



WRITERS' WORKSHOP K-5

Part of Vision 2030, in support of increasing student achievement through a workshop model and curriculum that begins with the end in mind.



BEGINNING WITH THE END IN MIND...WHAT DOES IT MEAN

Teachers used to...

- Plan forward
- Develop a lesson and learning objectives
- Develop the assessment
- The assessment may or may not measure student mastery of the most important skills and concepts.

Research shows that student achievement is increased when...

- Teachers begin planning by asking themselves what students should learn and be able to do at the end of the unit: desired results.
- Enduring understandings, essential questions AND summative assessment are developed using the standards PRIOR to any lesson development.
- Objectives are written and lessons are planned after the assessments have been developed to ensure alignment.



WRITERS' WORKSHOP: STUDENT CENTERED LEARNING ENVIRONMENTS

Previous model of writing instruction...

- Direct instruction
- Student practice
- Students would all write on the same topic assigned by the teacher
- All students would be taught and expected to master the same skills regardless of their writing level
- Limited, if any differentiation

Writers' workshop model of writing instruction...

- Direction instruction models important writing skills through *reading/studying* mentor texts. Students practice writing everyday and maintain writers' notebooks.
- Students practice writing AND conference individually with their teacher and peers throughout the unit to learn new skills to apply as well as continuing to work on skills specific to student needs.
- Extensive opportunities for differentiation.
- Students are able to write on a topic of their choosing within the type of writing they are working on.



SAYREVILLE'S TRANSITION TO WRITERS' WORKSHOP: WE TOOK OUR TIME TO GET IT RIGHT

2012-2013: Training begins for all teachers in grades K-5

Summer 2013: New LAL Supervisor , principals, and elementary school teachers attend week long training.

2013-2014: Continued training provided for all teachers in grades K-5

2013-2014: Training begins for all 6th and 7th grade LAL teachers

Spring 2014: K-5 Writers' workshop curriculum written

Summer 2014: Elementary Supervisor and elementary/middle school teachers attend week long training.

August 2014: All K-5 teachers sent drafts of writers' workshop curriculum pending Board approval.

September 2014: Continued training provided to all 6th and 7th grade LAL teachers.

Summer 2015: Proposed time frame to write writers' workshop curriculum for grades 6 and 7.



RESEARCH THAT SUPPORTS THESE PRACTICES...

Beginning with the end in mind...

- The principles and practices of planning with the end in mind reflect a consensus of educational theorists on what pedagogies promote learning (Bransford, Brown & Cocking, 2001). These include: curriculum that focus on in-depth learning while at the same time making necessary connections to scaffold knowledge; formative and summative assessments that provide opportunities for further learning. Planning with the end in mind focuses on professional collaboration in learning communities, curricular alignment, authentic pedagogy, and formative assessment is also supported by many international research studies (e.g. Newmann et. Al., 1996; Smith, Lee, & Newmann, 2001; Martin et. Al., 2000; Stigler & Hiebert, 1999; and Hayes et. Al., 2000).

Writers' workshop...

- Writers need to write frequently and in many different genres to gain independent control of what they are learning about writing well. The National Reading Panel (2000) reiterated this point. Writers need frequent opportunities to practice their craft, learning how to think and write in many genres for many purposes (Atwell 1989; Calkins 1994; Fletcher 1993; Graves 1983, 1994).