text that contains information for both of our texts. This is called synthesis - creating something new from two different sources. I need to remember to put it in the correct order. First and last. What? ... When asked I don't know compared by things being not similar. Let's begin.

The teacher should contrast the first paragraph. The sample below uses different colors depending on the text source. The teacher should have something similar. It does not have to be identical.

The Pilgrims

Starting New England

New England originally started as 1 colony. In 1620, the Pilgrims sailed the Mayflower and started the Plymouth Bay Colony. The Pilgrims were known as separatists because they wanted to remain separate from the Anglican Church. They followed the teachings of John Calvin. In 1629, the Puritans followed and started the Massachusetts Bay Colony.

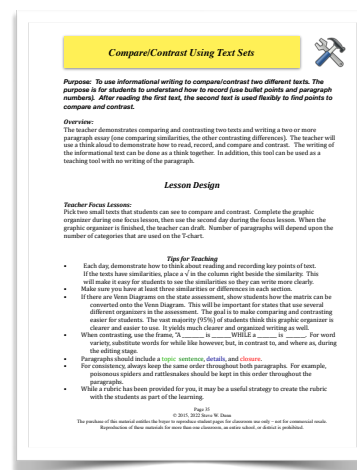
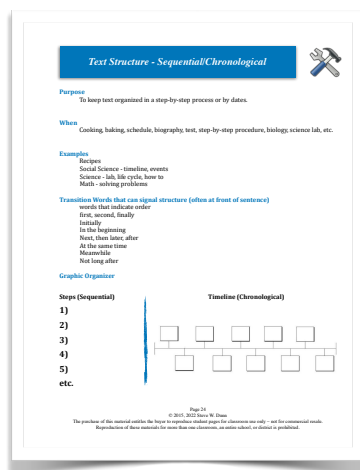
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Secondary

Because Middle/High School may not have a designated writing workshop time, the manual has been developed with standalone skills/strategies/genre to teach. In addition, most of the genre is designed to provide an integrated writing style to be used school wide. The Guide focus is more on nonfiction writing (summary, synthesis, argumentative, creating powerful nonfiction syntax, 6 text structures, note-taking, compare/contrasting, and paraphrasing - there is a section to be used for personal/imaginary narrative).

Each manual includes:

- Foundations of balanced writing instruction
- How to use gradual release of responsibility
- Overview of the genre being studied
- Sample anchor posters
- Sample scripts to assist teachers in beginning think aloud



- Sample text to introduce genre for nonfiction
- Tips for teaching the genre
- Assessments at end of the genre to inform reteaching and small group instruction



Synthesis - Rubric		
Name	Date	
Category	Description	Score
Prewriting	<ul style="list-style-type: none"> Central/Main Ideas have been correctly identified Key points have been appropriately identified Notes are in phrases/words, not complete sentences There are enough words to clearly understand 	20
Idea Development	<ul style="list-style-type: none"> Paragraph is complete Details are included from BOTH articles Sentences are paraphrased correctly Content vocabulary is used No opinion is given 	20
Conventions	<ul style="list-style-type: none"> Star and key Green/red light Both paragraphs are indented Bottom to top Writing is legible 	5
Grammar/Spelling	<ul style="list-style-type: none"> High frequency words spelled correctly Other spelling is corrected Misspellings are based upon known vowel patterns Sentences include subject/predicate There are a variety of sentence types 	5
Total of 50		
Additional Notes:		

In order to fully implement this curriculum , professional development needs to accompany all manual purchases.

Scope & Sequence

	Kinder	First	Second	Third	Fourth	Fifth	Secondary
Genre: Narrative	x	x	x	x	x	x	x
Concepts of Print	x	x					
High Frequency Words	x	x					
Sentence Fluency	x	x	x	x	x	x	x
Dot & Say	x	x	x	x	x	x	x
Green Light Red Light	x	x	x	x	x		
Word Wall Words	x	x					
Bottom to Top Editing			x	x	x	x	x
Every Word has a vowel	x	x					
Every Syllable has a vowel		x					
Conferring & Small Group	x	x	x	x	x	x	x
Writing Process	x	x	x	x	x	x	x
Concepts of Literature	x	x	x	x	x	x	x
Dialogue			x	x	x	x	x
Adding Adjectives			x	x	x	x	x
Vigorous Verbs			x	x	x	x	x
Building the Paragraph				x	x	x	x
Sentence Variety				x	x	x	x

	Kinder	First	Second	Third	Fourth	Fifth	Secondary
Mood/Tone					x	x	x
Genre: Opinion	x	x	x	x	x	x	x
Book Review	x	x					
Citing Text Evidence			x	x	x	x	x
Explaining and Extending Text Evidence					x	x	x
Editing Text Evidence			x	x	x	x	x
Genre: Informational	x	x	x	x	x	x	x
Compare/Contrast			x	x	x	x	x
Summarizing		x	x	x	x	x	x
Synthesizing					x	x	x
informational	x	x	x	x	x	x	x
Genre: Descriptive & Letter Writing		x					
School-wide Supplemental Manual - Sold Separately		x	x	x	x	x	x