Writing Workshop

Planning for an Environment of Independent Writers

Dr. Jill Leonard

"Writing allows us to turn chaos into something beautiful, to frame selected moments in our lives, to uncover and to celebrate the organizing patterns of our existence" (Calkins, 1986, p.3).

Vision

To develop young children into successfully literate learners.

4 Provisions for creating an environment of independent writers…

- *Provide strong <u>routines</u>*
- *Provide appropriate <u>tools</u>*
- *Provide great <u>models</u> of writing*
- *Provide an <u>environment</u> of encouragement and support*

Provide strong routines

- Routines described as a, "shared socially scripted patterns of behavior, serving to reduce the cognitive complexity of the instructional environment."

  Routines help establish and rehearse procedures for instruction to continue fluidly and efficiently. (Leinhardt, G., Weidman, C & Hammond, K. M. 1987)
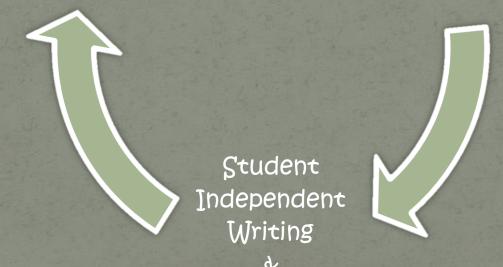
Setting a time and keeping it a priority

Components of Writer's Workshop

Sharing
5-15 minutes

Mini-lesson
5 to 15 min.

Student
Independent
Writing
&
T/S Conferences
10-30 minutes

Components of Writer's Workshop
Mini-lesson
5 to 15 min.

Components of Writer's Workshop

Student Independent Writing
&
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10-30 minutes

Components of Writer's Workshop
Sharing
5-15 minutes

*TEAM

Lesson Structure and Pacing

Provide appropriate tools

- Vygotskian approach of using tools or strategies to support the development of early literacy, including meta-cognitive and meta-linguistic skills to build foundational literacy skills. (Bodrova, E., & Leong, D. J., 2006)

Cultural Tool Theory

Stage 1
- Learning occurs through multiple repetitions
- Establishing daily routine formats, ex. Writer's Workshop

Stage 2
- Introduction to symbols and tools specific to context
- Modeling and using scaffolding materials

Stage 3
- Use of tools becomes independent; Tools seen as external mediators
- Modeled writing charts

Stage 4
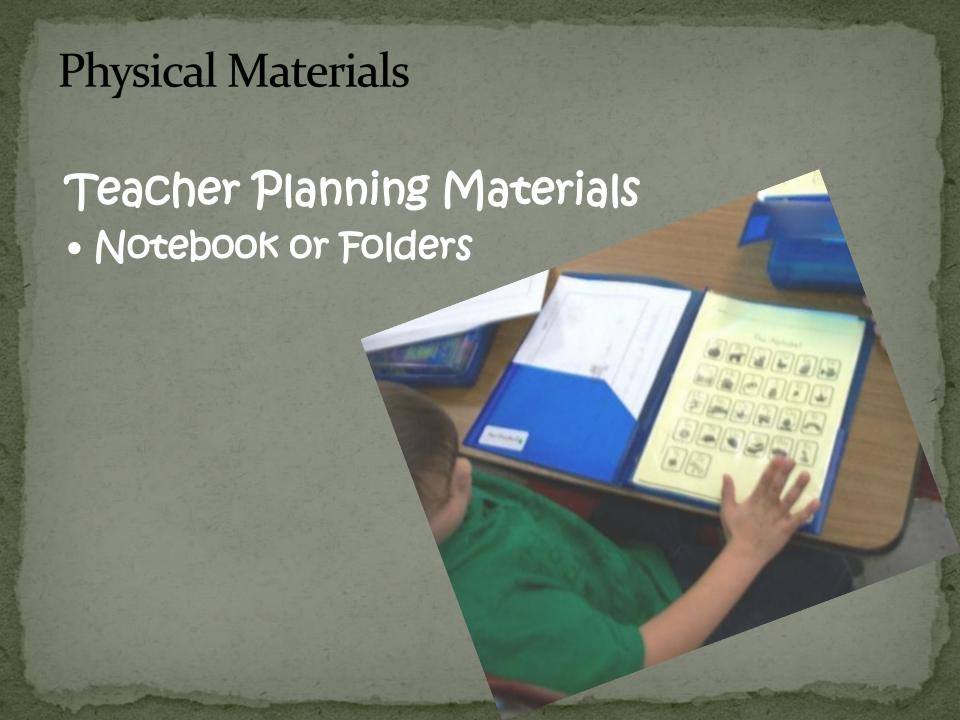- Internalization of information occurs
- No use for external tools
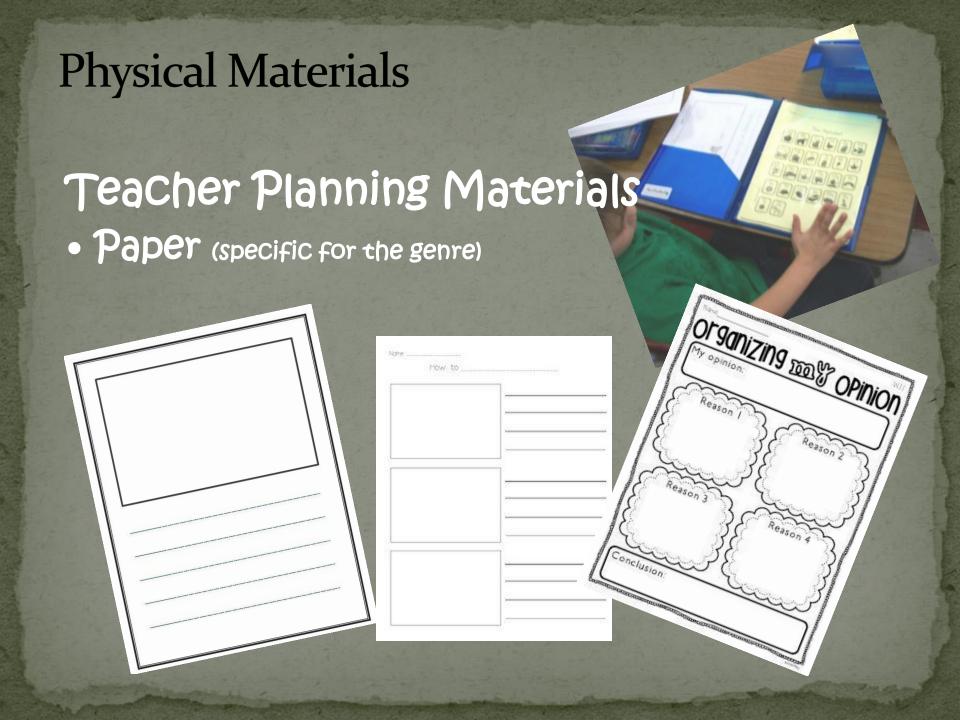
Bodrova & Leong, 2006

Meta-Cognitive Strategies

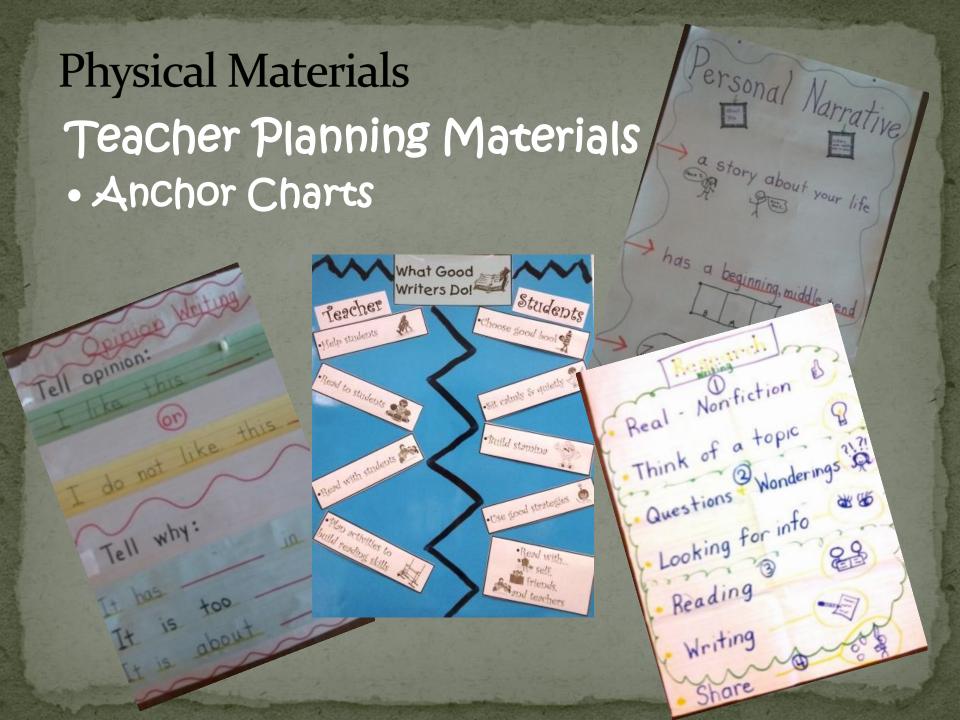# Physical Materials

Teacher Planning Materials

- Notebook or Folders
- Paper (specific for the genre)
- Word Wall
- Anchor Chart
- Pacing Guide
- Planning Sheet

Physical Materials

Teacher Planning Materials
- Notebook or Folders

Physical Materials

Teacher Planning Materials
- **Paper** (specific for the genre)

Physical Materials

Teacher Planning Materials
- Word Wall

Physical Materials

Teacher Planning Materials
- Anchor Charts

Physical Materials

Teacher Planning Materials
- Pacing Guide (District Provided)
- Planning Chart
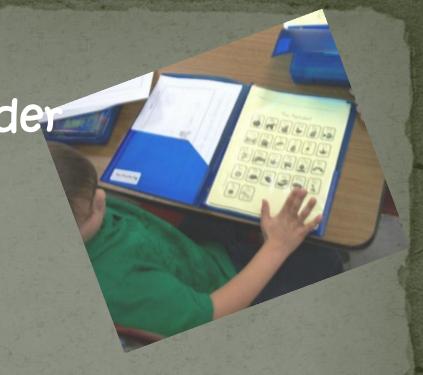
Nine Weeks	1St	2nd	3rd	4th
Week 1				
2				
3				
4				
5				
6				
7				
8				
9				

Subject_____   Year _____

JTL 2016

Physical Materials

Student Writer's folder

- 2 pocket folder
  - Not Finished
  - Finished
  - Alphabet Chart
  - Word Chart
- Writing Paper
- Writing Utensils
  - Markers
  - Crayons
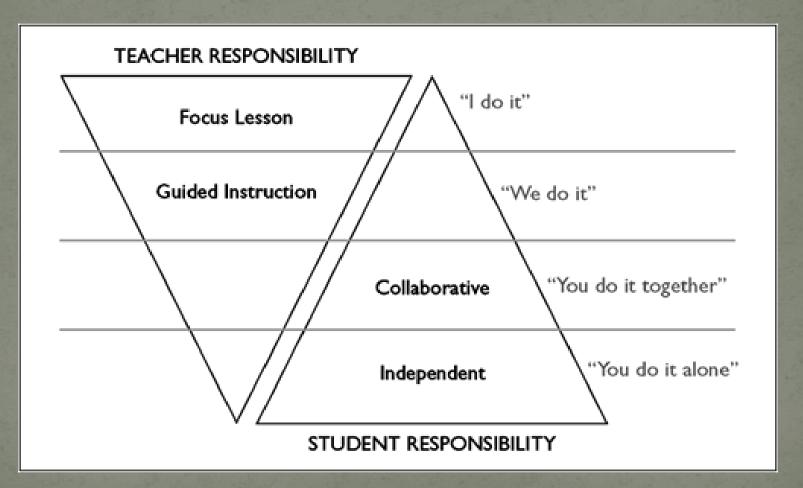 - Coloring Pencils
  - Pencils
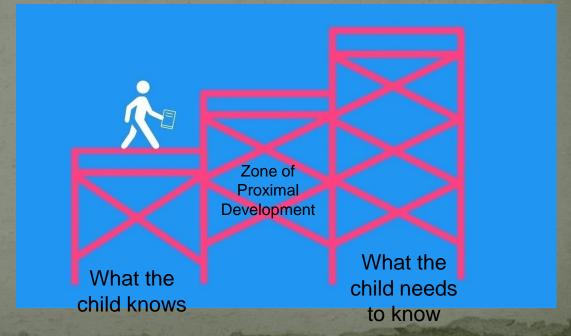
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Planning Rubric ► Standards and Objectives ► Teacher Content Knowledge ► Activities and Materials

Provide great models of writing

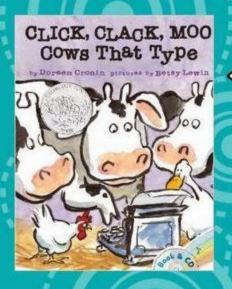- Modeling: Teacher using clear demonstrations and explicit language. (Benchmark Education, 2012)
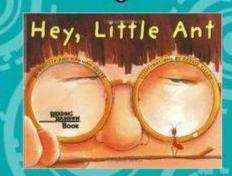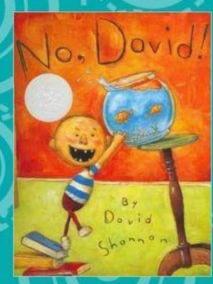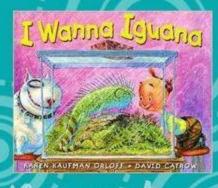
Provide great models of writing

TEACHER RESPONSIBILITY

Focus Lesson — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

Independent — "You do it alone"

STUDENT RESPONSIBILITY

Frey, 2011

Models for Genres:
Personal Narrative/
Journaling

Models for Genres: Opinion/Persuasive

Models for Genres: Nonfiction
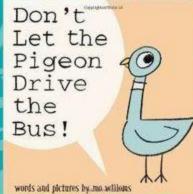
Models for Genres:

- Textbook Writing Series
- TRWP Curricular Calendar
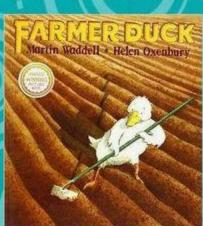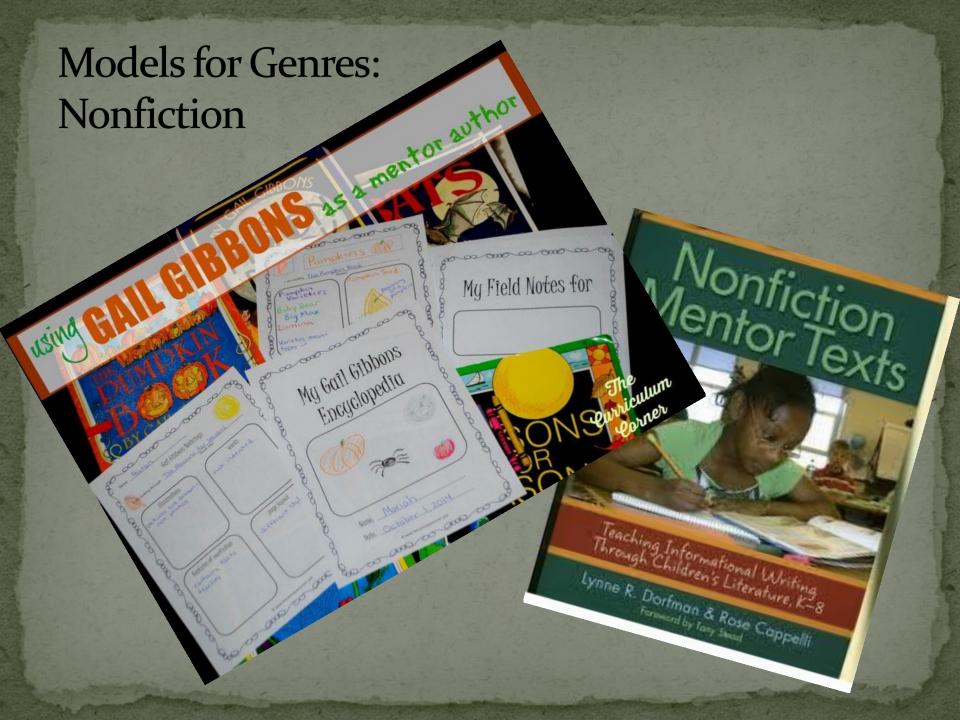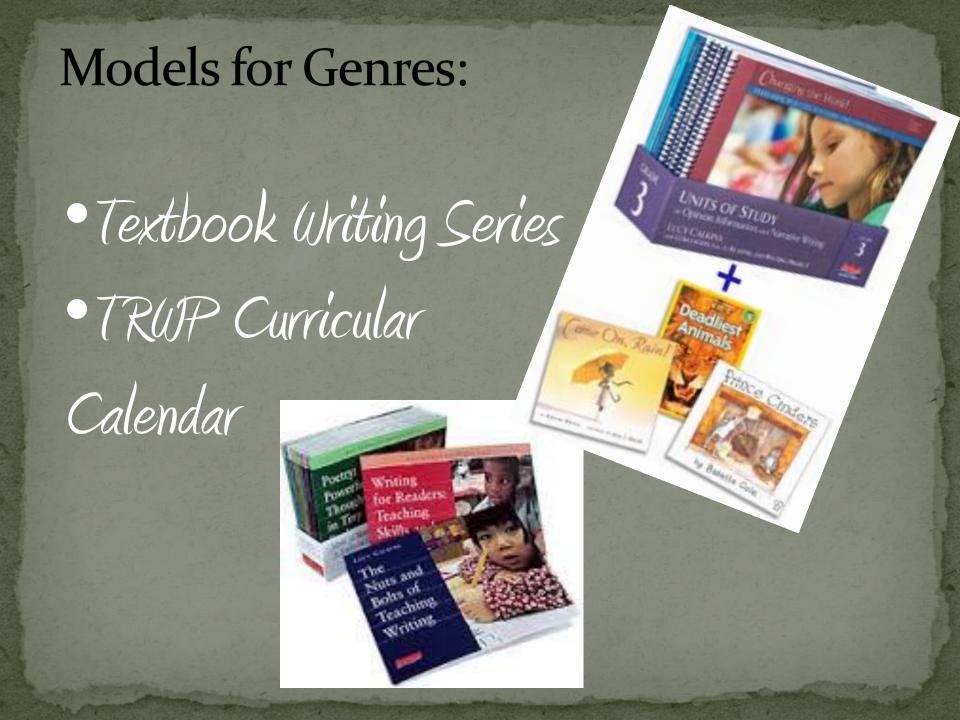
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Presenting Instructional Content

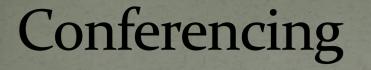# Provide an environment of encouragement and support

Teaching is not about the management of students to create an orderly classroom.

Teaching is about building relationships with students to create a culture of learning.
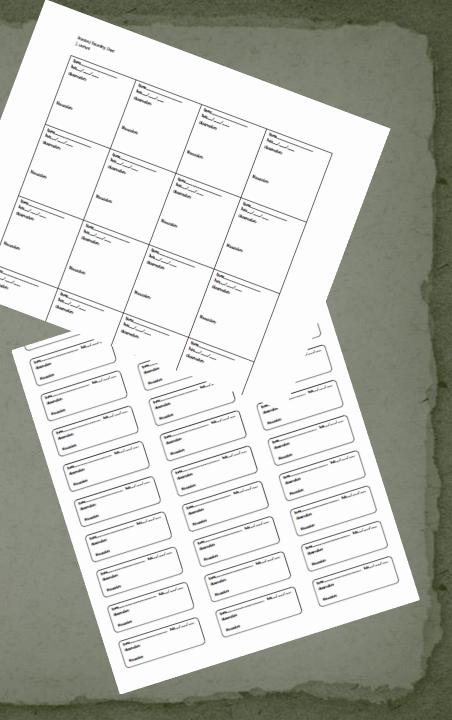
Charity Stephens @differNtiated4u

Conferencing

- "Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child's intentions." (Calkins, 2003)

Conferencing

- Anecdotal Recording
- Means of Assessment
- Authentic

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Motivate → Academic Feedback → Teacher Knowledge of Students

Review of Benefits

Balanced Literacy Approach

DAP

Develops Self-Regulation

Builds Community

Allows for Predictable Routines

Develops Writing Skills

Increases Language Skills

Encourages Use of Reading Skills

Creates Strong Literacy Foundation

Questions, Comments, Thoughts, or Ideas

Reflections

What is one aspect of this session that you can take with you and implement in your own practice?

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