

Annenberg Media  
Professional Development Workshop Guide

# **Inside Writing Communities, Grades 3–5**

A professional development workshop for writing  
teachers in grades 3–5

**Produced by Kentucky Educational Television**

***Inside Writing Communities, Grade 3–5***

is produced by  
Kentucky Educational Television

© 2007 The Annenberg Foundation  
All rights reserved  
ISBN: 1-57680-864-5

Funding for  
*Inside Writing Communities, Grades 3–5*  
is provided by Annenberg Media.

Annenberg Media, a unit of The Annenberg Foundation, uses media and telecommunications to advance excellent teaching in American schools. Annenberg Media funds educational series and teacher professional development workshops for the Annenberg Channel. The Channel is distributed free by satellite to schools and other educational and community organizations nationwide, and streamed via broadband on the Web.

To purchase copies of our videos and guides, or to learn more about our other professional development materials and the Annenberg Channel, contact us by phone, by mail, or on the Web.



1-800-LEARNER®

P.O. Box 2345  
S. Burlington, VT 05407-2345

[info@learner.org](mailto:info@learner.org)

[www.learner.org](http://www.learner.org)

# Table of Contents

---

<b>Introduction</b> .....	1
About This Workshop .....	1
Who's Who .....	6
Facilitator's Tips .....	10
Resources for Teaching Writing in Grades 3–5 .....	11
<b>Workshop 1. Building a Community of Writers</b> .....	13
<b>Workshop 2. Reasons for Writing</b> .....	25
<b>Workshop 3. Reading Like a Writer</b> .....	37
<b>Workshop 4. Teaching the Writing Craft</b> .....	49
<b>Workshop 5. Conversations With Student Writers</b> .....	59
<b>Workshop 6. Conversations Among Writing Peers</b> .....	69
<b>Workshop 7. Learning To Revise</b> .....	79
<b>Workshop 8. Writing Across the Curriculum</b> .....	91
<b>Appendix</b> .....	103
Featured Lessons and Handouts .....	103
Credits .....	142



# About This Workshop

---

*Inside Writing Communities, Grades 3–5* uses authentic classroom footage to demonstrate how a writing workshop approach motivates intermediate students and helps them become more proficient and independent writers.

Sixteen half-hour videos feature footage of exemplary teachers in grades 3–5 modeling effective teaching strategies and reflecting on their practice, as well as brief interviews with national experts on teaching writing in the upper elementary grades. The videos are designed to be viewed in pairs in eight workshops.

## Materials

The *Inside Writing Communities, Grades 3–5* workshop may be used for individual or group professional development. The workshop is supported online with a viewing guide, resources for teachers, and interactive exercises.

Using the workshop guide and the accompanying Web site, you can conduct a complete professional development workshop with colleagues. Or you can watch the videos by yourself and connect with others through Channel-Talk, an email discussion list available on the Web site.

This guide provides pre- and post-viewing activities and discussion questions to help you use the videos in a professional development setting. It also includes video guides, descriptions of the lessons featured in the videos and related handouts, and individual or group activities that extend each topic beyond the videos.

To help you implement *Inside Writing Communities, Grades 3–5* at your site, the Facilitator Tips section offers a suggested agenda for embedding each pair of related videos and the corresponding Web activities into a 2 1/2-hour workshop.

## Using the Guide

To help you get the most out of the workshop, this guide is organized into the following sections:

### Workshop Session Overview

This section provides a brief overview of the topic, presents the workshop's learning goals, and lists the materials you'll need to participate.

### Prepare for the Workshop

This section includes a warm-up activity and readings to be completed before viewing the videos. Complete the readings and chart to stimulate your thinking about the workshop topic.

### Analyze the Videos

This section includes a summary of the videos, key practices to observe, a list of the teachers and lessons that are featured, and pages with questions and activities for each of the two videos featured in the workshop. You can watch the videos in their entirety (each video is 30 minutes long) or in segments.

### Extend Your Learning

This section consists of two parts: Examine Your Practice and an interactive exercise. Examine Your Practice presents a quotation or excerpt related to the teaching strategies presented in the workshop, followed by guiding questions. The interactive exercise lets you explore the strategies more thoroughly.

### Put It Into Practice

This section helps you to apply what you have learned to your own teaching practices. The activities are designed to assist you in developing resources for your classroom.

# About This Workshop, cont'd.

---

## Reflect on Your Learning

This final section encourages you to review what you have learned and think about changes you would like to make in your practice. Your assignment—answering questions to summarize your understanding of the topic—completes each workshop.

## Assignments

The Assignments section provides a list of the required assignments for the workshop. You can use this page to make sure you have completed all the assignments required for professional development or graduate credit.

## Related Resources

The Resources section provides a list of helpful books, articles, and Web sites to supplement the information found in each workshop.

## Lessons and Handouts

You will find summaries of the lessons featured in the videos, along with any related handouts, in the Appendix.

## Tips for Using the Guide

If you are working alone:

- Identify your goals as you prepare for the workshop.
- Use the questions to generate self-reflection.
- Write responses to questions in a notebook to review at a later date.

If you are working in a group:

- Prepare for the workshop before meeting with the group.
- Use the questions to stimulate discussion.
- Compare experiences to better understand writing instruction in different grades.
- Collaborate in planning activities and developing resources.

## Assignments and Course Credit

*Inside Writing Communities, Grades 3–5* can be taken for professional development or graduate credit. To receive credit, you must complete the eight workshops and submit the assignments for each workshop. When you register with the Annenberg Channel for a certificate of completion and sign up for graduate credit, you will receive more information about turning in your assignments. If you are getting credit elsewhere, check with your local institution to determine how to submit the assignments.

Assignments are clearly marked by the assignment symbol and compiled for reference at the end of each workshop chapter. For details on registering and completing the requirements for credit, go to [www.learner.org](http://www.learner.org) and click on the “Workshops & Courses” link and then on “Graduate Credit.”

# About This Workshop, cont'd.

---

## Certificates of Participation

Those taking the workshop as part of a group may receive a Certificate of Participation as documentation. Individuals working alone are not eligible to receive certificates. For information on registering as a group, go to [www.learner.org](http://www.learner.org) and click on the "Workshops & Courses" link and then on "Certificates."

## Technical Notes

To use the *Inside Writing Communities, Grades 3–5* Web site ([www.learner.org/channel/workshops/elemwriting](http://www.learner.org/channel/workshops/elemwriting)), we recommend the following:

### Web Browser

Firefox 1.0, Netscape 7.0, Internet Explorer 5.0, or Safari 1.2 or higher versions of any of these browsers. (JavaScript should be enabled.) Text fonts and colors may not be displayed correctly in older browsers.

### Plug-ins

To print a hard copy of this guide and the other materials provided, you will need the Adobe Acrobat Reader plug-in. You can download this plug-in for free.

To explore the interactive activities, you will need the Macromedia Flash plug-in. You can download this plug-in for free.

## Video Programs

*Inside Writing Communities, Grades 3–5* features 16 half-hour videos designed to stand alone or be viewed as a whole. If you are taking this workshop for credit, you must view all 16 programs. You can watch each video in its entirety, or watch it in segments as you take the corresponding workshop.

To help you get the most out of the video programs, use the questions provided in *Analyze the Videos* as you watch.

If you have access to a high-speed Internet connection, you can view the video programs online. If you do not have access to a high-speed connection, watch the video programs on the Annenberg Channel (see the broadcast schedule at [www.learner.org](http://www.learner.org)), record them from the Channel to view at a more convenient time, or purchase the videos at [www.learner.org](http://www.learner.org) or by calling 1-800-LEARNER.

## Video Summaries

The 16 videos featured in *Inside Writing Communities, Grades 3–5* are designed to be viewed in pairs consecutively.

The first video in each workshop provides direct instruction about the workshop topic. These videos rely on narration, interviews with literacy experts, and multiple classroom illustrations to communicate and support the learning goals identified for the workshop. The instructional content of the videos is reinforced by the reading assignments, pre-workshop activities, and discussion questions included in this guide and posted on the Web site.

The second video is built into the latter part of the 2 1/2-hour workshop. These videos feature extended classroom applications narrated exclusively by the teachers themselves along with commentary from literacy experts. The focus of the second video is narrowed to one or two subtopics introduced in the first video.

# About This Workshop, cont'd.

---

## Workshop 1

### **Video 1: Building a Community of Writers**

The first program explores how teachers in grades 3–5 create classrooms that nurture and support the writing confidence of all students and help them forge unique writing identities.

### **Video 2: Teacher as Writer**

This program showcases a third-grade teacher sharing her writing with her students and reflecting on the experience as it relates to her as a writer and as a teacher. The program also features other teachers who build community in their classrooms through modeling and sharing their own writing.

## Workshop 2

### **Video 3: Reasons for Writing**

This video examines practices that motivate students to write: allowing them to choose topics and make writing decisions, having them keep a writer's notebook in which to record their thoughts, and making sure that they have authentic audiences for their writing.

### **Video 4: Fostering Choice and Independence**

This program explores how teachers help students develop into independent, motivated writers, including what happens during the first two days of a third-grade class when the teacher sets up the writing workshop, and a fifth-grade teacher's status-of-the-class activity, a tool for keeping track of each writer's progress.

## Workshop 3

### **Video 5: Reading Like a Writer**

This video examines the relationship between reading and writing in the elementary classroom, demonstrating specific ways in which reading inspires students and helps them learn the craft of writing.

### **Video 6: Reading/Writing Connections**

Through interviews and classroom footage, this program explores how teachers in the third, fourth, and fifth grades incorporate published authors into their writing instruction.

## Workshop 4

### **Video 7: Teaching the Writing Craft**

This program explores the role of whole-class instruction in the writing workshop: how teachers decide when to use whole-class lessons and how they integrate them into the overall workshop structure.

### **Video 8: Teaching a Specific Writing Strategy**

This video documents how lessons on particular writing skills unfold over multiple days, including how a fifth-grade teacher introduces and elaborates on a new revision strategy for her students.

## Workshop 5

### **Video 9: Conversations With Student Writers**

This program demonstrates how teachers incorporate informal conferences into their writing instruction, how they structure conferences, and how they keep records of their interactions. The emphasis is on practical strategies and on the fundamental benefit of responding personally to student writing.

### **Video 10: Teacher-Student Conferences**

This video features student/teacher conferences from two third-grade classes and one fifth-grade class—all of which demonstrate how teachers help meet individual needs while insuring that students retain ownership of their work.

# About This Workshop, cont'd.

---

## Workshop 6

### **Video 11: Conversations Among Writing Peers**

This program examines how teachers help students respond effectively to their peers by modeling appropriate behavior and teaching protocols for student responses.

### **Video 12: Peer Conferences**

This program illustrates how a teacher introduces a peer conference protocol to her third graders, and how fifth graders use another peer conferencing strategy to help them revise personal narratives.

## Workshop 7

### **Video 13: Learning To Revise**

For elementary-age children, revision is often new and challenging. This video shows how teachers overcome students' resistance to changing their writing by providing them with concrete, effective revision strategies.

### **Video 14: Modeling Revision**

Using a paragraph based on her own research notes, a fifth-grade teacher models the thinking and decision making that takes place in a writer's mind during revision.

## Workshop 8

### **Video 15: Writing Across the Curriculum**

This video explores various ways writing can be incorporated into multiple content areas and how content from other subjects can be incorporated into a writing workshop. It includes examples from several classrooms.

### **Video 16: Writing in Science**

This program features an extended example of authentic writing in a fifth-grade science class: recording observations about chicken bones as part of a lesson on anatomy.

# Who's Who

---

## Featured Literacy Experts

### **Ralph Cordova, Ph.D.**

An assistant professor of education at Southern Illinois University, Edwardsville, Ralph has been a Spanish/English bilingual teacher since 1992. He has been a member of the National Writing Project for 11 years and serves on the Elementary Steering Committee of the National Council of Teachers of English. Ralph co-directs the educational program for the Austin Val Verde Foundation as it intersects with CICERO Learning network, a national Finnish educational initiative, of which his Cultural Landscapes Teaching and Learning Collaboratory is a part.

### **Isoke Titilayo Nia**

An educator for more than 25 years, Isoke also spent 13 years as director of Research and Development at the Reading/Writing Project, Teachers College, Columbia University. She currently travels throughout the U.S. and abroad as a literacy consultant through All Write Literacy Consultants, an organization she founded in 2001. She writes short stories and is at work on a book on the study of genre in the process classroom.

### **Katie Wood Ray, Ph.D.**

Katie is a full-time writer and researcher on the teaching of writing. With a particular focus on the study of writing craft, she leads teacher workshops and summer institutes across the nation related to the teaching of writing. Her professional background includes both elementary and middle school teaching experience; eight years as an associate professor of language arts education at Western Carolina University; and two years as a staff developer at The Reading and Writing Project, Teachers College, Columbia University. Katie is also the author or co-author of numerous articles in professional publications and five books on the teaching of writing, including *Wondrous Words: Writers and Writing in the Elementary Classroom* (1999, NCTE) and *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)* (2001, NCTE).

### **Karen Smith, Ph.D.**

Karen is currently an associate professor in the education department of Arizona State University. She spent 20 years as a teacher in a multilingual, combined fifth- and sixth-grade classroom. Prior to her position at ASU, she served as associate executive director at the National Council of Teachers of English. She has written numerous articles and a book chapter, "Enhancing the Literature Experience Through Deep Discussions of Character," from *What a Character*, published by the International Reading Association.

### **Charles Whitaker, Ph.D.**

Charles is a retired professor of English at Eastern Kentucky University where he has been recognized as an ECU Foundation Professor. He has taught writing for more than 30 years, including graduate courses in composition studies, and has published articles and a textbook on teaching writing. During the past 20 years, Charles has directed two National Writing Project sites in Kentucky. He also has worked closely with the Kentucky Department of Education to develop the state's Program of Studies in English/Language Arts.

### **Jack Wilde**

Jack retired in 2005 after more than 35 years teaching first through fifth grade, most recently in Hanover, New Hampshire. He has two master's degrees: a master's of arts in liberal studies from Dartmouth College with a concentration in math and science, and a master's in education from the University of Toronto. Jack has been a workshop presenter and college-level writing instructor at various institutions including the University of New Hampshire. He is author of *A Door Opens: Writing in Fifth Grade*.

# Who's Who, cont'd.

---

## Featured Teachers and Schools

### **Sheryl Block**

#### **Fourth-Grade Teacher, Simpsonville Elementary, Simpsonville, Kentucky**

Sheryl Block has been teaching for 26 years, the first nine years in special education. Since 1990, Sheryl has provided professional development training in writing instruction in her own district and throughout Kentucky. She is a member of the Kentucky Department of Education Writing Advisory Committee and the Scoring Accuracy Team. She also serves as a writing cluster leader for the north-central region in Kentucky.

### **Simpsonville Elementary**

Located in a rural, agricultural community, Simpsonville Elementary places a high priority on writing instruction—the principal received the Patronus Award, the highest honor given by the Louisville Writing Project (a National Writing Project affiliate). Although the students are primarily Caucasian, Simpsonville has a growing Hispanic population, higher than the state average.

### **Jeanne Boiarsky, Ph.D.**

#### **Third-Grade Teacher, Zaharis Elementary, Mesa, Arizona**

Jeanne is currently in her 16th year as a teacher. In addition to third grade, Jeanne also has taught at the first- and second-grade levels. Jeanne received her bachelor's and master's degrees in elementary education from Arizona State University, graduating cum laude. She received her Ph.D. in elementary education from Lacrosse University in Mississippi.

### **Zaharis Elementary**

Located in the suburbs of Phoenix, Zaharis Elementary's student population of 780 is predominantly Caucasian (83 percent). Virtually everyone at the school—students, teachers, administrators, and support staff—keeps a writer's notebook.

### **Lindsay Dibert**

#### **Fifth-Grade Teacher, Danville Elementary, Danville, New Hampshire**

Lindsay Dibert has been teaching fifth grade for the past six years. She has served on technology and distance learning teams for the Timberlane Regional School District. Lindsay earned her bachelor's degree in elementary education from Bowling Green State University in Ohio and her M.S.T.E. from the University of New Hampshire.

### **Danville Elementary**

Danville is a small town in southern New Hampshire, and Danville Elementary is one of five elementary schools in the Timberlane Regional school district. The school enrollment is nearly 400, and 96 percent are Caucasian.

### **Silvia Edgerton**

#### **Fifth-Grade Teacher, Herrera School, Phoenix, Arizona**

A 22-year teaching veteran, Silvia Edgerton has worked with students ranging in age from six to 14. She received her bachelor's degree from Arizona State University. A second language learner herself, Silvia leads reading and writing workshops for parents of Herrera School students.

### **Herrera School for the Fine Arts**

Located in the urban core of Phoenix, in one of the poorest districts in the nation, Herrera is a fine arts magnet school with a comprehensive arts curriculum. Predominantly Hispanic (93 percent), 44 percent of the students are second language learners. The school has a two-way bilingual immersion program in which non-Spanish-speaking students are learning Spanish and native Spanish speakers are learning English.

# Who's Who, cont'd.

---

## **Mark Hansen**

### **Third-Grade Teacher, Clarendon Elementary, Portland, Oregon**

Mark Hansen graduated from Swarthmore College with degrees in anthropology and sociology. His first experience in teaching was as an assistant working with fourth and fifth graders with severe emotional problems. He went on to teach adjudicated teenagers in a Los Angeles mental health facility before returning to college and graduating from Lewis and Clark College's MAT program in 2001. He has been teaching third grade for four years at Clarendon, where he is also the Title One Coordinator. He serves on the steering committee of Portland Area Rethinking Schools, and published an article in *Re-thinking Education On-Line*.

## **Clarendon Elementary**

Clarendon's student population of 338 represents a wide diversity of ethnic groups—almost 50 percent of students speak a language other than English in their homes, and bi-weekly parent meetings are held in English, Spanish, and Hmong. No walls separate classrooms, and teachers are encouraged to mix students of different ages for a variety of activities.

## **Mark Hardy**

### **Third-Grade Teacher, Partnership Elementary, Raleigh, North Carolina**

Mark Hardy recently returned to classroom teaching after working for five years as a national literacy consultant, both for the Teachers' College Reading and Writing Project and independently. Mark spent his first seven years in education teaching upper elementary grades in the Bronx. He is currently at work on his first young adult novel, to be published by Front Street Books.

## **Partnership Elementary**

Partnership Elementary is a school of choice within the Wake County, North Carolina, public school system. The school has a diverse student population, with equal numbers of Caucasian and African American students. Each of the school's 300-plus students has an individualized learning plan, called a Personal Education Plan.

## **Nicole Outsen**

### **Fifth-Grade Teacher, North Hampton School, North Hampton, New Hampshire**

Nicole Outsen has been teaching at the elementary level since 1996. She began her teaching career in New York City, and has been teaching at North Hampton School since 2001. Nicole presents workshops on reading and writing for the University of New Hampshire Department of Continuing Education and is the author of *Teaching Comprehension Strategies All Readers Need: Mini-Lessons That Introduce, Extend, and Deepen Reading Skills and Promote a Lifelong Love of Literature* (Scholastic, 2002). She received her bachelor's degree in English from Barnard College, Columbia University. She earned her master's degree in Teacher Leadership from the University of New Hampshire.

## **North Hampton School**

Located in a small town with a population under 5,000, North Hampton School serves 481 students in preschool through the eighth grade. The school received a Blue Ribbon Award from the No Child Left Behind Blue Ribbon Schools. North Hampton emphasizes world languages, multiple assessment tools, individualization, and service learning (integrating community service and academic study). The majority of the students (97 percent) are Caucasian.

# Who's Who, cont'd.

---

## **Latosha Rowley**

### **Third-Grade Teacher, Cold Spring Academy, Indianapolis, Indiana**

Latosha Rowley has been teaching for six years in grades 2–5. She serves in her school district's leadership program, and co-wrote an article published in the NCTE publication *Primary Voices*, titled "Making Meaning." She received her degrees from Indiana University and currently attends Ball State University in Muncie, Indiana.

## **Cold Spring Academy**

More than 300 students attend Cold Spring Academy, a K–8 program with a focus on environmental studies and stewardship as well as on commitment to community action. Nearly 90 percent of the students are African American.

## **Christine Sanchez**

### **Third-Grade Teacher, Tohaali Community School, Toadlena, New Mexico**

Christine Sanchez has been teaching for 11 years, two years at Tohaali Community School on the Navajo reservation. Christine is also Navajo and, like her students, grew up on the reservation near Crownpoint, New Mexico. Christine received her bachelor's degree in humanities from Fort Lewis College and her master's in educational leadership at Western New Mexico University.

## **Tohaali Community School**

Tohaali is both a day school and a boarding school—many of its 200 students live in dormitories during the school year. All students at Tohaali Community School are Navajo. The school serves kindergarten through eighth grade, with about two-thirds of students eligible for free or reduced-price lunch.

## **Cristina Tijerina**

### **Fourth-Grade Teacher, Sharp Elementary, Brownsville, Texas**

Cristina Tijerina has been teaching at the elementary level since 1977. For the past 14 years, she has taught fourth-grade language arts at Sharp Elementary in Brownsville, Texas, located close to the U.S.-Mexico border. In past years she has taught remedial reading, ESL, and first and sixth grades. She has a bachelor's degree from the University of Texas at Austin in elementary education with a concentration in reading. She has nearly completed work on a master's degree in curriculum and instruction from the University of Texas at Brownsville.

## **Sharp Elementary**

Two-thirds of the students who attend Sharp Elementary are considered Limited English Proficient—most of Cristina's students do not speak English at home. The school has an above-average gifted/talented student population and a 98 percent attendance rate.

# Facilitator's Tips

---

If you are using this workshop in a professional development setting, consider the following agenda. Feel free to adapt this format to fit the needs of your group.

Time allotted: 2 1/2 hours per workshop (excluding assignments before and after the workshop)

## Before the Workshop

Go to the workshop Web site at [www.learner.org/channel/workshops/elemwriting](http://www.learner.org/channel/workshops/elemwriting). Download and distribute copies of the Examine the Literature articles listed in the Prepare for the Workshop section of this guide. Along with the articles, provide participants with a copy of the graphic organizer Examine the Literature Response Chart. This chart is found at the end of each chapter in this guide, and on the workshop Web site. Participants should read the articles, identifying key ideas in each article along with any notes and questions they may have.

## Materials Needed

- Paper (each participant should keep a notebook, but have extra paper on hand)
- Pens/pencils
- Key Practices To Observe (found in each chapter of this guide, and available as a downloadable handout on the workshop Web site)

## Before Viewing (approximately 10 minutes)

In their notebooks, have participants answer the What Do You Do? questions found in the Prepare for the Workshop section. Alternatively, you can use the questions as discussion starters.

## During Viewing (approximately 90 minutes)

Watch the first workshop video (30 minutes). Participants can use the handout Key Practices To Observe to help them identify the exemplary teaching practices evident in the video.

Stop at the points suggested in the Analyze the Videos section or use the Video Guide provided for the first video in each workshop to help you determine when to stop for discussion and/or activities.

Watch the second video (30 minutes), and have participants answer the questions provided.

## After Viewing (approximately 50 minutes)

Have participants answer the guiding questions in the Examine Your Practice section (under Extend Your Learning) and then share and discuss their answers. Conclude the session by having participants record and share their responses to the questions in Reflect on Your Learning.

## After the Workshop

Ask participants to complete the following Web-based activities:

- Answer in their notebooks the Guiding Questions found in Extend Your Learning: Examine Your Practice.
- Do the interactive exercise found in Extend Your Learning: Try an Activity.
- Complete the assignment found in Put It Into Practice.
- Answer in their notebooks the What Did You Learn? questions in Reflect on Your Learning.
- Do the assignments in Prepare for the Workshop for the next workshop: Answer the questions under What Do You Do? and read the articles and complete the Examine the Literature Response Chart.

# Resources for Teaching Writing in Grades 3–5

---

These comprehensive texts—some recent, some classics—provide good starting points for exploring how to implement a successful writing workshop in grades 3–5. Additional resources are recommended within the chapters for individual workshops.

Calkins, Lucy McCormick. *The Art of Teaching Writing*. Rev. ed. Portsmouth, NH: Heinemann, 1994. ISBN: 0435088092

This classic addresses every aspect of the writing workshop, including topic choice; teacher conferences; peer response; writing across the curriculum; and revision, editing, and publication.

Fletcher, Ralph, and JoAnn Portalupi. *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann, 2001. ISBN: 0435087347

A readable, compact guide for implementing a writing workshop in the classroom, this book includes a bibliography of children's literature to use as a jumping-off point.

Graves, Donald. *A Fresh Look at Writing*. Portsmouth, NH: Heinemann, 1994. ISBN: 0435088246

This comprehensive book looks at how teachers can explore the joys of writing with their students, with specific information about portfolios, genres, teaching grammar and conventions, and record keeping.

Graves, Donald. *Writing: Teachers and Children at Work*. Twentieth-Anniversary Edition. Portsmouth, NH: Heinemann, 2003. ISBN: 0325005257

One of the seminal works in writing instruction, this is an inspirational text.

Overmeyer, Mark. *When Writing Workshop Isn't Working: Answers to Ten Tough Questions, Grades 2-5*. Portland, ME: Stenhouse Publishers, 2005. ISBN: 1571104046

The author addresses common stumbling blocks encountered in the writing workshop.

Ray, Katie Wood and Lester L. Laminack. *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. Urbana, IL: National Council of Teachers of English, 2001. ISBN: 0814113176

This popular book provides a comprehensive guide to every aspect of the writing workshop.

Routman, Regie. *Writing Essentials: Raising Expectations and Results While Simplifying Teaching*. Portsmouth, NH: Heinemann, 2004. ISBN: 0325006016

This book demonstrates practical, easy-to-do strategies to take all students from first draft to publication.

Spandel, Vicki. *The Nine Rights of Every Writer: A Guide for Teachers*. Portsmouth, NH: Heinemann, 2005. ISBN: 0325007365

Nine published writers, including Jim Burke and Barry Lane, join in a discussion about what makes writing work: reflection, choice, individualizing the writing process, making mistakes, seeing others write, and more.

# Notes

---