

Writing Workshop (Brainstorm, Pre-write, Draft, Revise, Publish)

September 8, 2010

Topic: Think about a time that you were a newcomer to a new place or situation. Use vivid words to write a memoir of that experience. (ex.: new place, house, job, school)

Day 1 60-90 minutes - Model the Trait/Brainstorm

1. Show Sample on LCD Projector - Memoir (pdf file)- Introduce writing topic. Analyze - what is good about it? (10-20 min.)
2. Prior knowledge- On the rug (informal setting), introduce topic and discuss/brainstorm orally moving to a new place - teacher goes first by modeling, adding detail, emotion, senses, etc. Teacher comments on each student's strengths...I like how you said/described _____. (30 min.) Allow students to share as they are ready (to allow time for processing and thinking)
3. Brainstorm on board (especially for younger grades- for older grades you can do this the first few weeks and then later omit this step)...teachers models web...(LCD Projector - can do ahead of time)
4. Students begin webs individually on paper as teacher walks around/ observes/ suggests/ elaborates/ prods students/ details/senses/ etc. (20 min.)

Day 2 60-90 minutes- Pre-write & Draft

1. Students finish web as teacher walks/observes/suggests/elaborates/prods students for details/specifcs/senses.
2. Students organize and number web.....use colors for same paragraph (Ana)...see sample...teach organization to students.

3. Write information on web in sentences and paragraphs....teacher walks around...

Day 3 60-90 minutes - Writer's Craft/ Draft & Revise

1. Introduce Rubric - briefly read a 3 and 4 for each of 6 traits for that specific assignment.
2. Introduce trait....WORD CHOICE assuming that other traits have been introduced....on projector using RS materials. (WRITER'S CRAFT ACTIVITY pdf file- As whole class)
3. Show how to circle boring words and replace with better words (thesaurus, computer)...projector...
4. Students work on finishing first drafts in paragraphs (teacher circulates).
5. Students do COPS independently focusing on complete sentences (previously taught) - give support - direct instruction to ELL students as needed - note that help was given.
6. Students add in word choice words (teacher can help by circling boring words). Add boring words to RIP chart, etc.

Day 4 60-90 minutes - Draft & Revise / Conferences / Publish

1. Conference with teacher, as each student finishes, using pens/markers individually as they finish - teacher corrects and discusses all mistakes and points out positives using writing trait/rubric lingo (other students working on COPS and word choice independently and/or independent activities).

2. Students can assess their writing using rubric. (Later, student score may be compared to teacher score.)

3. Publish by writing final copy in blue or black ink or type. Be sure students know format (name, date, centered title -underlined or italicized, paragraph form, 5 space indent - tab). Published copy gets final check by teacher before printing. Published work should not have any mistakes.

Day 5 - Draft & Revise / Conferences / Publish

1. Finish writing conferences and publishing. On rug, have students share final drafts...invite another class to be audience.

2. The teacher grades writing with the rubric (conventions score is based on grade after conferencing with student).....distributes graded papers and discusses rubric grade with students as a class or individually.

3. Have students help display writing on bulletin boards and on website.