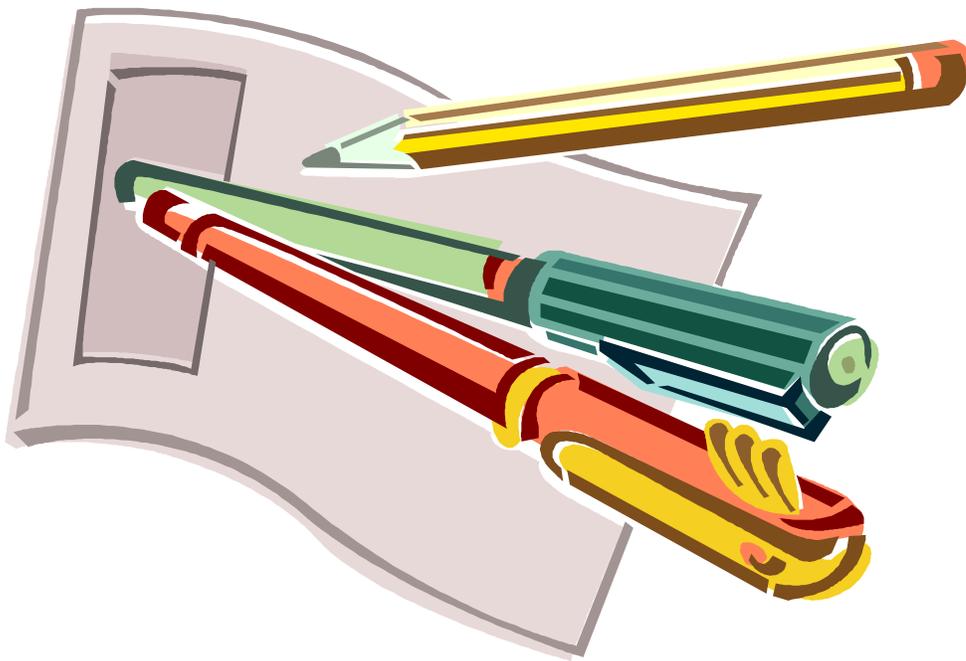


Writer's Workshop Handbook



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Writer's Workshop Handbook

Table of Contents

Description.....	3
When should I begin Writer's Workshop?.....	3
Organizing the Writer's Workshop Notebook.....	4
The Writing Process.....	5
Transitional Write Aloud.....	6
Mini-Lessons.....	7
Compositional Write Aloud.....	8
Genres.....	8
Types of Writing (Curriculum).....	9
Pre-writing or Planning.....	10
First Draft.....	10
Revising.....	11
Editing.....	11
Revising Checklist 1-2.....	12
Revising Checklist 3-4.....	13
Editing Checklist 1-2.....	14
Editing Checklist 3-4.....	15
Publishing.....	16
References and Resources.....	16
Conferences	17
Sharing & Celebrating.....	17

Description

Writer's workshop occurs daily for 20-40 minutes. This time should be structured so that students have time to plan, organize, and carry out the writing process. Students write independently while the teacher has conferences and mini-lessons with individual students and/or small groups of students. Students learn to effectively use the writing process: planning or pre-writing, first draft, revising, editing, and publishing with teacher support.

When should I begin Writer's Workshop?

Writer's workshop should begin when early writing behaviors are in control. These early writing behaviors include:

- Chooses own topic for writing
- Uses left to right directionality and return sweep
- Uses capital letters at the beginning of sentences
- Uses appropriate punctuation at the end of sentences
- Uses appropriate spacing between words
- Writes 3-5 sentences that stay on the same topic
- Has control over many high-frequency words
- Says words slowly and writes the sounds heard for unknown words
- Uses basic references to find spellings of words (word walls, dictionaries, environmental print, etc.)
- Rereads to verify that sentences make sense
- Illustrates writing with an accurate picture

Organizing the Writer's Workshop Notebook

Organizing a user friendly writer's workshop notebook for students is essential. The teacher will have several mini-lessons on how to use the notebook. Here are the components of the writer's workshop notebook.

1. Front cover
2. Planning and pre-writing forms (graphic organizers)
3. Zipper pouch with a blue or black, green, and red pen
4. Writing process steps
5. A list of topics
6. First Draft pockets
7. Revising pockets
8. Editing pockets
9. Publishing pockets
10. Dictionary and Resource pockets
11. Lined filler paper

Additional options for including in the writer's workshop notebook:

1. Writing genres
2. Ways to start a story
3. Ways to end a story
4. Perk up your writing
5. List of describing words
6. List of action words
7. Writing gems



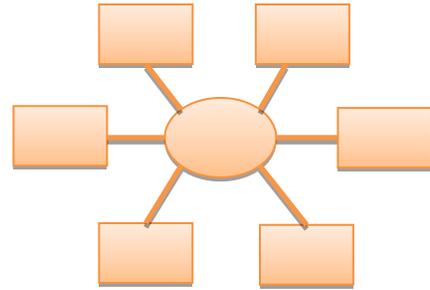
The Writing Process

CAPE GIRARDEAU PUBLIC SCHOOLS



Prewriting or Planning

- Think about a topic
- Determine audience and purpose
- Brainstorm
- Free write
- Use a graphic organizer



First Draft

- Put ideas on paper
- Write a rough draft/sloppy copy



Revising

- Improve content
- Add something
- Delete something
- Move things around
- Make substitutions



Editing

- Improve the way the text looks
- Correct errors in grammar and spelling
- Correct errors in capitalization and punctuation



Final Draft and Publishing

- Complete the text
- Incorporate all changes from a draft
- Write a clean copy
- Publish (optional)
- Share and celebrate



Transitional Write Aloud

Transitional write aloud is the step used to transition students from independent journal writing to writer's workshop. To determine when students are ready for this transition, refer to "When Should I Begin Writer's Workshop" on page 2. Some key points to know about transitional write aloud are:

- Teacher will model a more lengthy text
- Teacher does most of the writing with input from the students
- Primary focus is content, developing a longer composition
- Secondary focus is to expand knowledge of capitalization, punctuation, grammar, and spelling

Procedures

1. Determine small or large group depending on the students' needs
2. Choose a topic with the group
3. Discuss briefly what students know about the topic
4. Determine an audience
5. Begin writing text while talking through the process with the students, addressing specific teaching points
6. Reread frequently with the students to check that the message makes sense and sticks to the topic
7. Reread the completed text and make changes by marking out words and/or adding to the text
8. Model writing a clean copy

Mini-Lessons

When students become involved in writer's workshop, the teacher will have mini-lessons, which are determined by teacher observation of students' writing behaviors. Here are some key points to keep in mind for mini-lessons:

- 5-10 minutes in duration
- Small or whole group
- Brief lesson addressing a specific teaching point as determined by students' needs
- May occur during writer's workshop, guided reading, or guided writing
- Focus on one concept
- You can use a student's writing for an example, but ask his/her permission

Examples

Management/Procedural	<ul style="list-style-type: none">• Getting and returning supplies• Organization of notebook• Conferencing• See <i>Guiding Readers and Writers</i>, pg. 68
Conventions	<ul style="list-style-type: none">• Capitalization• Punctuation• Spelling• Editing• Resources• Grammar• Paragraphing• See <i>Guiding Readers and Writers</i>, pg. 70
Craft	<ul style="list-style-type: none">• Choosing a topic and audience• Prewriting• Revising• Genres• Researching• Publishing• See <i>Guiding Readers and Writers</i>, pg. 72-73

Compositional Write Aloud

Compositional write aloud is used with students that are in writer's workshop. The teacher will model with input from students how to improve content, re-word sentences, and organize the text in order to write in different genres. Some key points to know about compositional write aloud are:

- Teacher does the writing with input from the students
- Primary focus is on content and organization rather than print conventions
- Teacher introduces a variety of genres

Procedures

1. Determine small or large group depending on the students' needs
2. Teacher pre-selects a topic for the group
3. Teacher writes text, focusing on the content and organization of the specific genre
4. Reread the completed text

Genres

Students need to be exposed to a variety of writing genres. Each grade level is expected to introduce new genres of writing. Please see the communication arts curriculum (2005) for the specific genres at your grade level.

Narrative	Descriptive	Reflective	Expository	Persuasive	Research
Fiction	Sentences	Journal	How To Story	Persuasive Letter	Non-Fiction Report
Diary/Journal	Paragraphs	Literature Response	Thank You Letter	Advertisement	Biography
Friendly Letter	Poetry		Compare/ Contrast	Letter to the Editor	
Play	Physical Observation		Literature Analysis	Problem/Solution	
Story Retelling			Invitation		
Autobiography			Informative		
			Cause/Effect		

**COMMUNICATION ARTS TYPES OF WRITING
CAPE GIRARDEAU SCHOOL DISTRICT
KINDERGARTEN THROUGH FOURTH GRADE**

Types of Writing	Kindergarten	First	Second	Third	Fourth
Narrative	Fiction stories Journals	Fiction stories Friendly letter Journal	Fiction stories Friendly letter Journals	Fiction stories Friendly letter Journals	Fiction stories Friendly letter Journals
Descriptive	Descriptive sentences	Descriptive sentences	Descriptive writing (paragraph and poetry)	Descriptive writing (paragraph and poetry)	Descriptive writing (paragraph and poetry)
Reflective	Journals Literature response	Journals Literature response	Journals Literature response	Journals Literature response	Journals Literature response
Expository		How-to Thank you letter	How-to Thank you letter Compare/contrast Literature analysis	How-to Thank you letter Compare/contrast Literature analysis	How-to Thank you letter Compare/contrast (MO history) Invitations Literature analysis
Persuasive				Persuasive letter Advertisements	Persuasive letter Advertisements (Economics)
Research		Guided Research Writing (non-fiction)	Non-fiction reports Biographies	Information Non-fiction reports Biographies	Information Non-fiction reports Biographies (Famous MOians)

Pre-writing or Planning

Students need to organize their thoughts before they begin a first draft. The teacher must model pre-writing and planning several times before students are expected to complete this task independently. Some examples of pre-writing or planning include the following:

- Developing a list of topics
- Choosing a topic
- Choosing an audience and/or purpose
- Thinking about or discussing the topic
- Organizing thoughts and planning a message (graphic organizers may be used to help in this process)

First Draft

Students will learn how to use their planning or pre-writing to construct a first draft story. The teacher will need to model constructing a first draft from the pre-writing several times before students are expected to complete this task independently. Students will:

- Use a blue or black ink pen (we are using a pen so that students focus on content first and changes are apparent; they may cross out if they make a mistake)
- Use notebook paper with lines
- Write a line, then skip a line so it is easier to read and make changes
- Use a graphic organizer (if one was created) to write a story with a beginning, middle, and ending
- Put the story in the blue first draft pocket

Revising

Revising a story focuses on the content of the story. Revising makes a story sound more interesting to the audience. The best way to teach revising is to model one step at a time from the revising checklist in the writer's workshop notebook. Once you observe student success, move on to the next step of the checklist. Students will:

- Use a green ink pen
- Choose a first draft story
- Use the revising checklist

Editing

Editing focuses on the grammar, mechanics, and spelling of the story. Editing is a way to make a story look better and check to see if sentences are written correctly. The best way to teach editing is to model one step at a time from the editing checklist in the writer's workshop notebook. Once you observe student success, move on to the next step of the checklist. Students will:

- Use a red ink pen
- Choose a revised story
- Use the editing checklist

Revising Checklist: 1st and 2nd Grade Cape Girardeau School District



- My sentences make sense.
- My paper has an interesting beginning, middle, and end.
- My paper stays on the topic.
- My paper has details about the topic.
- My paper has some vivid language.

Revising Checklist: 3rd and 4th Grade Cape Girardeau School District



- My sentences make sense.
- My paper has an interesting and organized beginning, middle, and end.
- My paper stays on the topic.
- My paper has details/examples about the topic.
- My paper has some precise and vivid language.
- My paper includes a variety of sentence structures.
- My paper targets my audience and purpose.

Editing Checklist: 1st and 2nd Grade Cape Girardeau School District



- My sentences begin with a capital letter.
- My proper nouns begin with a capital letter.
- My sentences end with a punctuation mark (. ? !).
- My words are spelled correctly.
- My paragraph is indented.

Editing Checklist: 3rd and 4th Grade Cape Girardeau School District



- My sentences begin with a capital letter.
- My proper nouns begin with a capital letter.
- My sentences include correct punctuation (. ? ! , “ ”)
- My words are spelled correctly.
- My paper includes correct grammar.
- My paragraphs are indented or spaced.

Publishing

Publishing a story makes it look like a book. The way to publish will vary from teacher to teacher. Publishing on the computer seems to be motivating for students. Students will:

- Wait for a conference with the teacher
- Choose a story from the red editing pocket that has been revised and edited
- Get a clean piece of paper
- Use the first draft with the corrections to write a new clean copy
- Write the clean copy making all corrections noted on the first draft
- Use a pencil. This copy needs to be neat and clean. Don't forget to write a line, skip a line to make it easier to read
- Draw an illustration to go with the story on a plain piece of paper
- Put the first draft, clean copy, and illustration in the publishing pocket
- Conference with the teacher again; then go to the computer to make a front cover and type the story
- Put the story together (binding machine, ribbon, staple, etc)
- Celebrate and share the published story

References and Resources

It is important for students to learn how to use references to make their writing better. References may be used to research a topic. References may also be used to check the accuracy of the text when editing. The teacher must model this process so students can learn to use references independently. Some examples of references and resources include:

- Dictionary
- Thesaurus
- Word walls
- Books
- Magazine articles
- Internet sites
- Interviews
- Writing gems

Conferences

Writing conferences give the student and teacher an opportunity to analyze and discuss a piece of writing together. During this time, the student has a chance to improve his/her writing with teacher support. The writing conference is an opportunity for the teacher to identify and focus on specific teaching points.

Some key points:

- Each conference should last 5-15 minutes
- Conferences take place while other students are writing independently
- Identify the purpose for the conference
- Students read the text
- Focus on only 1 or 2 teaching points
- Assist student in making changes
- Explain what the student needs to do next; this teaches them to reflect on their learning
- Teacher documents individual student progress by taking brief notes or using a conferencing log
- Information gained from conferences helps the teacher select future topics for mini-lessons

Sharing and Celebrating

Sharing and celebrating establishes a purpose for writing. It is important for students to celebrate the success of their writing. This may be accomplished in several different ways:

- Designate an author's chair for sharing with classmates
- Invite parents to a coffee house
- Read to the principal and/or other teachers
- Submit to the newspaper
- Share with another grade level