

# Lead a writer's workshop

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### Make time for writing.

#### WHEN DO I TEACH?

How often should students be writing?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SEM 1	BELL-RINGER	BELL-RINGER	BELL-RINGER	BELL-RINGER	BELL-RINGER
	READER'S WORKSHOP	READER'S WORKSHOP	WRITER'S WORKSHOP	WRITER'S WORKSHOP	READER'S WORKSHOP
SEM 2	BELL-RINGER	BELL-RINGER	BELL-RINGER	BELL-RINGER	BELL-RINGER
	WRITER'S WORKSHOP	WRITER'S WORKSHOP	READER'S WORKSHOP	READER'S WORKSHOP	WRITER'S WORKSHOP



**SECRET SITE RESOURCE**  
Juggle reader & writer workshops in 50 minutes.



Maximize the instructional minutes of every writer's workshop.

### 1 Mini-Lesson

HOW DO I TEACH?

WHAT DO I TEACH?

### 2 Writing Time

WHEN DO THEY PRACTICE?

Beginning of the School Year

Middle of the School Year

GRADE K

GRADE 1

GRADE 2

GRADES 3-12

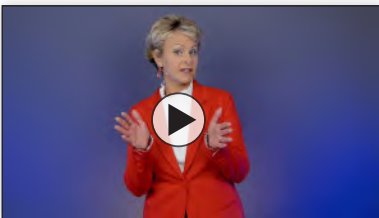


**SPIN-OFF SESSION**  
MINI-LESSONS | Session 3:  
Integrate writing into all subjects.



**SECRET SITE RESOURCE**

Execute the 3 parts of a writer's workshop.

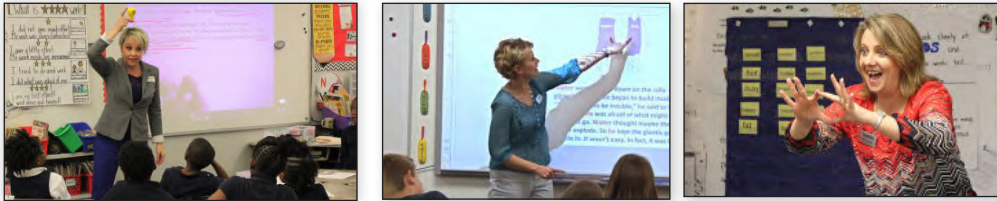


### 3 Author's Chair

WHY DO WE SHARE?

### HOW DO I TEACH?

#### Deliver instruction via whole-class mini-lessons.



#### Describe the TEACHER'S ROLE during the mini-lesson.

- To teach students a writing skill or writer habit.
- To give students an opportunity to see an example/model 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, etc.).

#### 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.

**CODE PHRASES**



#### SPIN-OFF SESSION

MINI-LESSONS  
Session 1:  
Master the mini-lesson.



#### RELEVANT RESOURCE

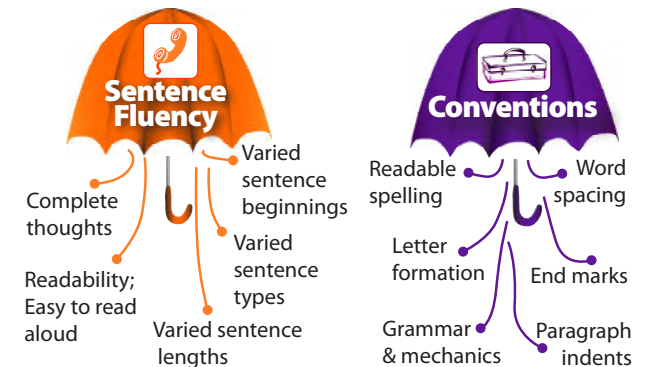
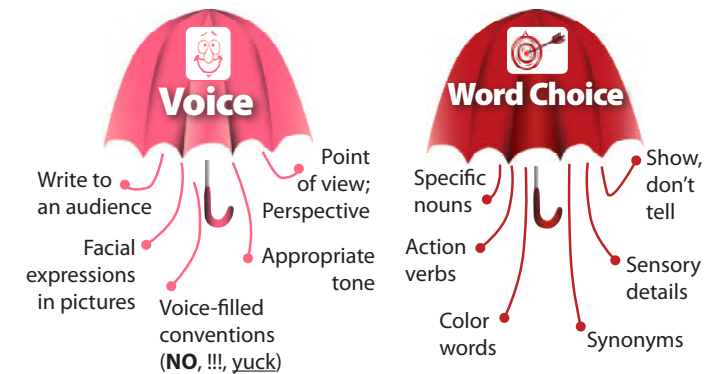
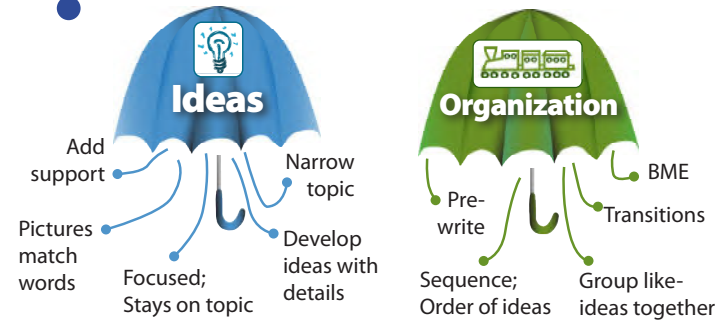


#### SECRET SITE RESOURCE



The Ultimate Guide to the Six Traits of Writing

### WHAT DO I TEACH?



### Support writers while they attempt new skills within Writing Time.

#### WHEN DO THEY PRACTICE?

##### CODE PHRASE OPTIONS:

LET'S GO BE WRITERS!    NOW IT'S YOUR TURN!

#### Describe the TEACHER'S ROLE during Writing Time.

- Communicate the task and how long Writing Time will last.
- To move throughout the room supporting writers as needed.
- To conduct focused conferences about students' writing, providing specific feedback.



**Independent Writing Time**

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

Conference... Jared, Annabelle, Mason, Eli

#### Describe the STUDENTS' ROLE during Writing Time.

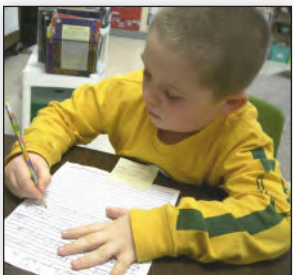
- To apply the writing task announced at the end of the mini-lesson.
- To work independently, unless the task requires a partner or group effort.
- To independently move throughout the classroom, as necessary (e.g., retrieve supplies, share with a peer, etc.).



MANAGEMENT | Session 2:  
Assign writing-time tasks.

MANAGEMENT | Session 5:  
Foster independent writers.

ASSESSMENT | Session 5:  
Provide frequent feedback.





### Highlight writer attempts and achievements during Author's Chair.



#### WHY DO WE SHARE?

**CODE PHRASE:** WRAP IT UP, WRITERS!

#### Describe the TEACHER'S ROLE during the 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 the 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.

Frequently assess the status of your writer's workshop procedures.



Keep it



Tweak it



Add it



Omit it