**About the New Zealand Ministry of Education**

The Ministry responded to a shift from writing product to writing process in the 1980’s. “Teachers seldom looked beyond the surface features – the weaknesses of spelling, punctuation, grammar and usage….Writing was seldom considered as a tool for communicating, recording and understanding.”

**Peer Evaluator Review/Rationale for Selection**

This text was chosen as a resource and possible PLC Book Study for teachers who were participating in a beginning level Writer’s Workshop created by MCESA. It is a great resource for teachers who want writing to be student-centered.

**Chapter 1: Beliefs and Principals (9 – 20)**

1. How might you be able to bring writing and reading closer together in your daily classroom?
2. What models do students need in order to be successful in the writing process?
3. Considering the Learning Observation Instrument element Responsibility for Learning, what are some ways you will set high expectations for writing?

**Chapter 2: The Writing Process (21 – 25)**

1. Revising falls in the stage of *composing and drafting*, while editing falls under the next stage, *correcting and publishing*; how will you separate these concepts (and their distinct purposes) in the minds of your students? (pg. 24-25)
2. What are the main writing types to be covered at your grade level in the Common Core State Standards (CCSS)? Do all of the types fit within the model of the writing process as outlined in the chapter? How so? How might they not?
3. Go to the following link for a user-friendly piece on editing vs. revising and a way to present the concept to students. <http://www.clarion.edu/67245.pdf>

**Chapter 3: The Writing Process in Action (26 – 79)**

1. What is meant by leaving the topic choice to the reader? Why is this a critical aspect of classroom writing?
2. What are the different teacher roles presented in the chapter, and how do they relate to the Teacher Role element of the LOI?
3. Select and read a piece of student writing in the next day or two. Then hold a teacher-student conference in which you: (1) notice something positive, (2) ask the student about his/her intended audience, and (3) ask one or two questions that may help the writer revise.
4. Brainstorm a list of writing forms (pp. 49-53) you will teach to students. Reference your grade-level CCSS as necessary, realizing that some forms may occur outside the writing standards (i.e. scientific process in the science standards or timelines in social studies standards).
5. For primary teachers: Create a diagnostic recording sheet for individual students’ abilities and progress toward spelling (pp. 64-69).

**Chapter 4: Young People’s Writing (85 – 98)**

1. Design five activities to help your students build a list of writing ideas that they will continue to add one to during the school year. (Example: have students draw a “map” of their room or neighborhood, writing phrases on the map where events have taken place, unusual people or sites, etc.)
2. How might you encourage your students to keep track of their progress toward the CCSS as they write throughout the year?

**Chapter 5: Organising for Writing (99 – 111)**

1. Reflect on the four types of conferences presented. What is the purpose of each and how can you incorporate them into your writing plan?
2. How do the Common Core Speaking and Listening Standards relate to writing conferences?
3. Use a piece a student writing to plan a teacher student conference. Hold the conference and reflect on your process.
4. How can you use guided (aka close) reading to help students revise their writing?

**Chapter 6: Monitoring Writing (112 – 120)**

1. Create a method and documents to be able to track each student’s short-term and long-term writing progress this school year. Consider a plan to share this progress along with evidence (student writing samples) with parents at conferences.

**Closure**

Example: **Now and Later!** For your **NEXT STEPS**, LIST 5 (or more) strategies or ideas from the book that you would like to try with your students. Label 2 of them **“NOW.”** These are your next steps. Label the remaining items **“LATER.”** Revisit your list after you get started. Your next steps may have changed and you probably have a few more to add to the list.

**Additional information on the topic**

Book: *The Nuts and Bolts of Teaching Writing* by Lucy Calkins

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| Used throughout the year, this book is a comprehensive guide to the classroom systems and teaching structures that are the foundation of a primary writing workshop. Lucy also includes chapters about working within developmental stages of writing, supporting English language learners, and assessing writers. |
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| Chapter 1: | An Overview |
| Chapter 2: | Pathways for Writers: "My Children Don't Yet Know Their ABCs. How Can They Write?" |
| Chapter 3: | Planning Curriculum in a Primary Writing Workshop |
| Chapter 4: | Managing the Writing Workshop |
| Chapter 5: | Teaching Methods: Minilessons That Power Your Curriculum |
| Chapter 6: | Conferring with Young Writers |
| Chapter 7: | Assessing Writers Throughout the Year |
| Chapter 8: | The Literacy Instruction That Surrounds and Supports the Teaching of Writing |
| Chapter 9: | Assessment |

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Websites: <http://www.learner.org/> There is a video series that is geared toward writing at grades 3-5.