



PRESENTATION

5:03 min

[Full Details and Transcript](#)



Writer's Workshop Every Day

Fall Creek Elementary School, North Carolina
April 2012

Topic TEACHING ELEMENTARY SCHOOL STUDENTS TO BE EFFECTIVE WRITERS

Practice DAILY TIME

- » Fall Creek Elementary teachers use a Writer's Workshop model in which they make time for writing every day.
- » Writer's Workshop begins with a read-aloud of a selected mentor text.
- » Teachers use modeling to demonstrate a particular strategy that they want students to practice.
- » Students learn the whole writing process and choose their own topics.

About the Site Fall Creek Elementary School
East Bend, North Carolina

Demographics

- » 86% White
- » 11% Hispanic
- » 2% Black
- » 1% Other
- » 48% Free or Reduced-Price Lunch

Teachers at Fall Creek Elementary use a Writer’s Workshop model to ensure students are fluent writers who are comfortable putting their ideas on paper. Every day, students write and celebrate their writing through the following practices:

- » Mentor texts used to illustrate the features of good writing;
- » Explicit instruction in writing strategies and independent use of the writing process;
- » Uninterrupted daily writing time;
- » Feedback received through peer sharing and teacher conferencing;
- » Self-selected topics and materials; and
- » Regular celebrations of published pieces.

Full Transcript



Slide 1: Welcome

Welcome to Writer’s Workshop Every Day.



Slide 2: Introducing Ms. Sorrell

My name is Angela Sorrell, and I teach fifth-grade English language arts and math at Fall Creek Elementary in Yadkin County, North Carolina.



Slide 3: Introducing Ms. Scott

My name is Beth Scott, and I teach first grade. I’m at Fall Creek Elementary in Yadkin County, North Carolina.



Slide 4: Daily writing

Sorrell: I absolutely think it is of the utmost importance to have students to write every day, because the more you write the better you get. They need the practice on a daily basis. They need the routine. They need to know that tomorrow I’m going to pick up and

carry on with what I stopped doing yesterday. I tell them at the very beginning of the year when I introduce Writer’s Workshop, “We are going to write every day, and writing time is sacred. We are going to practice strategies that I’m going to show you using mentor text. I’m going to do my own writing and put myself on the line for you.” We make time for it every day, and it is sacred time. They know when Ms. Sorrell turns the music on and I dim the lights, that is writing time. There is nothing that is going to interrupt writing time.



Slide 5: Writer’s workshop

Scott: At Fall Creek, we do Writer’s Workshop every day. We begin our lessons with usually a read-aloud, using a mentor text, and I share that with the students. And then from the mentor text, I model to them what I would like for them to do, and I usually write a story, a personal story, about myself or my family or something that I have a connection to. And then from there, after modeling to them, they will go and independently begin their writing time. They can go anywhere in the room where they feel comfortable writing, if it’s at their desk or at a table or in the floor, wherever. They go and do that for about 30 to 35 minutes. And then after they do their independent writing, we go into share time, where they share with a buddy or they may share with me, and then we put that away, and then the next day we pick that back up and continue that process.



Slide 6: Teaching writing strategies

Sorrell: When we are working on specific strategies, I try to model in my writer’s notebook exactly the strategy that I’m looking for the children to show me in their writing. And I let them help me do it, and so they walk me through it. I put it in my notebook for them to see, you know, using the document camera they see what I’m doing. And then I encourage them, “Okay, you’ve helped me. You’ve seen my writing and how I utilize the strategy. Now I want you to try it. And today in Writer’s Workshop, we are working on creating a memoir. Structure is our topic. How are you going to structure your memoir?”



Slide 7: Teaching strategies (cont'd)

Sorrell: And I showed them where I had brainstormed in my writer's notebook, and then I reminded them, "You need to go now to your writing spot and decide what structure you want to use, and then collect your memories." And so that's the way I kind of make sure that they're using the strategies that we talk about every day in Writer's Workshop.



Slide 8: Writer's workshop every year

Scott: We take the students through the process, and they know what the final product is going to look like. It's not going to be just, "Okay, my teacher told me to write this, so this is what I wrote." It's going to be something that they want to write and something that they can continue to write on because we do Writer's Workshop every day, every teacher at our school. It's from grade level to grade level to grade level, and it's just a continuum. And the students know that, and they know that when they get finished in first grade, they're going to get to second grade, and they're going to pick up, and it's not going to change. It's still going to be writing time, it's still going to be Writer's Workshop, you're still going to do it every day. And the quality of writing that we're getting now, it's like night and day.



Slide 9: Audience and opportunity

Sorrell: It is important for students to have an opportunity to write every day to find their voice, to put their thoughts, their feelings, their imagination onto paper. And I think it's equally important for them to realize that they have an audience and someone that cares about what they have to say. And Writer's Workshop allows for both of those things, because there's always an audience and there's always an opportunity to put your voice onto paper.



Slide 10: Learn more

To learn more about Writer's Workshop, please explore the additional resources on the Doing What Works website.

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