
Workshop

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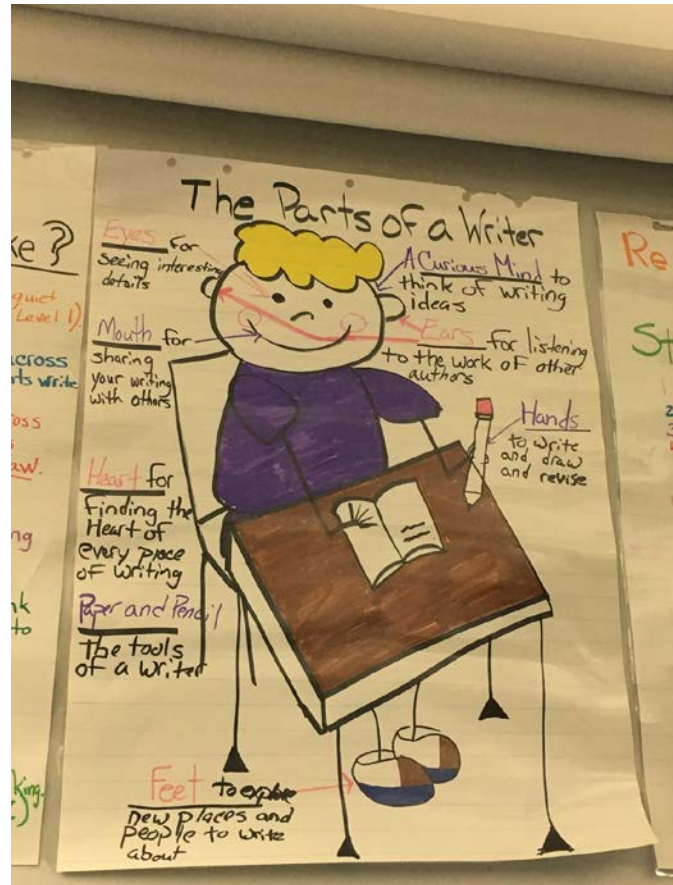
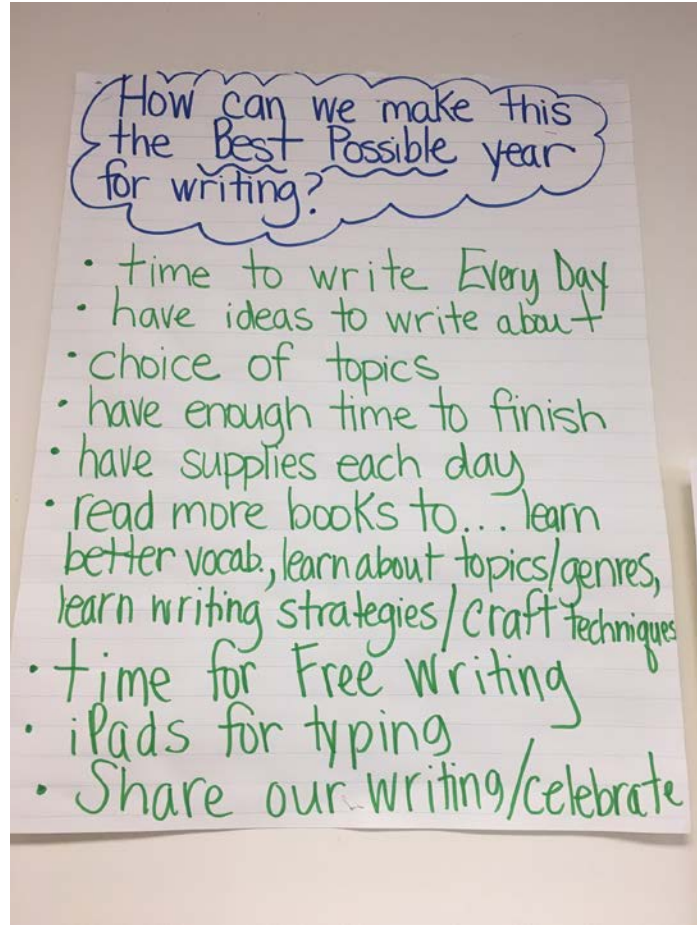
What is Workshop?

- Approach to teaching that requires student-centered, responsive, assessment-based instruction
- Emphasis on creating life-long readers and writers (and mathematicians) who display independence in future endeavors

Research to Support Workshop Model

“Implementing a process approach to writing has a positive impact on writing quality.” From TCRWP website

<http://readingandwritingproject.org/about/research-base>



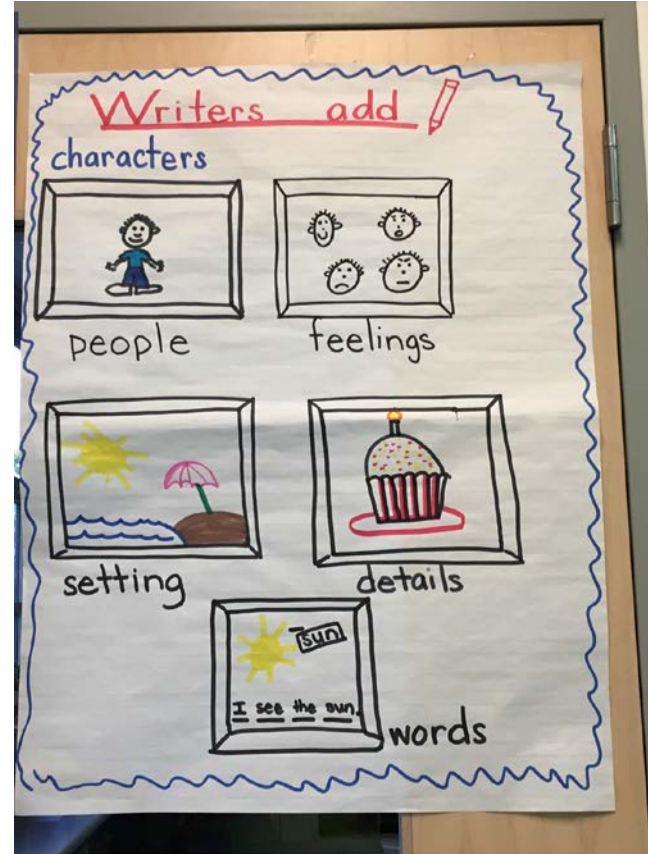
History

- Thirty years ago Lucy Calkins joined Teachers College, Columbia University
- Calkins previously worked with Donald Graves on the nation's first big study on writing
- For a little more than twenty years the work has been equally focused between reading and writing
- Recently Lucy Calkins has partnered with Marilyn Burns

Components of Workshop

Duration: 45-60 min.

- **Mini-Lesson:** approximately 10 minutes
- **Independent Writing:** 30 min
- **Share:** 5 minutes



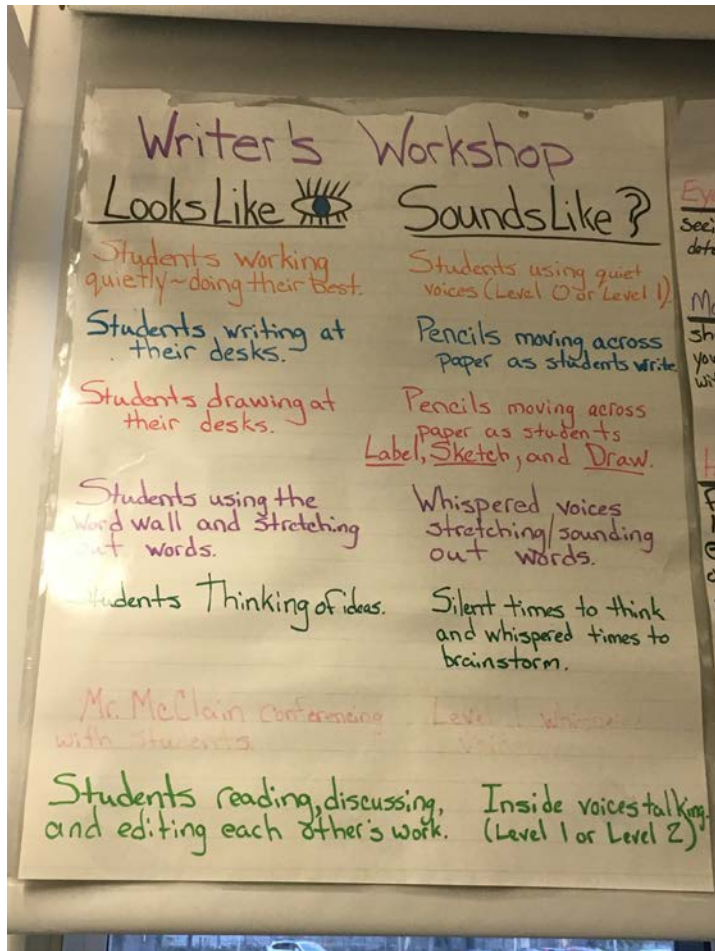
Raising the Level of your Personal Narrative

- **Stretch out the of your narrative**
 - elaborate with details
 - Create a "snapshot" of the moment and use vivid language (adj., specific verbs and nouns)
 - Use author's craft such as...
 - Similes/metaphors
 - onomatopoeia
 - imagery (use your senses to describe)
 - Use purposeful dialogue
 - **Create a satisfying ending**
 - End with a lesson learned or character reflection
 - Character makes a decision
 - Character has a hope or a wish
 - Create an image (end with a powerful scene)
- Ahhh... what a perfect ending!*

Process

- Assess (on demand prompts)
- Confer with children daily
- Conduct small strategy groups
- Teach identified units of study
- Follow unit pacing guide





Required Resources/Materials

- On-Demand Prompts
- Writer's Notebooks/Booklets
- Mentor Pieces
- Rubrics and Checklists
- Conference Notes
- Charts
- Environment

2nd grade curriculum calendar

Months	Reading workshop	Writing workshop
September/October	Reading Growth Spurt	Small moments/mentor text
November/December	Nonfiction	All About Books
January/February	Characters and their stories	Realistic Fiction
February/March	Reading Bigger Books	Writing About Reading
April/May	Series book clubs	Poetry
May/June	Series Book Clubs	Lab Reports/Science Books

3rd grade curriculum calendar

Months	Reading workshop	Writing workshop
September	Building a Reading Life	Crafting True Stories
October	Mysteries	Changing the World
November	Nonfiction	All About Books
December	Nonfiction (continued)	All About Books
January	Character Studies	Literary Essay
February	Poetry	Poetry
March	Character/Writing About Reading	Narrative Writing
April	Finish Character, then start Nonfiction	Finish Narrative, then start Nonfiction Reports
May	Nonfiction	Nonfiction reports

Evaluating and Scoring

Narrative Writing Checklist

	Grade 3	NOT YET	STARTING TO	YES!	Grade 4	NOT YET	STARTING TO	YES!
	Structure				Structure			
Overall	I told the story bit by bit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote the important part of an event bit by bit and took out unimportant parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I told my story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I chose the action, talk, or feeling that would make a good ending and worked to write it well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote an ending that connected to the beginning or the middle of the story. I used action, dialogue, or feeling to bring my story to a close.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development				Development			
Elaboration	I worked to show what happened to (and in) my characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist (continued)

	Grade 3	NOT YET	STARTING TO	YES!	Grade 4	NOT YET	STARTING TO	YES!
Craft	I not only told my story, but also wrote it in ways that got readers to picture what was happening and that brought my story to life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I showed <i>why</i> characters did what they did by including their thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I made some parts of the story go quickly, some slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions				Language Conventions			
Spelling	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Punctuation	I punctuated dialogue correctly with commas and quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	When writing long, complex sentences, I used commas to make them clear and correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	While writing, I used punctuation at the end of every sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Grade 3

Narrative Writing

The writer puts the reader right into the action, beginning with a character saying or doing something. The beginning orients the reader to the character and setting.

The Scary Dog

"Goodbye, Mom!" Sara and I said. We started walking to school. It was Sara's first day of school. I was happy to be walking her on her first day.

We walked past tall trees and little garden. A little later, we walked past Mr. Jordan's store. Sara and I were singing. Then we turned a corner and heard a sound. "GRRRR!" it went. I turned around to see what was making the noise. It was a big, black, hairy dog. It growled again. The dog took stepped closer and closer and CLOSER to us. It growled even louder.

"Oh no, I can't let the dog get us!" I whispered to myself. Sara started to cry because she is afraid of dogs. I held her hand and we started to run. We ran and ran and ran. The dog was still growling. "GRRRR!" It was getting closer.

"It's coming close!" Sara yelled. "I'm scared." Sara started to cry even more. The dog was huge. It looked like a monster. I saw sharp teeth sticking out of its mouth. I was scared, too.

The dog started to run after us. I saw the red doors of the school. We were almost there! Mrs. Crowley let us in.

"Good job, Sara," I said and gave her a big hug and a high-five. Then we started laughing. I couldn't believe we made it!

The writer told the story bit by bit. She used phrases like *a little later*, or *after that* to tell the story in order.

The writer didn't just tell a story, but instead wrote in ways that help readers picture what is happening and bring the story to life.

The story has a beginning, middle, and end.

The writer showed not only what was happening to her characters, but inside her characters.

The writer worked to create a strong ending by choosing the action, bit of dialogue, or feeling that would bring the story to a close.

The writer punctuated dialogue correctly, with commas and quotation marks. She also used punctuation to fix and/or avoid run-on sentences.

The writer wrote in ways that help readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.

Grade 4

Narrative Writing

The writer wrote a beginning that shows what is happening and where, helping immerse the reader in the world of the story.

The story is written bit by bit, with some important parts going slowly, and others more quickly.

The writer stretched out the heart of the story using action, dialogue, internal thinking, feelings, and other narrative craft.

The writer's ending connects to the beginning and middle of the story. She used action, dialogue, or a final feeling to bring the story to a close.

The writer maintained a storytelling voice throughout, conveying the emotion or tone of the story through description, phrasing, dialogue, and thinking.

The Scary Walk to School

"Goodbye, Mom!" Sara and I said as we walked out of the kitchen door. We held hands, swinging and skipping. I could feel Mom's eyes watching me as I walked out the door. "Don't worry, Mom. We'll be fine." I said. She smiled, but I could tell she was a little nervous for us to be walking by ourselves.

Sara and I walked down the pathway to the sidewalk. "Are you excited for your first day of school, Sara?" I asked. She smiled and said yes.

I held Sara's hand very tight. "I'll show you the way," I said. I was proud to be walking my sister by myself.

We walked down the sidewalk. We passed big trees and a garden. Just then, I heard a growl and saw a dog walking down the street. I didn't see its owner anywhere. It was big and fierce looking, with long, sharp teeth. "GRRRRR!!!" it growled.

I didn't want Sara to get scared. Sara grabbed my hand tighter. My hand started to get sweaty. "I'm scared, Julie" she cried.

"GRRRRR!!!" The dog stepped closer. It was as big as a pony with red eyes and huge teeth.

"Be brave, be brave," I said to myself. I grabbed Sara's hand and shouted: "RUN!"

We took off down the road as fast as we could. We could hear the dog behind us. We ran faster and faster. I thought we would never get to school. After a while, we saw the red doors of the school. We were almost there.

"Come on," I said, dragging Sara along. We reached the steps of the school and saw that Mrs. Crowley was holding the door open for us. We jumped into the doorway and almost fell to the ground. I felt like I couldn't breathe.

"We made it!" I said to Sara. Inside, I felt proud. We were safe. I gave Sara a high-five and we both smiled.

The writer showed why characters do things by including their thinking.

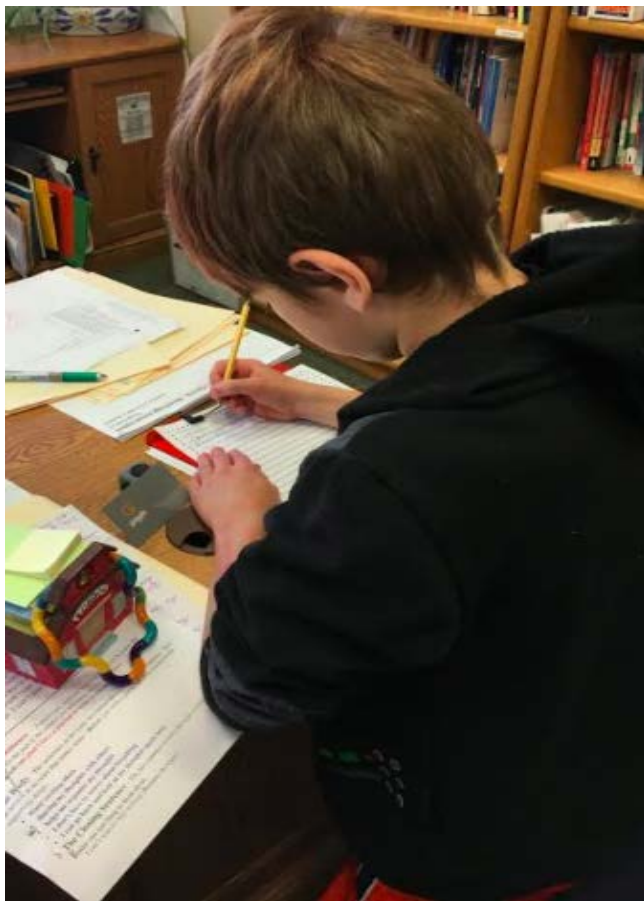
The writer used paragraphs to separate the different parts of the story or to show when a new person is speaking.

The writer included precise details and used figurative language (like similes, metaphors, or personification) to help the reader experience the story.

When writing long, complex sentences, the writer used commas to make them clear and correct.

The writer used words and phrases to show the passing of time (for example, *just then*, *suddenly*, or *after a while*, *a little later*).

Why Workshop?



Math workshop

Similar structure to reading workshop:

- Mini lesson
- Independent work: small group and partners
- Share

