



Writing Workshop “Mini ‘Tutes” K–2

October 2, 2014

## Assessment & Mini-Lessons



### Philosophy of Writing Workshop

We appreciate children in the life of a writer...

- Independence
  - Develop executive functioning skills
  - Most of your time will be spent working on your own
- Time
  - Students are continually writing from the beginning to the end of the workshop
- Choice
  - Within the genre
- Writing is a Process
  - *Teach the writer, not the piece...*
- Authentic Instruction
  - *Don't teach something you wouldn't actually DO as a writer*
  - *Am I teaching the writer or the writing? Don't fix it! Teach the student about things that are important and things that will make the student grow as a writer.*
- Authentic Genres

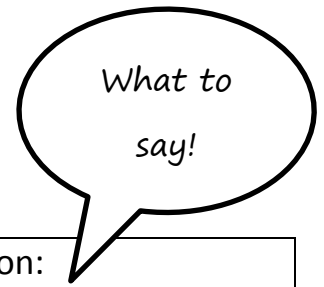


### Mini-Lessons

Types of Mini-Lessons

- Demonstration—traditional
  - Use personal writing pieces to model daily mini-lesson
- Guided Practice—connection, teaching and active engagement, link
  - “I was thinking you and I need to work on...”
  - “You can help me think about planning...”
  - “What should we do first?”
- Inquiry—connection, teaching and active engagement *through guided inquiry*, link
  - GOAL: high engagement and responsiveness
- Example

- Use mentor text
- Ask “What does [the author] do?”
- Model “trying” it in your own writing



### Mini-Lesson Structure

Connection <i>1—2 minutes</i>	<ul style="list-style-type: none"> <li>• Turn and talk to activate prior knowledge</li> </ul>	End of Connection: “Today I want to teach you...”
Teach <i>4—5 minutes</i>	<ul style="list-style-type: none"> <li>• Chart visuals</li> <li>• Short personal writing demonstrations</li> </ul>	Beginning of Teach: “Watch me as I...” End of Teach: “Did you notice how I...”
Active Engagement <i>3—4 minutes</i>	<ul style="list-style-type: none"> <li>• Together practice learned skill</li> </ul>	Beginning of Active Engagement: “Now it’s your turn to try.” End of Active Engagement: “I noticed so many of you...”
Link <i>1—2 minutes</i>	<ul style="list-style-type: none"> <li>• “Big picture”</li> <li>• When you go off and think about all the information you can put into your pieces</li> </ul>	“So any time you want to _____ you can...”

### After the Mini-Lesson is complete...

Teacher’s Responsibilities: confer with students, teach small group lessons, mid-workshop interruptions (to support teaching point)

Students’ Responsibilities: work on daily mini-lesson, write privately, meet/work with partners

### Things to Consider

Teach mini-lessons on conferring in small groups. Teach the students what your job is during these session and student expectations. Give them a clear idea of what their job is during a conference (try out suggestions to improve writing) and while you are conferencing with other students (shouldn’t ask questions/interrupt).

#### “DOs”

- Clearly state your teaching point
- Have everyone try it in the AE
- Read aloud the part you NEED
- Bring your personality into it

#### “DON’Ts”

- Play “guess my teaching point”—JUST TELL THEM!
- Call on individual children
- Read aloud the whole book
- Panic if it goes haywire

## Charting!

- Use different materials for charts (small sticky notes, colored paper, repositionable glue, etc.)
- Use one large chart paper to house “mini-charts” for each daily mini-lesson
- Revise charts for future units
- Create tabletop binders to hold mini copies of mini-lesson charts for individual table to refer to



## Assessment

### On-Demand Writing

*It isn't about what we “give” the child (aka the GRADE)...  
it's about knowing what our students need.*

- One sitting; narrative, NF, opinion
- Before *and* after the unit (to show growth)
- Collect, analyze, and plan for mini-lessons and small groups
- Meant to be formative
- Use rubrics (in the Learning Progressions) to see how writing can improve over time

### Checklists

- “Let’s play ‘Ready, Set, Edit!’” Put all of the class’ writing in a box, have a kid choose one and give students two minutes to edit. Students should take this time to read, and look for areas to improve.
- \* It may be difficult for kids at the primary level to self-check, so cut checklists into strips so students can look through their whole piece within one focus area.



## Helpful Writing Videos

<http://vimeo.com/tcrwp/videos>

Dialogue Mini-Lesson

<http://vimeo.com/85974883>

Assessment-Based Conferring

<http://vimeo.com/55954399>

Inquiry- Based Mini-Lesson

<http://vimeo.com/55951747>