

# Pathways Writing Workshop

SDACC TEACHERS' CONVENTION  
AUGUST 18, 2009

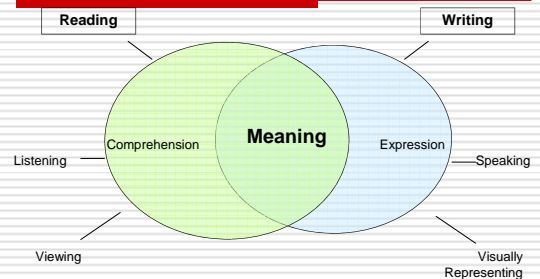
## Goals

- ❑ Review the big picture of comprehensive literacy
- ❑ Identify and explain the components of Writing Workshop
- ❑ Recommend materials needed to implement Writing Workshop
- ❑ Understand where Writing Workshop fits into a Pathway's day.
- ❑ Review a plan for getting started

## Communication

- ❑ Reading
  - ❑ Listening
  - ❑ Viewing
- } **Comprehension**
- ❑ Writing
  - ❑ Speaking
  - ❑ Visually representing
- } **Expression**

## Comprehensive Literacy



## To Develop Accomplished Writers & Readers

Mode	Description	Mode	Description
Write aloud	Teacher writes at a chart or overhead, sharing the thinking process being used.	Read aloud	Teacher reads text aloud sharing the thinking process good readers use to understand text. Students usually do not have a copy of the text.
Shared writing	The group or class writes together, working with the teacher.	Shared reading	Teacher reads aloud as students view the text. Students chime in when ready to do so.
Guided writing	Students write their own product; teacher prompts and guides.	Guided reading	Teacher talks, coaches, and walks students through sections of text with questions and student predictions.
Collaborative/cooperative writing	Students write with one or more partners on a single product.	Cooperative reading	Students read with a partner or partners, either orally or silently.
Independent writing	Students write alone.	Independent reading	Students read text alone without support, usually silently.

Cooper, J. David. Literacy: Helping Children Construct Meaning, 6<sup>th</sup> edition. Boston: Houghton Mifflin, 2006.

## Pathways



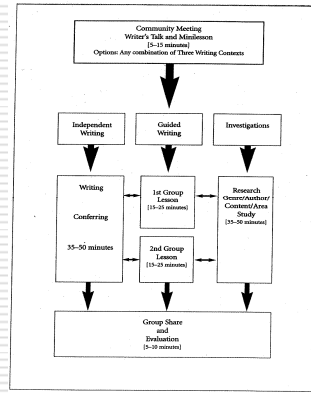
Instructional Block	Curriculum Focus
Daily Routines	Read Aloud Daily Oral Language Phonics/Word Study/Focus on Words Handwriting Spelling
Reading Instruction	Thematic Study Guided Reading
Reading Workshop	Independent Reading
Writing Workshop	Independent Writing Guided Writing Investigations/Research

## Pathways Writing Workshop Basic Components

- Status of the Class
- Mini-Lessons
- Sustained Writing
- Conferencing & Sharing



## Writing Workshop



©2001 by Irene C. Fountas & Gay Su Pinnell from *Guiding Readers and Writers*. Portsmouth, NH: Heinemann.

## Writer's Talk



Teacher or student gives a brief look at an aspect of a professional writer's life or craft. Talks can focus on:

- Where the author gets ideas
- Something that influenced the author in his/her work
- Advice from the writer on how to get started in writing
- An anecdote from the writer's childhood
- Insight about his books or illustrations

## Mini lessons

A daily five-minute mini-lesson based on the needs of the students.

- Procedural/Management
- Conventions
- Author's Craft



## Mini Lessons

Name: \_\_\_\_\_

**Mini-Lesson Record**

Date	Skills Taught	Comments About Lesson

## Status of the Class

Key: D1 = Draft 1  
D2 = Draft 2  
R = Reading  
CS = Conference-students  
CT = Conference-teacher  
SE = Editing self  
TE = Editing teacher  
P = Publishing (revised)

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Sean				AT	
Suzanne					
Manda					
Alley					
Lisa					
Lance					
Brance					
Tina					

Names	M	T	W	Th	F
Lisa	①	②	②	RV	PK
Ted	①	②	②	②	②
Larry	②	②	RV	PK	P
Susan	②	②	②	①	②
Mike	②	PK	P	②	①

Code:  
① = First Draft  
② = Second Draft  
RV = Revision  
PK = Publishing  
P = Publishing

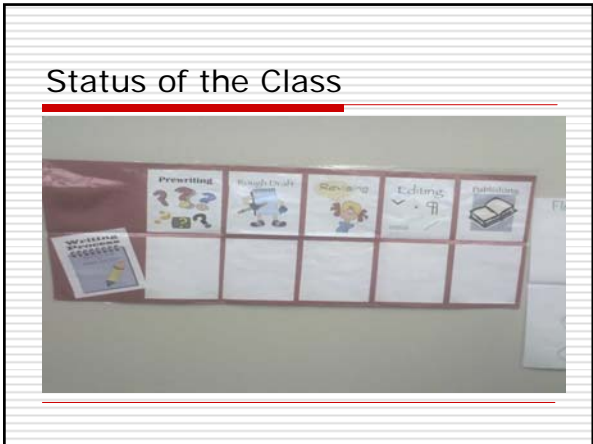
Name: \_\_\_\_\_

**7.2**

**Status of the Class**

Name	Monday	Tuesday	Wednesday	Thursday	Friday

**Status of the Class Form**



- 3 Writing Contexts**
- Independent Writing
  - Guided Writing
  - Investigations

- Independent Writing**
- Students work independently on their writer's notebook or a writing project.
  - Some students work independently for the entire period.
  - Others have conferences with teacher or one of their peers.

Name: \_\_\_\_\_

**7.4**

**Teacher-Student Conferences**

**Conference Record**

Date	Strengths	Skills Taught

© Kendall/Hunt Publishing Company Backfile 7.4 Assessment Backfile Masters

Name: \_\_\_\_\_

**7.12**

**Peer Conferences**

**Conferencing**

- Did I listen to the writer read his or her story?
- What questions did I ask the writer?
- Did I find any places in the story where I thought the writer could add things?

## Guided Writing

□ Specific writing skills and strategies  
i.e. forming paragraphs

- Using writing as a tool for inquiry
- Learning to write in different genres
- Using technology to publish writing



## Investigations— Research or Inquiry Project

- Students explore a piece of literature or a content-area topic in depth
- They work individually, in pairs, or in small groups
- The investigation may culminate in an oral presentation, performance, or display



## Sharing

- Whole Group
  - Several students share their writing
  - Writers may ask for suggestions from the audience
- In Pairs or Trios
  - Each student shares their writing
  - Everyone gets feedback



## Sharing

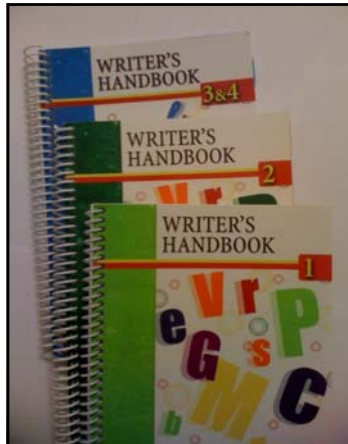
- Set up consistent routines
- Designate the area for the class to gather
- Establish ground rules
  - When someone is reading, everyone listens
  - After the author has finished, listeners can raise their hands to ask questions
  - Etc.

## Writing Process

- Prewriting
- Drafting
- Revising
- Proofreading/Editing
- Publishing

## Materials Needed

- Paper
- Correction fluid
- Manila folders
- Stapler
- Pens
- Rulers
- Envelopes and stationery
- Dictionary
- Thesaurus
- Other writers' tools



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## Writer's Handbook

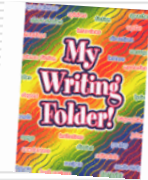
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## Writing Folders

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- Day-to-day drafts
- Skills sheets
- Word lists
- Record of Writing Projects
- Etc.



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## Writer's Notebook

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- Things students wonder about
- Important details
- Dialogue
- Lists
- Memories



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## Language Arts Block & Scheduling

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- [Language Arts Block 1 & 2](#)
- [Language Arts Block 3 & 4](#)
- [Language Arts Block 5-8](#)

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"Words are sacred. They deserve respect. If you get the right ones, in the right order, you can nudge the world a little."

Tom Stoppard

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