

Writing Workshop & Personal Narrative

IMMERSION PHASE

*Explicit Instruction Considerations when teaching immersion phase:

- Gradual Release of Responsibility – I Do It, We Do It, You Do It.
- Use of Examples and Non-Examples
- Please follow the steps below for teaching Routines and Procedures explicitly:
 - Determine situations where a routine is needed (use list below)
 - For each situation, determine a routine/procedure that
 - Promotes self-responsibility
 - Doesn't require teacher involvement
 - Is effective and efficient
 - Can be used consistently
 - Teach most important routines using examples and non-examples
 - Have students practice the routines you expect them to follow
 - Review routines as needed
- Use the writing workshop structure for writing time regardless if they are not process writing.
- Have independent writing time increase in length as time goes on. (Start out writing for 8 minutes, then 10 minutes, etc.)

Effective Writing Workshop Routines

Opening Routine	<ul style="list-style-type: none">• Establish a designated meeting area for mini-lesson• Establish a signal for students to meet for writing workshop• Expectations for what to bring to meeting area
Minilessons	<ul style="list-style-type: none">• Expectations for student behavior as they participate in a mini lesson• How to turn and talk• What to do with your materials during a mini lesson
Sending Children off to Work	<ul style="list-style-type: none">• What it looks like when students return to their seats and get started working (quiet voices, walking feet, getting materials, getting started right away)• How students will be dismissed from the meeting area
Independent Work Time	<ul style="list-style-type: none">• Assigned writing spots• How to get started – reread writing from previous day• How to get started without support from teacher

	<ul style="list-style-type: none"> • What to do when you finish – “when you are done, you’ve only just begun” • Where to access your materials • How to use the word wall and other resources • How to turn in work • Conversations in writing workshop: productive talk, voice level, silent writing time (suggested to start with a silent writing time) • Mid –workshop teaching point – why it’s there • Conferencing – teachers job and students job explicitly taught • How to get the teacher’s attention for a conference • How to store drafts/past work/finished pieces in your folder • Building stamina – setting a timer and trying to beat time. As soon as misbehavior occurs, writing time stops and you try again tomorrow. • What to do if you need help – example: three before me (students ask three students before asking the teacher)
Closing Routine	<ul style="list-style-type: none"> • Signal for attention • Celebration or Re-teaching
Partnership Routines	<ul style="list-style-type: none"> • Specific compliments are helpful • Constructive suggestions need to be given in a gentle way • One helpful way to listen or read a partner’s work is to see if everything is clear and makes sense • How partners can help us when we are stuck • Effective questions to ask partners • If your partner has a suggestion, it may be worth trying • Appropriate times to meet with your partner • Where and why to meet with your partner

Preparing for Personal Narrative Unit

<ul style="list-style-type: none"> • Writing Process Steps (See Attached) 	<ul style="list-style-type: none"> • Introduce/Review: Adjectives
<ul style="list-style-type: none"> • How to Write a Complete simple Sentence 	<ul style="list-style-type: none"> • Editing Marks/Editing Checklist <ol style="list-style-type: none"> 1. Spacing 2. Capitalize “I” 3. Punctuation (period and question mark) 4.

<ul style="list-style-type: none"> • Storytelling Activities How to tell stories across your fingers (See visual attached) <ul style="list-style-type: none"> • Thumb: Who is my story about? Where does it take place? • First Finger: What happened first? • Middle Finger: What happened second? • Ring Finger: What happened last? • Pinky: How did I feel? 	<ul style="list-style-type: none"> • Engage in a Shared Class Experience (helpful for students who struggle coming up with a topic or have limited experiences)
<ul style="list-style-type: none"> • Define Different Emotions (Possibly make an anchor chart to refer to during Personal Narrative Unit) 	<ul style="list-style-type: none"> • Discuss What Makes a Good Personal Narrative/Small Moment Story – <ul style="list-style-type: none"> • It’s about one thing • True story about yourself • It has details that describe what happens • It has a beginning, middle, and end • Two or more events are told in order
<ul style="list-style-type: none"> • How to stretch the sound you hear to spell words 	<ul style="list-style-type: none"> • Drawing – add detail, labels, and speech bubbles
<ul style="list-style-type: none"> • Talk about words that describe setting (possibly create an anchor chart to refer to during Personal Narrative Unit) 	<ul style="list-style-type: none"> • Create an anchor chart of transition words (use list provided as a resource) <ul style="list-style-type: none"> • Could use this as a reference when teaching routines, “First we get our materials, then we sit down, etc.”
<ul style="list-style-type: none"> • Story ideas to write about (possibly create an anchor chart to refer to) 	<ul style="list-style-type: none"> •

Mentor Texts

<p>Emotions</p>	<ul style="list-style-type: none"> • <i>How are You Peeling: Foods with Moods</i>, Saxton Freymann • Alexander Books by Judith Viorst • <i>Today I feel Silly</i>, by Jamie Lee Curtiss • <i>Ira Sleeps Over</i>, Bernard Waber • <i>My Lucky Day</i>, Keiko Kasza • <i>Amazing Bone</i>, William Steig • <i>First Day Jitters</i>, Julie Danneberg • <i>My Many Colored Days</i>, Dr. Seuss
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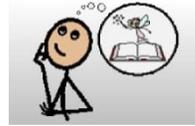
<p>What Makes a Good Personal Narrative/Introduction to Writing</p>	<ul style="list-style-type: none">• <i>A Chair for my Mother</i>, Vera Williams• <i>Night at the Fair</i>, Donald Crews• <i>Shortcut</i>, Donald Crews• <i>Wilfrid Gordon McDonald Partridge</i>, Mem Fox• <i>First the Egg</i>, Laura Vaccaro Seeger• <i>Quick as a Cricket</i>, Audrey Wood• <i>Arthur Writes a Story</i>, Marc Brown• <i>Salt Hands</i>, Jane Chelsea Aragon• <i>Joshua's Night Whispers</i>, Angela Johnson• <i>The Leaving Morning</i>, Angela Johnson• <i>Night of the Veggie Monster</i>,
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Writing Process Steps

Think

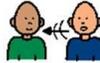


Picture



Say

Self 

Partner 

Story hand 

Touch pages 

Sketch



Write



Revise



Small Moment Story - Transition Words

After that

Before

Finally

First

Just after

Last

Next

Suddenly

The next day

Yesterday

Middle

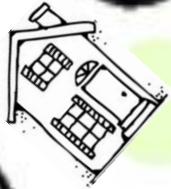
1

2

3

Ending

Beginning



**My Story
Planning
Organizer**