

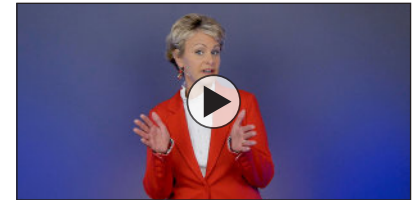


Support Writers at Home & School with Procedural Lessons

Respond to student needs.



SECRET SITE RESOURCES



Execute the 3 parts of a writer's workshop.



SPIN-OFF SESSION

PLAN & ORGANIZE | Session 5:
 Convert the writer's workshop from in-person to virtual.

Anticipate three common writer issues.

1 : I need help, but the teacher is busy.

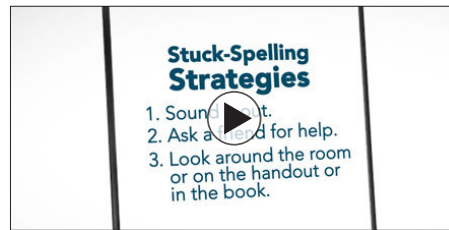
2 : I'm not sure how to spell this word.

3 : I'm done with the writing task.

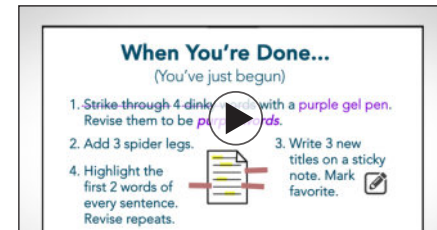
SECRET SITE RESOURCES



Support writers when they need help.

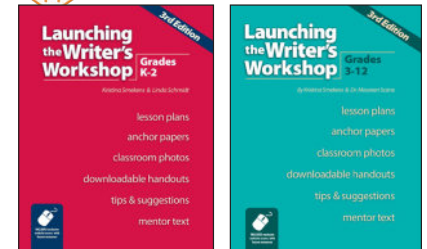


Develop independent first-draft spellers.



Establish a "Done" List.

RELEVANT RESOURCES



Launching the Writer's Workshop:
 Grades K-2 & Grades 3-12

1 What to do when you need help, and the teacher is busy.



STUDENT communicates he needs help.



(K-2 and 3-12 versions available.)

Tweak the modes of communication.

Option A:

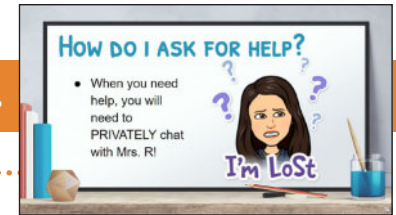
Students communicate that they need help within a shared digital document. The teacher monitors it and provides support to individuals.

Option B:

Students type their questions within an email, chat, location on LMS, etc.

Option C:

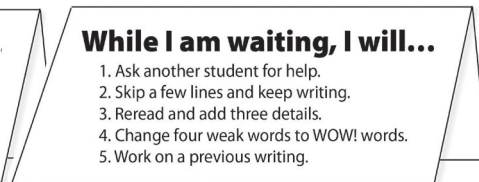
STEP 1— Students type their questions directly into the document/assignment, changing the font color, highlighter, or other rich text tools.
STEP 2— Students send messages to the teacher (e.g., email, chat, location on LMS), notifying her of the questions posed within specific assignments.



STUDENT continues being a writer while he waits.



K-2 version

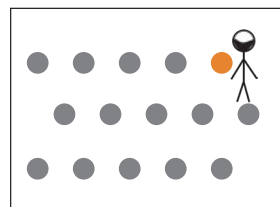
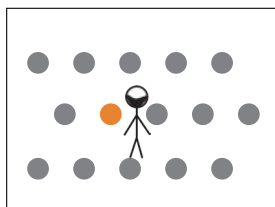
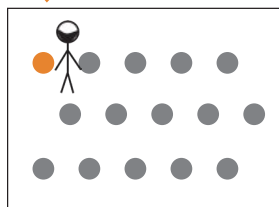


3-12 version

1. Message a friend to ask for help.
2. Skip this part and move on to a different part of the assignment.
3. Start on a new assignment.
4. Reread and add three details.
5. Reread and revise four weak words to WOW! words.

* Check back for teacher's reply during school hours.

TEACHER provides individualized answers and support.



Option A:

The teacher has a live video conference with the student.

Option B:

The teacher answers the question that was emailed/posted.

Option C:

The teacher types an answer within the document using a second font or highlighter color. Then the teacher notifies the student via email/message of the response.

Option D:

The teacher records a video response (e.g., Soapbox, Flipgrid, etc.) and emails it to the student.

2 What to do when you aren't sure how to spell a word during Writing Time.



IN THE CLASSROOM



VIRTUAL

K-1 | Introduce 3-Step Word Stretching.

Create an anchor chart for the three steps to stretch a word.

3-Step Word Stretching

1. Say the word slowly.
2. Write the sounds you hear.
3. Keep writing.

ELL/GRADES K-1

2-12 | List Stuck-Spelling strategies.

Create an anchor chart of 3-4 first-draft spelling strategies students already know.

- Clarify the rationale for *not* listing "Get a dictionary."
- Leave space to add more strategies as the year progresses.
- Note that none of the options include "Ask the teacher."

Stuck Spelling Strategies

1. Sound it out.
2. Ask a friend for help.
3. Look around the room or on the handout or in the book.
4. Do you know a word that rhymes with it?
5. Spell the parts you know —
• prefix • root
• suffix • syllables
6. Spell it wrong and *mmm* it.
7. Sketch a quick picture as a place holder. (J = umbrella)

GRADES 2-12

Tweak strategies to work at home.

Identify what strategies are transferrable. Revise and add strategies to fit the virtual classroom.

1. Sound it out.
2. Ask a sibling/parent.
3. Look around the house on the handout or in the book.
4. Do you know a word that rhymes with it?
5. Spell the parts you know —
• prefix • root
• suffix • syllables
6. Spell it wrong and *mmm* it.
7. ~~Sketch a quick picture as a place holder. (J = umbrella)~~
7. Google it.

Provide a current list of strategies with the day's independent Writing-Time task.

K-1 | List Stuck-Spelling strategies.

Create a second anchor chart.

Merge the 3-Step Word-Stretching process with grade-appropriate spelling strategies.

Be a Spelling Problem-Solver!

1. Look around the classroom (Walls, Word Charts).	
2. Stretch it out in 3 steps.	
3. Search in Personal Spelling Dictionary	
4. Ask a friend.	
5. Try out different spellings.	
6. Find a word that rhymes with it.	
7. Break the word into syllables (word parts).	
8. Go for it! Put a squiggle line under it.	

ELL/GRADES K-1

WHAT IF I DON'T KNOW HOW TO SPELL?

- Sound it out
- Ask a teacher or family member for help
- Look around
- Look for the word in a book
- Think of a rhyming word
- Write out any parts that you do know
- Try your best and mark it with a squiggle line

SPELLING

3 What to do when you think you're done.



IN THE CLASSROOM

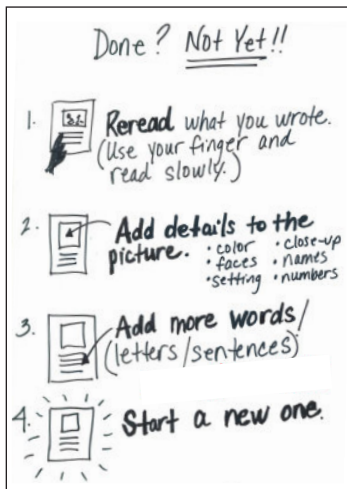


VIRTUAL

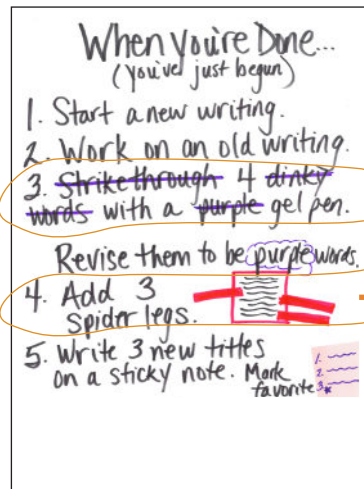
Introduce the "Done" List procedure.

Create an anchor chart of 3-4 known strategies.

- Describe the rationale behind a "Done" List.
- Note each task with a specific tool and tangible application.



ELL/GRADES K-1



GRADES 2-12

Tweak the tasks to honor digital tools.

Identify ways to make revision strategies fun and visible.

- Apply color. Rather than colored pens or colored *Spider Legs*, make improvements with various fonts and highlighter colors.
- Utilize rich text tools. Like changing color, changing the type style is another way to draw attention to revisions: *Italics*, **bold**, underline, ALL CAPS.
- Avoid deleting. Rather, use the strikethrough option.
- Emphasize the Save as function.

Add v1, v2 to the document title to preserve previous drafts.



Post the initial "Done" List within the classroom.

- Clarify what tasks are not optional.
- Update the "Done" List as new skills are taught.



Communicate *Must-Do* versus *May-Do* tasks.

Provide a current list of "Done" strategies with the day's at-home independent task.

Independent Writing Time

Now it's your turn...
Yes Ma'am

WRITING

Work on your short constructed response! Why should Mrs. Remenschneider buy a ShamWow?

You must have two pieces of evidence from BOTH Sources!

Work on an old short constructed response!

Think...
Did I answer the prompt?
Did I provide evidence?
Did I state where the evidence came from?
Did I summarize and state what I did?