

WRITING WORKSHOP:

ORGANIZATION, MANAGEMENT, AND MINILESSONS

Mollie Cura

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www.CuraLiteracyConsulting.com



Mollie Cura, MA ~ Literacy Consultant

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GOALS

- 1) Calibrate our understanding of Writing Workshop
- 2) Fine-tune the minilesson
- 3) Plan one unit of study

AGENDA



- Writing Essentials
- The Big Picture
- Minilessons
- Overview of a Unit of Study
- Planning a Unit

"WE BELIEVE THAT WRITING WORKSHOP CREATES AN ENVIRONMENT WHERE STUDENTS CAN ACQUIRE SKILLS ALONG WITH FLUENCY, CONFIDENCE, AND THE DESIRE TO SEE THEMSELVES AS WRITERS... WE SHOULD EXPECT PLENTY OF FAILURES- FALSE STARTS, BLANK PAGES, MISSPELLINGS... BUT WE NEED TO BUILD ON THEIR STRENGTHS- TAKE NOTICE OF A GREAT WORD, SUDDEN TWIST OR SURPRISING IMAGE."

~RALPH FLETCHER

WHAT IS ESSENTIAL IN WRITING INSTRUCTION?



- 1) ON YOUR OWN, WRITE ONE "ESSENTIAL" ON EACH STICKY NOTE.
- 2) DISCUSS WITH YOUR NEIGHBORS & GROUP TOGETHER SIMILAR IDEAS.
NAME THE CATEGORY/BIG IDEA.
- 3) WE'LL DISCUSS AS A WHOLE GROUP.

WHAT IS ESSENTIAL IN WRITING INSTRUCTION?



- 1) ON JAMBOARD, CREATE STICKY NOTES NAMING SOMETHING YOU FEEL IS ESSENTIAL TO WRITING.
- 2) WE WILL DISCUSS & GROUP TOGETHER SIMILAR IDEAS.

ROUTMAN'S 12 WRITING ESSENTIALS

[CLICK ME](#)

- 1) Write for a specific reader and a meaningful purpose.
- 2) Determine an appropriate topic.
- 3) Present ideas clearly, with a logical, well-organized flow.
- 4) Elaborate on ideas.
- 5) Embrace language.
- 6) Create engaging leads.
- 7) Compose satisfying endings.
- 8) Craft authentic voice.
- 9) Reread, rethink, and revise while composing.
- 10) Apply correct conventions and form.
- 11) Read widely and deeply – and with a writer's perspective.
- 12) Take responsibility for producing effective writing.

From Writing Essentials:
Raising Expectations and Results While
Simplifying Teaching
By Regie Routman

ROUTMAN'S 12 WRITING ESSENTIALS

As we plan later on today...

Review the 12 Writing Essentials (linked above).
Consider how they align with your writing essentials.

Consider how you could use these essentials to guide
your unit planning.

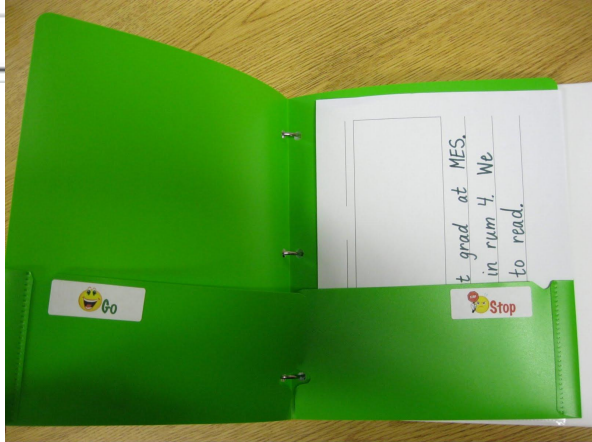
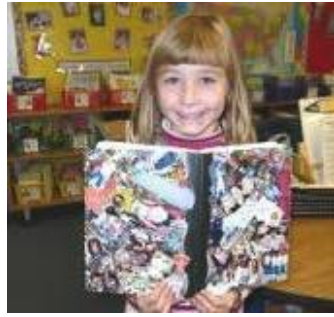
THE BIG PICTURE



- 1) MATERIALS
- 2) WORKSHOP MODEL
- 3) FOUR KEYS

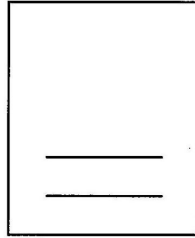
1) MATERIALS

MATERIALS

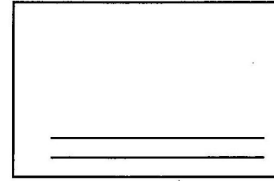


LET'S TALK ABOUT PAPER CHOICES.

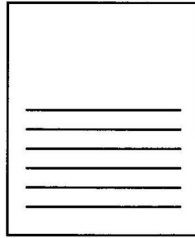
Pushing towards words



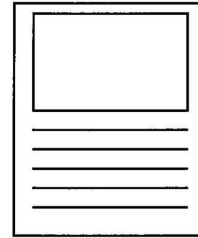
Pushing towards a sentence
(or two)



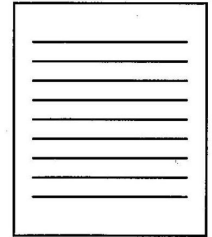
Picture and Write More



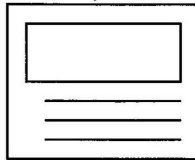
Picture Box



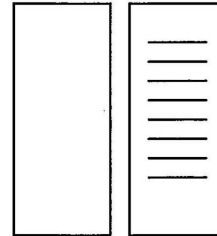
Write More!



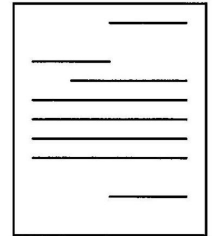
Shorter pages stapled
into 3 page books
(with extra singles
to add on)



Poetry (with or w/out lines)



Letter



WRITING CENTER

Writing folders

Hard Working Writers...

Think, sketch, write!

Write a seed sized story:







Same time, same place
~one activity

• Add thoughts + feeling

• Tell who and where

• Leads ~ start with action
or dialogue

What Should I Write About?

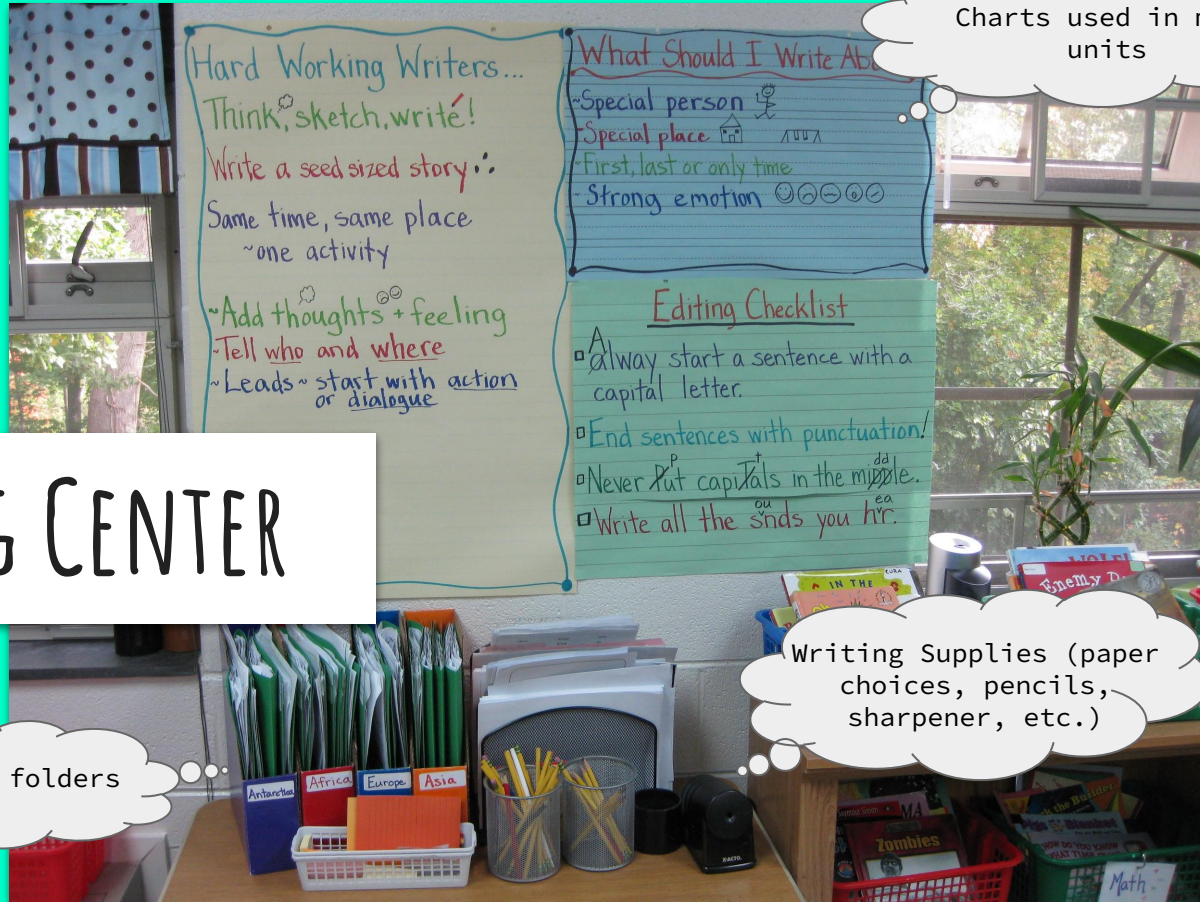
- Special person 
- Special place  
- First, last or only time
- Strong emotion   

Editing Checklist

- Always start a sentence with a capital letter.
- End sentences with punctuation!
- Never put capitals in the middle. ^{da}
- Write all the ^{ea} ends you hear.

Charts used in many units

Writing Supplies (paper choices, pencils, sharpener, etc.)



WRITING CENTER



WRITING CENTER



2) WHAT IS THE WORKSHOP MODEL?



THE WORKSHOP MODEL

WHOLE CLASS MINI- LESSON

5-12
min.

INDEPENDENT WORK

10-40 min.

WHOLE CLASS SHARE

2-5
min

We'll start here!

The diagram illustrates the Workshop Model as a vertical stack of three ovals. The top oval is purple and labeled '5-12 min.' with the text 'WHOLE CLASS MINI- LESSON' to its left. The middle oval is a larger, darker purple and labeled '10-40 min.' with the text 'INDEPENDENT WORK' to its left. The bottom oval is light blue and labeled '2-5 min' with the text 'WHOLE CLASS SHARE' to its left. A red arrow points from the right side of the middle oval to the text 'We'll start here!'.

10-40 minutes is a big spread!

WHOLE CLASS MINI- LESSON

5-12
min.

INDEPENDENT WORK

10-40 min.

WHOLE CLASS SHARE

2-5
mn

10 minutes of reading/writing per
grade/per day

PreK = 2-10 minutes

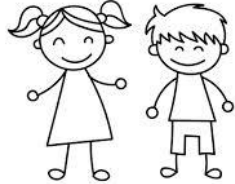
K/1 = 10 minutes

2 = 20 minutes

5 = 50 minutes (don't forget to include homework!)



WHAT'S EVERYONE DOING?



- Writing independently
- Applying new or previously learned strategies
- Getting help from peers



- Conferring
- Small group
- Leaving feedback
- Mid-workshop interruption

WHOLE CLASS MINE- LESSON

5-12
min.

INDEPENDENT WORK

10-40
min.

WHOLE CLASS SHARE

2-5
min

HOW WE ENSURE A SUCCESSFUL
WORKSHOP?



3) FOUR KEYS TO A SUCCESSFUL WORKSHOP



VOLUME / STAMINA

MODELING

FEEDBACK

CHOICE

Key 1: Building Volume & Stamina

TIME

3 CONSECUTIVE DAYS/WEEK MINIMUM

4-5 DAYS/WEEK IS IDEAL

10-45 MINUTES FOR EACH WORKSHOP

HOMEWORK (WHERE APPROPRIATE)



Key 1: Building Volume & Stamina

Reading Progress in Class K3

10					
8					
6					
4					
2					
	Monday	Tuesday	Wednesday	Thursday	Friday



Key 2: Modeling

Teacher as mentor

- Daily modeling
- What do I want to say?
- How should I say it?

“There is a big difference between assigning writing and teaching writing.”
(Gallagher & Kittle, 2023)

Author as mentor

- Study piece as a whole
- Study passage
- Analyze decisions
- Make decisions for your own writing

Peers as mentors

- Explore various forms and styles
- See attainable writing
- Discuss peer authors' decisions
- Make decisions for your own writing

Key 3: Feedback

In order to be impactful, feedback must be

→ In the midst of student work

→ Immediate

→ Actionable / User-friendly

- Practice + feedback

→ Goal-referenced

A plug for peer feedback

“The first generation of students that grew up with smartphones is graduating from college. Intelligent and creative, they are anxious about beginning and ending [verbal] conversations, making eye contact, and talking on the telephone.”

(Turkle, 2016)

Key 4: Allowing Controlled Choice

What do writers get to choose?

Writing
strategy

When a piece is
'done'

Topic



Key 4: Allowing Controlled Choice

What **don't** writers get to choose?

Genre

Timing/Duration

Writing Partner



THE MINILESSON

Gradual Release of Responsibility

I Do



We Do

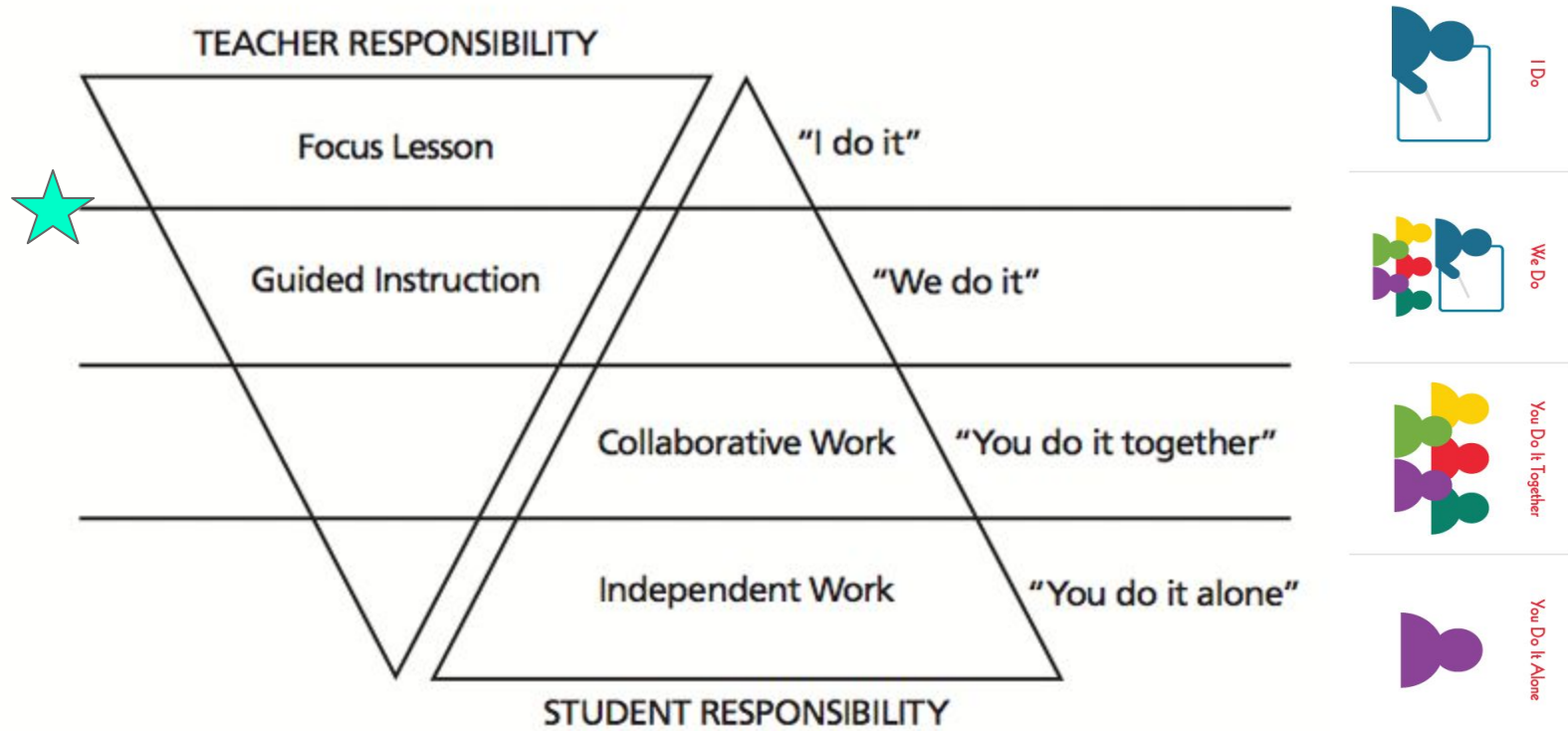


You Do It Together



You Do It Alone

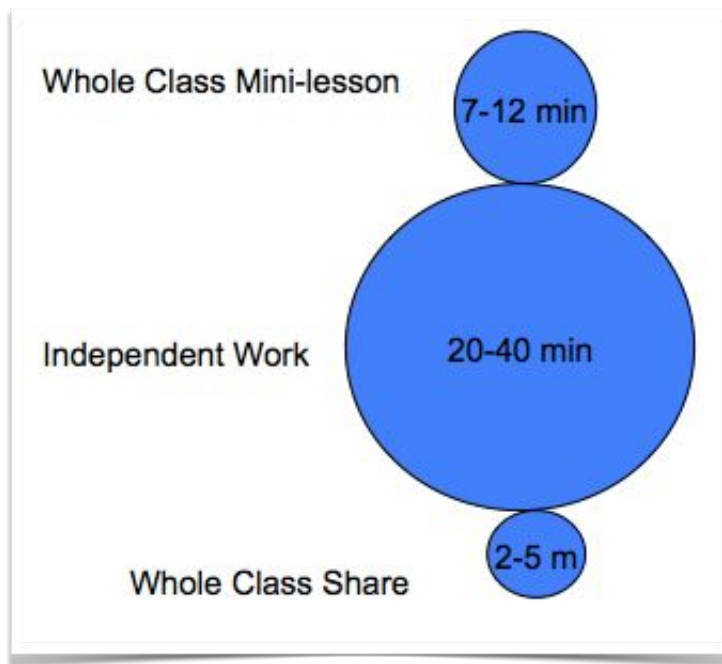




Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility* (p. 4). Alexandria, VA: ASCD. Used with permission.

Optimizing the Mini-lesson

Connection (2 minutes)
Teach/Model (I Do) (6 minutes)
Active Engagement (We Do) (3 minutes)
Link (You Do) (1 minute)



Connection



- Connect to prior work or real life

Language

Yesterday, we...

Today I'm going to teach you...

NOT: Who remembers what we did yesterday?

Connect (2 minutes)
Teach/Model (6 minutes)
Active Engagement (3 minutes)
Link (1 minute)

Teach/Model



- Tell students what you'll teach them.
- Teach them through modeling

Language

Today I'm going to teach you...

Watch me as I...

NOT: Q&A Lecture

Connect (2 minutes)
Teach/Model (6 minutes)
Active Engagement (3 minutes)
Link (1 minute)

Active Engagement

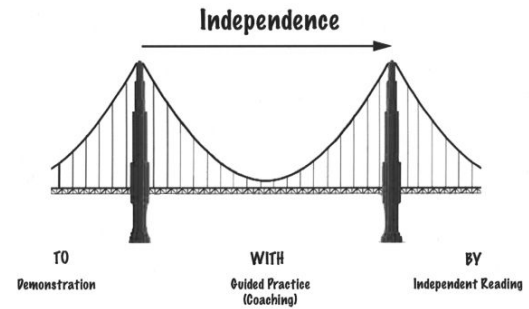
- Students have time to think and practice with peers and teacher support
- Teacher listens to a few conversations

Language

Did you see how I...?

Now it's your turn to try.

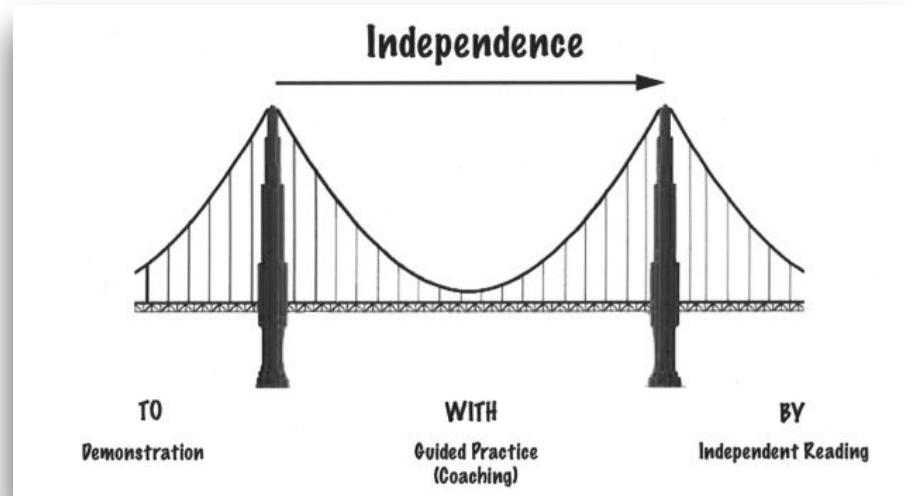
I heard ... say...



Connect (2 minutes)
Teach/Model (6 minutes)
Active Engagement (3 minutes)
Link (1 minute)

Types of Active Engagement

- Think, Pair, Share
- Stop and Jot
- Whole Class



Jennifer Serravallo, 2010

Link



-
- Remind students to add this strategy to their toolkit of strategies.

- Add to *Hard Working Writers* chart

Language

Today and everyday...

NOT:

An assignment

Connect (2 minutes)
Teach/Model (6 minutes)
Active Engagement (3 minutes)
Link (1 minute)

Watch a Mini-Lesson

Your Task

- 1) Tally how many times I repeat the teaching point.
- 2) How did I make the strategy replicable for learners today and in the future?
- 3) Other wonderings, questions, concerns...



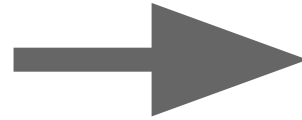
Watch a Mini-Lesson



Active listening

- 1) Tally how many times she repeats the teaching point.
- 2) How did she make the strategy replicable for students today and in the future?
- 3) Other wonderings, questions, concerns...

Now you know the structure. What about the content?



Connect (2 minutes)
Teach/Model (6 minutes)
Active Engagement (3 minutes)
Link (1 minute)

NOW THAT WE KNOW
HOW TO TEACH A ML,
AND WHAT TO TEACH
IN A ML, LET'S TALK
ABOUT WORDING.

Crafting a Teaching Point

- Mirror student ability
- Must be replicable (no Grecian urns)
- Within ZPD
- Skill... by... strategy



Let's Test a Few Teaching Points

- Mirror student ability
 - Writers get an idea and write it down in order.
- Zone of Proximal Development
 - Writers generate an idea by thinking of the first, last or only time they did something.
- Must be replicable
 - Writers create a great lead by using dialogue or a sound word.
- Skill... by... strategy
 - Writers create leads that are exciting to their reader.

Let's plan a ML together.

TEACHING POINT:

Writers develop an idea for a persuasive speech by thinking of a problem in our community and imagining a solution.

I like to use [this template](#).

Save your minilesson.

It'll be the incorporated into September's unit plan.

Plan one with a colleague.

STEP 1) CRAFT A TEACHING POINT USING LANGUAGE THAT ENSURES THE SKILL IS REPLICABLE AND TRANSFERRABLE.

STEP 2) SCRIPT EACH SECTION OF THE MINILESSON.



ORGANIZING A UNIT OF STUDY



OVERVIEW OF A

UNIT:

OPINION, PERSUASIVE,
ARGUMENTATIVE

- Progress through the writing cycle
- 4-6 weeks
- Celebrate twice

THE WRITING CYCLE



STEP ONE:



STEP 1
Brainstorm
Prewrite
Talk, talk, talk!

Minilessons / Topics include

- *Ways to generate ideas
- *Developing a thesis statement
- *Leads
- *Building volume and stamina





Big Idea:

going to an amusement park



Small Moment:

getting soaked on
the log flume ride

Small Moment:

eating lunch

Tips for Encouraging
Seed-Sized Stories

*No bed to bed stories

*Same time / Same place

*All three pictures look
just about the same



Big Idea:

going to an amusement park



Small Moment:

getting soaked on
the log flume ride

Small Moment:

eating lunch

Small Moment:

riding the roller
coaster

LET'S TRY IT.

Today I want to teach you that writers develop an idea by thinking of an issue in the community that matters to them and free writing about it.

STEP TWO:



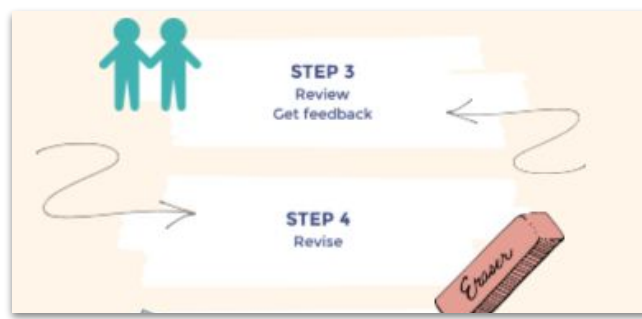
Minilessons / Topics include

- *Writing for an audience
- *Ways to push your thinking
- *What does quality free writing look like
- *Developing voice
- *Structuring content (boxes and bullets)
- *Collecting facts, opinions, evidence (as needed based on unit / grade)
- *Leads & endings

LET'S TRY IT.

Today I want to teach you that writers draft a thesis statement by asking themselves, "What do I really want to say about this issue?"

STEPS THREE & FOUR:



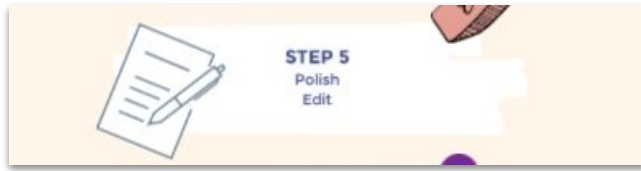
Minilessons / Topics include

- *Rereading for clarity
- *Using transition words
- *Taking on a new perspective
- *Removing unnecessary parts
- *Reflecting
- *Reviewing prior lessons

LET'S TRY IT.

Today I want to teach you that writers revise their writing by rereading and adding in deliberate word choices that evoke imagery and emotion for my reader.

STEP FIVE:



Minilessons / Topics include

- *Fixing up capitals, periods and spelling, grammar
- *Content-specific vocabulary
- *Quotations
- *Transitions

My name _____

My partner's name _____

My Editing Checklist

✓ Each sentence starts with a capital letter.

✓ All word wall words are spelled correctly

✓ All long vowels use either a bossy e or two vowels walking together.

✓ Each sentence ends with a period, question mark, or exclamation point.

✓ There are no capitals in the middle of words.

✓ Each word in the title and headings are capitalized.

✓ There are commas between items in a list.

✓ You're= You are

✓ **An** elephant NOT **a** elephant

LET'S TRY IT.

Today I want to teach you that writers polish their work by sitting side by side with a partner, reading each sentence, and paying careful attention to any misspelled word wall words.

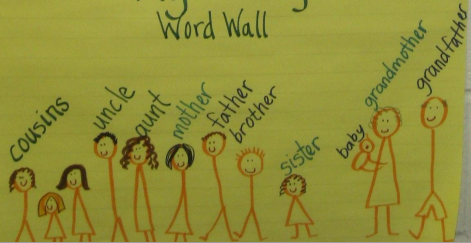
Spelling Tricky Words

- Say it slowly, write down all the sounds you hear
- Use word chunks from the Word Wall
- Use your spelling journal

~Fairy Tale Words~



~My Family~ Word Wall



Alex
always
almost
anyone
about
after

K
Kelly
Kept
Kind
Know

Editing Checklist

- ~~A~~ always start a sentence with a capital letter.
- End sentences with punctuation.
- Never ~~Put~~ ^P capitals in the ~~m~~ ^Tiddle. ^{dd}
- Write all the ^{ou} ~~s~~nds you ^{ea} ~~hr~~.

STEP SIX:



Ways to Celebrate!

Small Group Share

Share with Props, Visuals, etc

Museum Share

Popcorn Read

Stars and Wishes

Share with “Buddy”

Read them at the park, zoo, library...

Invite others (teachers, admin, parents)

LET'S GET TO WORK! (LINKED ON MY WEBSITE)

- 1) Decide which subgenre you'd like to plan (opinion, persuasive or argumentative).
- 2) Ensure you have access to said online resources and / or books.
- 3) Read the samples of writing in the online resource and / or on my website.
- 4) Create your own piece of writing that you will use as a model.
- 5) Draft teaching points.
- 6) Script minilessons.