Writers' Workshop Framework (45-50 minutes)
Workshop—"a group of people actively engaged in purposeful tasks."
—Fountas and Pinnell

WHOLE GROUP INSTRUCTION/MINI LESSON (5-11 minutes)
1. Lesson is based on the need of the students via the pre-write, or any other formative assessment data
2. Amount of time spent here should equal the age of your students
3. Mentor texts to support mini lesson topics
4. Students will take notes in their writers notebook on the mini lesson topics to refer back to during the writing process

Writers' notebook is: a collection of writing ideas, writing notes, and actual writing.

WORK TIME (25-30 minutes)
Students are writing. The teacher is conferring with individual students or working with small groups. This is the centerpiece of the workshop (stamina needs to be built—think Daily 5!).

Small Group Instruction	Independent Writing/Writing Conferences
How will I target specific needs in a small group setting? ● *Flexible groups based on students' needs* ● *Re-teaching* ● *Enrichment* ● *Additional guided practice*	● *Students write: This is the HEART of the workshop!* ● *Conferencing: This is your most important teaching time!* ○ *Brief, less than 5 minutes* ○ *Research: ask questions* ○ *Teach one or two things* ○ *Make sure the student knows what to do* ○ *Keep records of who you met with and what you focused on.*

Before moving on to sharing, call out students names one at a time and have them report out to you (and the class) where they are at in the writing process. This will serve as a tracking sheet for you while also holding students accountable.

SHARING (5-10 minutes)
- **Whole class**: Students take turns sharing their writing pieces with the whole class and receive feedback
- **Small group**: Students take turns sharing their writing pieces in a small group setting
- **Partner:** Time efficient, but feedback is limited to only person in the audience.

Teacher's Role	Student's Role
- Teach mini-lessons based on student needs and instructional objectives that utilize mentor texts and anchor charts. - Model "collection" and thinking in the notebook. - Facilitate during classroom discussion. - Monitor discussion and responses. - Observe student growth in writing discussion. - Offer prompts to stalled writers. - Confer with individual students.	- To collect ideas in the Writer's Notebook. - To follow teacher-modeled prompts. - To attempt different types of writing. - To follow the steps of the Writing Process. - To share their writing. - Reflect on writing pieces using rubrics, checklists, and self assessment tools
Management	**Materials**
- Room arrangement- space for quiet writing, individual conferring, partner discussions, editing. - Noise level- students talk with a whisper/low voice,monitor themselves, practice. - Accountability-setting and achieving goals for amounts of writing and reaching steps in the writing process	- Anchor charts - Mentor texts (Google 'mentor text' and specific grade level for suggestions) - Teacher binder to collect: accountability tracking sheets, calendar/planning sheet, rubrics, student work, conferring sheets (Examples to follow) - Pens, pencils, white out, correction tape, scissors, erasers, paper, post-its, computer - Dictionaries, thesauruses, other reference materials - Writing notebook-list entries, revisions