

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: Simile, Onomatopoeia, Adjectives
<ul style="list-style-type: none"> • How to Write a Complete Sentence 	<ul style="list-style-type: none"> • Editing Marks/Editing Checklist <ol style="list-style-type: none"> 1. Punctuation 2. Capitalization 3. Misspelled Words 4. Carats
<ul style="list-style-type: none"> • Storytelling Activities How to tell stories across your fingers 	<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 Lesson 1 of Personal Narrative Unit) 	<ul style="list-style-type: none"> • Discuss What Makes a Good Personal Narrative/Small Moment Story – <ol style="list-style-type: none"> 1. True story about yourself 2. Usually about important moments or places that have a strong emotion tied to it 3. Writers use sensory details 4. Writers focus on one particular event – a clear small moment.
<ul style="list-style-type: none"> • How to use the five senses to add details to your writing. 	<ul style="list-style-type: none"> •

Mentor Texts

Emotions	<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
What Makes a Good Personal Narrative/Introduction to Writing	<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

