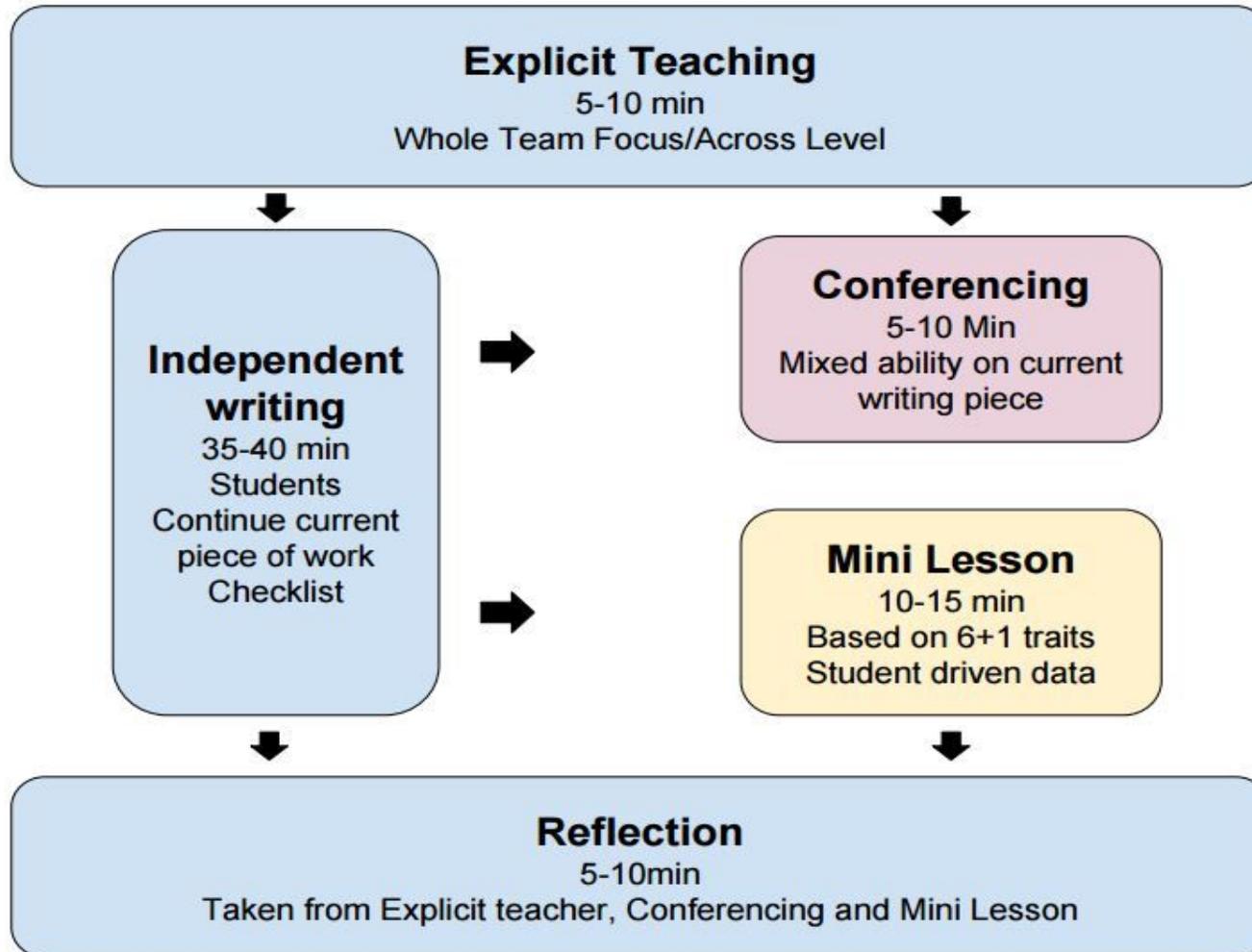# WRITERS' WORKSHOP - INSTRUCTIONAL CORE

Non-Negotiables	
	▪ Writers Workshop is taught for a minimum of 5 hours a week - <u>Not your own writing program or practice.</u> ▪ Planning occurs in a collaborative environment, based on the Victorian Curriculum Achievement Standards and student data - 6+1 traits ▪ The 5 elements of the writer's workshop are consistent in each classroom - Whole Class Focus, Uninterrupted Independent Sustained Writing, Conferencing, Mini-Lessons and Reflection. (with exception of Prep and Grade 1 who combine mini-lesson/conferencing) ▪ Each classroom has the writing process displayed and students names placed where they are in the writing process. Planning / Seed----- Draft ------- Revising ------ Editing ------ Publishing. ▪ Teachers have a strong understanding of the content they teach in writing with a focus on the conferencing hierarchy. ▪ There is a strong belief that all students can learn to **the standard** and above and that every child gains a **year's growth** for a **year's input**.

LESSON STRUCTURE		HITS	PEDAGOGICAL MODEL
Whole Class Focus - Explicit Teaching *5-10 minutes*	Ideas: Use of mentor text linked to the 6+1 Traits and Teachers Writers Notebook **Seeds**- Teachers model seeds to students in order for them to understanding how to create their own. Thinking tools are used to support this process. Seeds can be a variety of mediums - photos, items, mentor text, videos, titles etc. **6+1 Traits** - Teachers use one of the traits to model a whole class explicit teaching focus with the support of mentor text. ***A whole class focus does not have to happen every day. It will occur where necessary and possibly only 2-3 times a week.***	GOAL SETTING EXPLICIT TEACHING QUESTIONING METACOGNITIVE STRATEGIES WORKED EXAMPLES	ENGAGE EXPLAIN
Uninterrupted Independent Sustained Writing *Students not involved in a mini-lesson/conference - 30-40 minutes*	Students are responsible for selecting the task and text type they are completing during this time. Students work silently as *Writing is Thinking.* They can be working on: Planning / Seed----- Draft ------- Revising ------ Editing ------ Publishing. Teachers need to keep track of the text types students are choosing to write and direct where needed if students are choosing the same text type each time.	WORKED EXAMPLES MULTIPLE EXPOSURES DIFFERENTIATION	EXPLORE ELABORATE

Mini Lesson - Like needs group *10-15 minutes*	A mini-lesson is a short explicit teaching session focused on a specific skill or understanding a 'like needs' group of students requires. To group students, teachers can use their 6+1 traits data sets and/or conferencing documents. Mini-lessons are targeted teaching sessions where teachers are prepared and students are modelled to or questioned to develop the craft of writing. This is an interactive session where students contribute ideas and suggestions and get to practice the skill/understanding being taught. *Mini-lessons are brief, to the point and uses consistent whole school vocabulary. Mini-lessons have one clear learning objective. Students practise the skill/understanding being taught once the mini-lesson is finished.* Encouraging the 3 levels of thinking	EXPLICIT TEACHING GOAL SETTING WORKED EXAMPLES MULTIPLE EXPOSURES DIFFERENTIATION COLLABORATIVE LEARNING QUESTIONING FEEDBACK	EXPLORE EXPLAIN ELABORATE EVALUATE
Conferencing - Mixed needs group *10-15 minutes*	Conferencing is a feedback session linked to the writing piece students have left for their teacher in the class conference folder/draw. Conferencing groups are made up of students who have different learning needs (mixed needs). Conferences are *not* an explicit teaching group. It is a time for teachers to provide feedback linked to a strength observed in a student's writing piece, an area a student needs to improve and where applicable, feedback on an individual learning goal. Conferencing provides time for teachers to model the questions and comments they want students to ask themselves about their writing. Teachers need to keep detailed records of students areas for improvement to support the creation of mini-lesson groups for the following week that can be linked to the 6+1 writing traits. Conferencing Hierarchy Conferencing Question Prompts P-2 Writing Strategies	GOAL SETTING FEEDBACK DIFFERENTIATION COLLABORATIVE LEARNING QUESTIONING	EVALUATE ELABORATE
Reflection *5 - 10 minutes*	Reflection is a short focus on a student or two who have shown the craft of writing either in their conference on. Students can share things such as - a new strategy they have implemented in their writing, how their thinking has been changed, a goal they have achieved, read a section of text they changed during the revising process etc. *Teachers target the students they want to come forward to share their work.* Reflection Ideas for Writer's Workshop	GOAL SETTING-revisit FEEDBACK QUESTIONING COLLABORATIVE LEARNING	EVALUATE
Assessment	● 6+1 Writing Data ● Conferencing notes ● Learning Goals ● Observations, markings, checklists, moderation, etc.	FEEDBACK GOAL SETTING	EVALUATE

Writing Workshop Structure

Explicit Teaching
5-10 min
Whole Team Focus/Across Level

Independent writing
35-40 min
Students
Continue current piece of work
Checklist

Conferencing
5-10 Min
Mixed ability on current writing piece

Mini Lesson
10-15 min
Based on 6+1 traits
Student driven data

Reflection
5-10min
Taken from Explicit teacher, Conferencing and Mini Lesson

Time and Structure slightly varied for Prep and Grade 1

Prep and Grade 1 - [Prep and Grade 1 Writer's Workshop Structure](#)