THINKING

Units of Study
THROUGH
in Reading and Writing Workshops 4–12
GENRE

HEATHER LATTIMER

Stenhouse Publishers
Portland, Maine
Reading Workshop—Memoir
Reading comprehension: Recognizing the author’s experience
Word study: Using specific terms to describe emotions found in texts
Accountable talk: Listening to and learning from peers
Reading comprehension: Recognizing a memoir’s meaning

Writing Workshop—Memoir
Text structure: Defining a memoir
Writing process: Gathering and nurturing seed ideas
Text structure: Understanding the structure of a memoir
Text structure: Crafting narrative text; show, don’t tell
Conventions of the English language: Dialogue punctuation and formatting

Reading Workshop—Feature Article
Reading comprehension: “Reading” text features
Word study: Recognizing and understanding the word play in titles
Reading comprehension: Predicting the “big idea”
Accountable talk: Presenting an article
Reading comprehension: Responding to an article

Writing Workshop—Feature Article
Writing process: Finding a topic and a purpose
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Writing process: Getting organized
Text structure: Crafting expository text
Text structure: Crafting an introduction
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Table 1.2 Sample Schedule

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<th>Time Slot</th>
<th>Reading Workshop</th>
<th>Writing Workshop</th>
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<tr>
<td>10-20 minutes</td>
<td><strong>Mini-Lesson</strong>&lt;br&gt;- Possibilities&lt;br&gt;- Model reading strategy&lt;br&gt;- Practice reading strategy with common text&lt;br&gt;- Model discussion&lt;br&gt;- Analyze discussion transcript&lt;br&gt;- Study genre-related vocabulary</td>
<td><strong>Mini-Lesson</strong>&lt;br&gt;- Possibilities&lt;br&gt;- Analyze text structure&lt;br&gt;- Analyze author’s craft&lt;br&gt;- Model element of writing process&lt;br&gt;- Practice writing process with common prompt&lt;br&gt;- Analyze grammar or spelling convention</td>
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<td>20-40 minutes</td>
<td><strong>Workshop</strong>&lt;br&gt;- Possibilities&lt;br&gt;- Independent reading&lt;br&gt;- Independent practice with common text&lt;br&gt;- Teacher-student conferences&lt;br&gt;- Small-group strategy practice&lt;br&gt;- Reflection in reading response journals&lt;br&gt;- Student-to-student discussion</td>
<td><strong>Workshop</strong>&lt;br&gt;- Possibilities&lt;br&gt;- Independent writing: seed collection, experimentation, organization, drafting, editing&lt;br&gt;- Independent or small-group text analysis&lt;br&gt;- Teacher-student conferences&lt;br&gt;- Small-group process practice&lt;br&gt;- Peer review and editing</td>
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<td>5-10 minutes</td>
<td><strong>Share</strong>&lt;br&gt;- Possibilities&lt;br&gt;- Discuss what worked? What didn’t? What was easy? hard?&lt;br&gt;- Discuss responses to focused questions&lt;br&gt;- Share samples of student reading responses</td>
<td><strong>Share</strong>&lt;br&gt;- Possibilities&lt;br&gt;- Discuss what worked? What didn’t? What was easy? hard?&lt;br&gt;- Discuss responses to focused questions&lt;br&gt;- Share samples of student writing</td>
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Significant latitude to adjust to student needs. Sometimes students will grasp a concept quickly and be ready to move on to a new focus the next day. Other times, it will take longer than expected, and multiple days will need to be spent modeling, practicing, and experimenting. Some concepts will need to be brought back up several times over the course of a study, with each refocus taking students to a deeper level of understanding. Students must be observed carefully to ensure that a delicate balance is maintained. If the pace is too fast, I risk losing an appreciable portion of the class to confusion; if the pace is too slow, I may lose a similarly sized portion of the class to boredom.

The balance between reading and writing during the literacy workshop demands similar judgment calls. In general, I spend a larger percentage of time on reading workshop at the start of the study, shifting more toward writing as the study progresses (see Figure 1.1). The initial focus on reading is necessary to allow students time to become acquainted with the genre. Before they can even begin to
# Reading Workshop—Memoir
## Goals and Instructional Focus Progression

<table>
<thead>
<tr>
<th>Reading Comprehension Strategy Study</th>
<th>Accountable Talk Study</th>
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<tr>
<td><strong>Goal:</strong> Students will learn to recognize the experiences and meaning in memoirs, to analyze universal themes, and to use the truths uncovered in memoir to reflect upon and gain understanding of their own experiences.</td>
<td><strong>Goal:</strong> Students will learn to have meaningful memoir discussions with a peer partner. Discussions will enhance students’ understanding of memoirs.</td>
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### Weeks 1-2
**Recognizing the Author’s Experience**
Students will learn to recognize the author’s unique experience of the events described in the memoir.
- What is happening in the memoir? What are the events?
- What is the author’s experience of those events? How does the author feel about what is happening?
- Use text evidence to support your understanding of the author’s experience.

**Connecting to the Author’s Experience**
Students will learn to connect the author’s experiences to events in their own lives.
- Have you experienced similar emotions or reactions?
- How were your experiences the same? different?
- How does your connection help you to better understand the memoir?

### Weeks 3-4
**Recognizing the Memoir’s Meaning**
Students will learn to recognize the meaning in memoirs.
- Why is this experience important to the author?
- What did the author learn from his/her experience? about him/herself? other people? the world?
- Support your understanding with text evidence.

**Connecting to the Memoir’s Meaning**
Students will learn to connect the memoir’s meaning to their own experiences.
- Reflect on your connection. Does the author’s learning apply to your own experience? Explain.
- Do you agree with the conclusions that the author came to? Why, or why not?

### Weeks 5-6
**Exploring Universal Themes**
Students will connect authors’ experiences and learning across memoirs.
- Are there connections between the experiences and/or learning in this memoir and the experiences and/or learning in other memoirs?
- How are the memoirs the same? different?
- How does text-to-text connection help you to better understand the memoir(s)?
- How do these themes apply to your life? Which memoir do you find most relevant? Why?

**Evaluating Reading Progress—Self-Reflection and Teacher Evaluation**

**Listening to and Learning from Peers**
Students will learn to listen, understand, and learn from the ideas and experiences of their peers.
- Paraphrase. Explain what your partner said in your own words. Check. Is this accurate?
- Clarify confusion. What should you do when you don’t understand?
- Compare. How are your partners’ ideas and experiences similar to yours? different?
- Learn. What can you learn from your partner’s ideas and experiences?

**Reflecting on the Value of the Conversation**
Students will reflect on their conversations to understand how the discussions improved their understanding of the memoir and/or their own experiences.
- How did the conversation help you to better understand the memoir?
- How did the conversation help you to better understand your own experience?

**Evaluating the Discussion—Self-, Class, and Teacher Evaluation**

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<tr>
<th>Weeks</th>
<th>Text Structure Study</th>
<th>Writing Process Study</th>
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<tr>
<td>1-2</td>
<td><strong>Text Structure Study</strong>&lt;br&gt;<strong>Goal:</strong> Students will learn to recognize and use the structure and techniques of narrative text in order to communicate meaning through their memoir.</td>
<td><strong>Writing Process Study</strong>&lt;br&gt;<strong>Goal:</strong> Students will learn to reflect on experiences and understand their significance in order to plan and craft a meaningful memoir.</td>
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<td><strong>Defining a Memoir</strong>&lt;br&gt;Students will construct a clear definition of a memoir.</td>
<td><strong>Gathering and Nurturing Seed Ideas</strong>&lt;br&gt;Students will develop habits of reflection and introspection in order to identify and develop seed ideas for their memoirs.</td>
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<td>• What are the defining characteristics of a memoir? What must a memoir have? What may a memoir include?</td>
<td>• What memories are most important to you? Why? What quirky, funny, or strange memories have stuck in your head?</td>
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<td>• What is the purpose of a memoir? Why are they written?</td>
<td>• What are the moments within the important events that are meaningful?</td>
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<td>• How are memoirs unique from other types of fiction and nonfiction text?</td>
<td>• What makes that moment meaningful? What learning does it represent? Is it small enough to be appropriate for a memoir? Do you want to write about it?</td>
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<td>• What kinds of topics, lengths, purposes, and writing styles are appropriate for memoir?</td>
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<td>3-4</td>
<td><strong>Understanding the Structure of a Memoir</strong>&lt;br&gt;Students will learn to recognize and use the structural elements of a memoir.</td>
<td><strong>Planning Your Memoir</strong>&lt;br&gt;Students will learn to plan out their memoir using an appropriate memoir structure.</td>
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<td>• What are the main text events in a memoir? What do they show the reader?</td>
<td>• What is your &quot;memorable moment&quot;? What meaning do you want to communicate through your memoir?</td>
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<td></td>
<td>• What is the purpose of each event? How does each contribute to the meaning of the memoir?</td>
<td>• What events and ideas do you need to include before your memorable moment? after?</td>
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<td><strong>Crafting Narrative Text</strong>&lt;br&gt;Students will analyze and learn to use narrative techniques in order to show, don't tell, the meaning of their memoir. Among the techniques to include:</td>
<td>• What is the purpose of each event? How do these events work together to show the significance of your experience?</td>
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<td>• Internal thoughts</td>
<td><strong>Drafting</strong>&lt;br&gt;Students will use appropriate narrative techniques to draft a memoir that shows their meaning.</td>
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<td>• Dialogue</td>
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<td>• Character actions</td>
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<td>• Descriptive language</td>
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<td>• Comparisons</td>
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<td>• Narrative voice</td>
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<td>5-6</td>
<td><strong>Ending the Memoir</strong>&lt;br&gt;Students will analyze the endings of memoirs to learn appropriate methods for completing the story and reinforcing the learning.&lt;br&gt;• Which endings do you find most compelling? Why?</td>
<td><strong>Review and Revision</strong>&lt;br&gt;Students will learn to reread and revise their memoir to ensure that it all works together to communicate meaning clearly.</td>
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<td>• How do authors show the significance of their story at the end of their memoir? Is it stated? alluded to? not mentioned? Which method is most effective? Why?</td>
<td><strong>Evaluating the Writing</strong>&lt;br&gt;• Establish a set of evaluation criteria&lt;br&gt;• Measure your final published piece against established criteria&lt;br&gt;• Reflect on learning</td>
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## Reading Workshop—Editorial
### Goals and Instructional Focus Progression

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<th>Reading Comprehension Study</th>
<th>Accountable Talk Study</th>
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<td><strong>Goal:</strong> Students will learn to read, understand, question, and analyze editorial texts in order to develop an improved independent understanding of the issues addressed.</td>
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#### Developing Comprehension—Asking the Essential Questions
- As you read, ask the following questions:
  1. What is the issue?
  2. What is the author’s position?
  3. What are the arguments that support this position?
  4. How does this editorial change how I feel?
- Before you read, make predictions, based on your knowledge of the issue, about possible responses.
- After you read, use these questions to solidify your understanding.
- Are these questions helpful? Why, or why not?

#### Developing Comprehension—Decoding the Editorial Structure
- Students will recognize and use common structures and language found in editorials to improve comprehension.

#### Developing Comprehension—Decoding the Editorial Structure
- **Questioning the Text**
  - Students will learn to ask thoughtful and thought-provoking questions of the text and the author.
  - Ask questions about the small details and the big ideas of the editorial.
  - Ask questions about things that are said and things that are left unsaid.
  - Which questions are most helpful to you? Why?
  - Which questions, if any, do you need to have answered? Where could you find answers to those questions?
  - What questions are you left with after you have read and analyzed the editorial?

#### Determining Your Position
- Students will reflect privately on their reading, questioning, and debating in order to determine for themselves their opinion of the editorial and their position on the issue.
- What is your opinion of the editorial? What do you agree with? disagree with? What is the editorial’s greatest strength? greatest weakness? Was the editorial convincing? Why, or why not?
- Where do you stand on the issue? What questions do you still have? What additional information do you need to help you determine your own position?
- How do your questions help you to determine your opinion of the editorial and your position on the issue?

#### Evaluating Reading Progress—Self-Reflection and Teacher Evaluation

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<th>Developing Appropriate Attitudes and Behaviors for Peer Group Discussions</th>
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<td>Students will learn what is appropriate to say and do before, during, and after a peer debate.</td>
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#### Persuading Your Peers
- Students will learn to persuade others through oral argument.
  - Listen to your peers’ ideas. What are their strengths? weaknesses? Where do you agree? disagree?
  - How can you persuade your peers to agree with your position? What questions can you ask? What evidence can you use? What comparisons can you make?
  - Which persuasive techniques are most effective? Why?

#### Learning from Your Peers
- Students will reflect on their discussions to determine how participating in a debate shaped their understanding of an issue.
  - What did you think about the issue before the debate began? after?
  - How did your participation in the debate affect your understanding of the issue?
  - What did you find most persuasive during the debate? Why?
  - What did you find least persuasive? Why?

#### Evaluating Peer Debate—Self-, Class, and Teacher Evaluation

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Defining an Editorial</th>
<th>Understanding the Structure of an Editorial</th>
<th>Persuading Your Audience</th>
<th>Review and Revision</th>
<th>Evaluating the Writing</th>
</tr>
</thead>
</table>
| 1-2   | Students will construct a clear and exacting definition of an editorial.  
- What are the defining characteristics of an editorial? What must an editorial have? What may an editorial have?  
- What is the purpose of an editorial?  
- For whom is an editorial written? Why is audience so important to editorial text? | Students will recognize and learn to use the structural elements of an editorial.  
- What is the author’s goal for each section or paragraph of an editorial? What purpose does it serve?  
- How do the various elements of the text work together to support the author’s position?  
- Are all of the elements essential in every editorial? Why, or why not? How do authors make their structure fit their issue and audience? | Students will recognize and learn to use persuasive techniques and language in order to more effectively appeal to their audience.  
- What language and techniques do authors use to appeal to their audience?  
- How do the language and techniques used complement the issue and audience addressed?  
- Which techniques would be most effective with your editorial topic and audience? Why? How can these be effectively integrated into your text? | Students will learn to put themselves in the position of their audience in order to reread and revise their editorial.  
- What parts of your editorial are most convincing? least convincing?  
- Are there additional arguments or evidence that should be included?  
- Is your language and structure accessible? Is it persuasive?  
- How could the editorial be strengthened? | Students will establish a set of evaluation criteria  
- Measure your final published piece against established criteria  
- Reflect on learning |
| 3-4   | Organizing Information and Ideas  
Students will organize their information and ideas in a manner appropriate to their topic and audience.  
- Who is your audience? What information and ideas will be most persuasive to your audience? Why?  
- How can those pieces of information and ideas be best organized? Which elements of the organizational structure should be used? Why? | Crafting Argumentative Text  
Students will analyze and learn to use the techniques appropriate to argumentative text. Among the techniques to be explored are the following:  
- Building transitions  
- Integrating facts, statistics, and quotations  
- Using comparisons  
- Introducing anecdotes  
- Introducing and refuting the opposing point of view | Outlining and Drafting  
Students will outline their editorial and then draft it in a manner that incorporates appropriate argumentative text elements. | Writing Process Study  
Goal: Students will learn to build on their passion for an issue to craft a well-organized and persuasive editorial. | Writing Workshop—Editorial  
Goals and Instructional Focus Progression |
|       | Process Study  
Goal: Students will learn to build on their passion for an issue to craft a well-organized and persuasive editorial. |       | Writing Process Study  
Goal: Students will learn to build on their passion for an issue to craft a well-organized and persuasive editorial. |       | Writing Workshop—Editorial  
Goals and Instructional Focus Progression |

**Text Structure Study**

- **Goal:** Students will recognize and learn to use the structure and techniques of editorial text. Students will learn to choose structure and techniques appropriate to their issue and their audience.

**Writing Process Study**

- **Goal:** Students will learn to build on their passion for an issue to craft a well-organized and persuasive editorial.