Convert the Writer's Workshop from In-Person to Virtual

SECRET SITE

SUPER SATURDAY WRITING CONFERENCE
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Execute a writer's workshop regardless of the classroom setting.

Define the four common "Covid-style" classrooms.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Socially-distant with masks (100% in person) = all are in school 4-5 days a week

Virtual instruction (100% remote) = all are at home on a device 5 days a week

Asynchronous instruction (rotating ABAB schedule) = 50% learning in school | 50% practicing at home

Synchronous instruction (Hybrid) = all learning simultaneously regardless of in-person or at home.

SECRET SITE RESOURCE
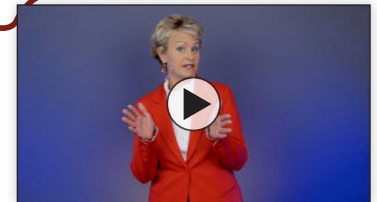
Execute the 3 parts of a writer's workshop.

Review the 3 parts of every writer's workshop.

1 — Mini-Lesson

2 — Writing Time

3 — Author's Chair

Deliver explicit instruction via whole-class mini-lessons.

Traditional classroom

DESCRIBE THE TEACHER'S ROLE

During the Mini-Lesson

- To teach students something about writing or writers.

- To reveal the skill done well in anchor papers/mentor text.

- To give students an opportunity to talk through examples of the skill before having to execute it themselves.

- To keep it short and "mini" so students have time to write afterwards.

- To present the lesson in an engaging way (e.g., fun delivery, funny writing samples, visual triggers, student interactions, etc.).

↻ **SPIN-OFF SESSION**

LESSON ESSENTIALS | Session 3: Deliver best-practice lessons regardless of your classroom setting.

DESCRIBE THE STUDENTS' ROLE
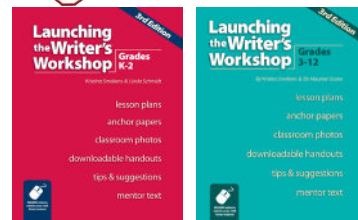
During the Mini-Lesson

- To listen to the instruction.

- To participate when the lesson becomes interactive.

  TURN AND TALK: Turn to a nearby student and experiment with the skill in oral writing.

  BACK TO ME: Stop talking and prepare to share out their thoughts with the class.

- To anticipate the after-lesson task that will be assigned.

📖 **RELEVANT RESOURCES**

Launching the Writer's Workshop | Grades K-2
lesson plans
anchor papers
classroom photos
downloadable handouts
tips & suggestions
mentor text

Launching the Writer's Workshop | Grades 3-12
lesson plans
anchor papers
classroom photos
downloadable handouts
tips & suggestions
mentor text

Virtual classroom

- Define a learning space.
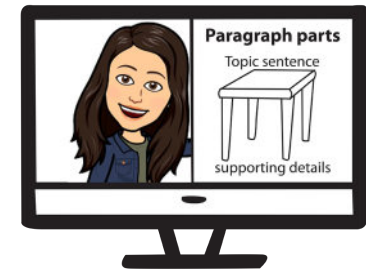
- Overcome *dis*engagement.

- Adapt for visible learning.

- Execute a virtual *We Do*.

- Conclude with an *Exit Ticket*.

🖱 **SECRET SITE RESOURCE**

ZOOM MEETING RULES

#1 Be Ready To Learn

#2 Be a Good Listener

#3 Ask Questions

Paragraph parts
Topic sentence
supporting details

Build writer stamina and fluency with Independent Writing Time.

Traditional classroom

DESCRIBE THE TEACHER'S ROLE

During Writing Time

- To move throughout the room supporting writers as needed.

- To conduct focused conferences about students' writing, providing trait-prioritized feedback.

DESCRIBE THE STUDENTS' ROLE

During Writing Time

- To apply the writing task announced at the end of the mini-lesson.

- To work independently, unless the task requires a partner or group effort.

- To independently move throughout the classroom, as necessary (e.g., retrieve supplies, share with a peer, etc.).

↻ SPIN-OFF SESSION

LESSON ESSENTIALS | Session 4:
Support writers at home and school with procedural lessons.

Virtual classroom

Independent Writing Time

Conference...
Jared
Annabelle
Mason
Eli

Now it's your turn....

Work on your introduction paragraph...
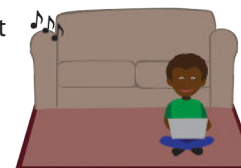
Today's Lesson–Hooking your reader!

Work on an old piece!
What conventions need adjusted? Edit

What words need adjusted? Revise

- Reveal the independent task (i.e., *Must do*).

- Check in on students.

- Allow for a shift from learning space to work space.

- Anticipate those who need support.

- Consider collaborative tasks.

- Hold writer conferences.

Highlight writer attempts and achievements during Author's Chair.

Traditional classroom

DESCRIBE THE TEACHER'S ROLE

During Author's Chair

• To set a listening purpose for the class by introducing:

THE WRITER: *Our first writer will be Chase.*

THE PIECE: *He is working on his animal report about penguins.*

THE TRAIT: *We've been working on the trait of organization and in particular writing good beginnings.*

THE SKILL: *Listen to the opening line of Chase's report. It hooks the reader with a shocking first sentence.*

• To alert the writer when to begin reading his excerpt. *OK, Chase, read us the first sentence of your beginning.*

• To restate the compliment and introduce the next writer.

DESCRIBE THE STUDENTS' ROLE

During Author's Chair

• To demonstrate polite manners and effective listening skills.

• To look for evidence of the listening purpose within the excerpt.

• To consider if they currently apply that skill in their own writing or if this is a good reminder to do so.

SECRET SITE RESOURCE

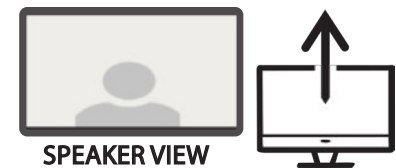Provide a listening purpose during Author's Chair.

Virtual classroom

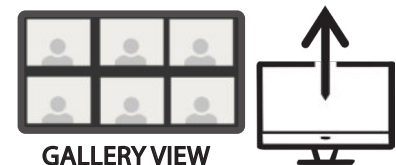• Communicate during Writing Time (via the conference) who will share today.

• Redefine the chair.

• Call students back from Independent Writing Time.

SPEAKER VIEW

• Allow for peer feedback.

GALLERY VIEW

Execute the 3 components— regardless of the classroom setting.

Identify the takeaways that will improve your current writer's workshop.

MINI-LESSON	WRITING TIME	AUTHOR'S CHAIR
• Outline lesson expectations (e.g., learning space, login procedures, etc.). • Keep the lesson short and "mini." • Present the lesson visually. • Include a *We do* experience that is fast. • Conclude the lesson with an *Exit Ticket*.	• Project today's Writing-Time expectations. • Explain the independent task— which can be collaborative. • Expect students to get comfortable but keep webcams turned on. • Conduct writer conferences. • Check in and support students.	• Determine today's sharers. • Redefine the Author's Chair procedures. • Provide a listening purpose. • Allow for peer feedback.

MINI-LESSON

→ Keep it
_____

↪ Tweak it
_____

✚ Add it
_____

∅ Omit it

WRITING TIME

→ Keep it
_____

↪ Tweak it
_____

✚ Add it
_____

∅ Omit it

AUTHOR'S CHAIR

→ Keep it
_____

↪ Tweak it
_____

✚ Add it
_____

∅ Omit it