

Writer's Workshop

Learning Targets

1. I can actively listen and participate in a respectful group discussion that includes sharing, reflection and instruction.
2. I can give productive and insightful feedback for revision to my fellow writers.
3. I can use instructive feedback to revise my writing, creating a more concise and engaging, and well-written piece.

Process

1. Read-Aloud: Each student will read his or her piece slowly and loudly to the rest of the class. Then, the author will give the piece to another student to read a second time. During the read-aloud, all other students will be taking notes for feedback.

2. Feedback will happen in two stages. While feedback occurs, it is the author's job to take notes for revision.

Stage one: Students will give feedback for improvement in the form of questions- the author may not respond.

- Ex: Could you use another word for ...?

Stage two: Students will give positive feedback focusing on specific skills or language choices made by the author- the author may not respond.

- Ex: I loved the imagery you used when you said ... I could really connect because...

3. Author Response is encouraged, but not mandated at the end. The author may respond to questions, thank fellow writer's etc.

Teacher Role

The teacher will tally and evaluate student responses. It is your writer's workshop. The teacher may give additional feedback at times, but this activity is intended to encourage *peer* revision and feedback.

Requirements

- Reading of one's own work
- Participating in class discussion
- 3-8 productive pieces of feedback per session per student
- Notes for each piece shared

Grading

- Lose 5 points for disrupting, being rude or not listening to the person whose turn it is to speak (and you will be asked to leave class)
- Gain points for each time you give helpful feedback (tallied at the end)
- Gain points for turning in your notes at the end of the writer's workshop
- Repeating feedback that has already been given will result in a loss of credit; but elaboration/counterpoints are encouraged

Question Stems

- Why did you decide to...
- Did you need... or could you leave out...
- Is your theme...
- What did you mean by...
- I wondered if...
- Is there another word/phrase you could use for...
- Do you need more imagery/description/figurative language in _____ lines/sections because...?
- Could you use a more specific word for....?
- Can you develop the sensory imagery with ...(type of imagery smell, sight sound etc.) in ... (name section)?

Topics on which to focus questions/feedback

- Clarity
- Theme and metaphor
- Use of sensory details
- Use of figurative language
- Tone/mood
- Word choice

Types of positive feedback

- Give a specific line/phrase/word you liked and explain why
- List a technique the author used well and give an example
- Link specific details to the development of the theme

