

Writing Workshop K-2 Look Fors

Format: Structured framework for explicit, differentiated writing instruction for 40-45 minutes.

Purpose: Teachers provide explicit instruction to develop independent application of skills and strategies and prompt for strategies as students write independently, including in a small group setting and conferring. Teachers gather information through On-Demand Writing Assessments and observations of individual writing.

Writing Components	Teacher /Student Actions
Writing Workshop:	(1) Students: Engaging in interesting, fast-paced writing lesson, including Active Engagement
Mini-Lesson (1)	Teacher: Planning, designing, and delivering explicit writing instruction, while utilizing integration of multiple standards; Consisting of four parts: Connection, Teaching Point, Active Engagement, Link; Teaching may occur through one of four delivery methods: Demonstration, Guided Practice, Explanation with Example, Inquiry
Independent Writing (2)	
Mid-Workshop Teaching Point (3)	(2) Students: Applying writing skill/strategy highlighted during the mini-lesson; Making new moves as writers; Continuing with writing pieces; Beginning new writing pieces
Small Group (4)	Teacher: Circulating and assisting students through their learning; Meeting with small groups, or conferring with individual students; Making a Mid-Workshop Teaching Point
Conferring (5)	(3) Students: Pausing independent writing momentarily to hear a review of teaching point, have misconceptions cleared, or observe a classmate’s success in their writing
Sharing (6)	
	Teacher: Gaining students’ attention, momentarily, to review teaching point, clear any misconceptions, or highlight a student’s success in their writing
	(4) Students: Applying writing skill/strategy highlighted during the mini-lesson; Being coached through making new moves as writers
	Teacher: Differentiating instruction for a small number of students who have similar needs in their writing; Coaching students through a similar framework as the mini-lesson
	(5) Students: Applying writing skill/strategy highlighted during the mini-lesson; Being coached, one-on-one, through making new moves as writers
	Teacher: Differentiating instruction for 1-2 students who have similar needs in their writing; Coaching the students closely through scaffolding
	(6) Students: Sharing/Observing an example of text (mentor text or writing sample), effectively using the skill/strategy highlighted in the mini-lesson
	Teacher: Sharing an example of text (mentor text or writing sample), effectively using the skill/strategy highlighted during the mini-lesson, or guiding a student through the sharing process
Writing Process	Students: Engaging in authentic writing tasks, within a variety of genres, while practicing specific writing moves through the steps within the Writing Process: Pre-writing, Writing, Responding, Revising, Editing, and Publishing

	<p>Teacher: Planning, designing, and delivering explicit writing instruction including regular practice of the steps within the Writing Process: Pre-writing, Writing, Responding, Revising, Editing, and Publishing</p>
<p>Continuum Components:</p> <p>Writing Craft, Conventions, and Process (1)</p> <p>Writing About Reading (2)</p>	<p>(1) Students: Engaging in authentic writing tasks, within a variety of genres, while practicing specific writing moves in craft, conventions, and process; Writing about topics of their own choosing</p> <p>Teacher: Planning, designing, and delivering explicit writing instruction, highlighting specific writing moves in craft, conventions, and process, while utilizing integration of multiple standards; May include one of four delivery methods: Demonstration, Guided Practice, Explanation with Example, Inquiry</p> <p>(2) Students: Engaging in authentic writing tasks, within a variety of genres, while responding to an experience, a memory, a text or a text set;</p> <p>Teacher: Planning, designing, and delivering explicit writing instruction, geared toward exposing students to a variety of texts, in order to elicit responses to reading; May include one of four delivery methods: Demonstration, Guided Practice, Explanation with Example, Inquiry</p>
<p>Writing Assessments</p>	<p>Students: Engaging in authentic writing tasks, within a variety of genres; Writing about topic of their choice, while applying the skills/strategies taught during instruction; Using appropriate grade-level student checklists/student-friendly rubrics to guide writing</p> <p>Teacher: Using appropriate grade-level rubrics and progressions to determine students' levels of proficiency within standards; Making intentional observations to be used as formative data, to drive future instruction; Giving appropriate developmental feedback geared toward students' writing growth</p>
<p>Developmental Feedback</p>	<p>Students: Using appropriate grade-level student checklists/student-friendly rubrics to guide steps taken in the Writing Process; May be provided through peer-to-peer feedback or teacher feedback; Used to guide instructional next steps</p> <p>Teacher: Using appropriate grade-level rubrics and progressions to communicate with students regarding their application of skills/strategies, to determine need for reinforcement, reteaching, or enrichment; Pairing students in long-term partnerships or triads; Setting guidelines for peer-to-peer interaction and observing for adherence</p>

<p>Interdisciplinary Units of Study</p>	<p>Students: Engaging in extensive hands-on, research-based learning activities, completing small formative tasks, which lead to a larger culminating performance task; Reading, analyzing, and writing to a variety of texts, including those in the content area; Using integration of multiple standards to complete the tasks; Using appropriate standards-based student checklists/student-friendly rubrics to guide steps taken to task completion for formative tasks, as well as for culminating performance task</p> <p>Teacher: Backwards planning, designing, and delivering of lessons necessary for each task's completion; Securing materials list and materials needed by students for each task's completion; Designing student checklists/student-friendly rubrics and scoring rubrics for evaluating students' levels of proficiency within standards utilized to complete formative tasks and culminating performance task; Circulating and assisting students through their learning; Making intentional observations to be used as formative data, to drive level of assistance needed at each group; Using appropriate standards-based rubrics to determine students' levels of proficiency within standards utilized to complete tasks; Giving appropriate developmental feedback to determine need for reinforcement, reteaching, or enrichment</p>
<p>Project-Based Writing</p>	<p>Students: Engaging in hands-on, student-centered learning activities, designed to encourage collaborative learning; Participating in shared research through reading, analyzing, and writing to a variety of texts, including those in the content area; Using integration of multiple standards to complete the task; Using appropriate standards-based student checklists/student-friendly rubrics to guide steps taken to task completion</p> <p>Teacher: Planning, designing, and delivering directions for task completion; Securing materials list and materials needed by students for task completion; Designing student checklists/student-friendly rubrics and scoring rubrics for evaluating students' levels of proficiency within standards utilized to complete task; Circulating and assisting students through their learning; Making intentional observations to be used as formative data, to drive level of assistance needed at each group; Using appropriate standards-based rubrics to determine students' levels of proficiency within standards utilized to complete task; Giving appropriate developmental feedback to determine need for reinforcement, reteaching, or enrichment</p>