

Strengthening Our Workshop Routine & Community

IF your students need more support with the routines of workshop or understanding the importance of a writing community, THEN you might want to build the writers' workshop up by incorporating these mini lesson conversations with students.

Consider this list as a menu of possibilities, selecting only the teaching points that meet the needs of your students. You may use your assessment data, observations, and other information to decide on a plan that is tailored to the needs of your class. These teaching points may be used as whole-group mini lessons, mid-workshop teach points, or to support conferences and small-group work. You need not use every teaching point. Also, you may use the teaching points you have selected in any order and at any time throughout the year, according to need.

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What does our writing time look like and sound like?

- **writers just put their thinking on paper**
- **writers choose where to sit**
- **writers choose their tools**
- **writers add to pictures/words, share with a friend, confer with a teacher, or start a new story when they are done**

Who is our audience & what are we publishing?

- Discuss possible audiences (Peers, family, community, teacher, etc.)
- Chart the ways we can tell who the audience is by reading the piece
- Model or show the ways our finished products might look
- Discuss the purpose of editing as a way to make it easier for the reader to understand

What should we expect in a conference?

- **model a conference for the whole group**
- **discuss the purpose of writers talking to each other about their work**
- **get kids comfortable with sharing (talking about the writing or reading a piece of it)**

What kind of materials will we use as writers?

- Introduce the types of paper in our classroom and think about the uses for each
- Show students how to use tools such as tape, stapler, date stamp, pens, etc.
- Introduce other tools such as dictionary, thesaurus, word lists, word wall
- Show students how to store writing in their writing folder, notebook, etc.

How do we work in a writing community?

- **Model ways to respond to each other: noticing author's craft, asking questions about the writing, giving the writer something more to think about**
- **Model different ways to share: whole group-everyone reads a line or talk about their writing, partners, with the teacher during a conference**

What are the norms of our writing community?

- **create an anchor chart of expected procedures for management, talk times, conference times, publication, etc.**
- **model the ways that the min-lesson, write time, and share time will go**