

Inside Writing Communities, Grades 3-5

Workshop 4 Fostering Choice and Independence

**Narration written by
Mary Duncan, Ph.D.**

FINAL DRAFT

RUNDOWN SHEET

Program Duration: 28:25

	MASTER IN	DURATION
ANNENBERG MEDIA LOGO	01:00:00:00	15:15
KET LOGO	01:00:05:16	7:28
SERIES OPEN/TITLE #4	01:00:23:14	24:13
INTERVIEW Karen Smith	01:00:47:27	14:19
INTERVIEW Mark Hardy	01:01:02:18	16:15
CLASSROOM FOOTAGE Mark Hardy	01:01:19:24	5:28:05
INTERVIEW Mark Hardy	01:06:47:29	24:23
CLASSROOM FOOTAGE Mark Hardy	01:07:12:24	2:48:02
INTERVIEW Mark Hardy	01:10:00:26	20:24
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KET
Workshop 4 Fostering Choice and Independence
Final Draft

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VIDEO	AUDIO	LGTH	TRT
Annenberg Media Logo	Annenberg Media Logo Music	15:15	15:16
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Series Open/ Title 4	Inside Writing Communities, Grades 3-5 Theme	24:13	47:27
Karen Smith	KAREN: “What do we talk about in writers workshop?” Well, you know, we’ll talk about each other’s writing, and we’ll share each other’s writing, and we’ll help each other, as writers. So how do we do that? And I think you just cannot get too basic, in terms of really helping kids know how do you do that.	14:19	1:02:18
Mark Hardy, Partnership Elementary, Raleigh, North Carolina	MARK HARDY: I like to start the first day of school by getting them making writing—making something that can go into the hands of other readers that are a meaningful audience for them. I like for them to have that experience of the big picture of what writing workshop is and what writing is like.	16:15	1:19:24
Mark Hardy, Partnership Elementary, Raleigh, North Carolina	MARK: So here’s a question I want us to think about. What is a workshop? Read it out loud with me like a choir. EVERYONE: What is a workshop? MARK: Here’s my answer to that question. A workshop, Timothy, is a place where you come to do work. It’s not a place where you come to shop. Some people think that. My brother is a welder. A welder is someone who makes metal stay together and he makes chairs and tables and in his workshop he makes things out of metal. He works with metal and makes things out of metal. In a writer’s workshop, looking down here, in a writer’s workshop we’re going to make the things that writers make. Right? So, let’s make a list together of all the things writers make. So here’s our question. What is the work that writers do? Make a long list in your mind. Or Nick if you want		

	<p>to talk to the person beside you, what kind of things do writers make? All right, if you want to talk to make a long list in your mind, you can talk to your buddy. If you want to think to make a long list in your mind, you can think. We'll think or talk for a minute</p> <p>All right, let's start with what kinds of things do writers make? What kinds of things? What kinds of things do writers make?</p> <p>STUDENT: They make picture books.</p> <p>MARK: They make picture books.</p> <p>STUDENT: And some picture books have writing in them.</p> <p>MARK: They make picture books—sometimes the picture books have only words, I mean words and pictures, and sometimes they only have pictures. I have one in that pile that only has pictures. Anybody from this part of the room have something to add to our list, what kinds of things do writers make? Ariel?</p> <p>ARIEL: Sometimes they make their own illustrations.</p> <p>MARK: Yes, when they're making picture books, sometimes they make their own illustrations. The illustrations are the drawings that go with them, the paintings, the artwork. Excellent.</p> <p>STUDENT: Sometimes they make chapter books.</p> <p>MARK: Chapter books. Yeah, and outside of schools people call chapter books novels. That's what most grown ups call chapter books, novels. And by the way if you want to write a story and you want it to be like a chapter books, Camden, and you</p>	
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don't want to use illustrations, you only want to use words to tell your story, it's called a short story. Now, let's read the list and see if we can grow it longer. Picture books. Illustrations. Chapter books. Short stories. What other kinds of things do writers make? Nick?

NICK: Surveys.

MARK: Oh surveys, you're right. They survey people to get information. Sometimes writers try to get information like we tried to get information about homework. When they try and teach people, when they try and give information Timothy, it's called a non-fiction book. Right? Non-fiction books are books that teach you. Right? Sometimes, Brittany, a non-fiction book teaches you about something. And sometimes a non-fiction book teaches you how to do something. Right? How to do something. If you want to write one of these, Will, you'll be smart to pick a topic you already know a lot about, right? All right. Look at the list and see are there other kinds of things writers make that we can add? Elizabeth?

ELIZABETH: A cookbook.

MARK: A cookbook, yeah. That would be fun. A cookbook. So when I look at this list I see two things that we haven't put yet. And you've both written them. One thing I'm thinking of is plays. Have you ever written one? I've never written one, but I've read them and I've been in them. But kids in my class have written one. I'm going to show you one in a minute, that Chloe Pierson wrote. Another thing that I know you've written a lot of, poems, and plays. So look up here and think, since this is writers workshop and we're going to do the work writers do, and we're going to make the things writers make, look at this

	list and see if you can start thinking about what kind of thing you want to make.	5:28:05	6:47:29
Mark Hardy, Partnership Elementary, Raleigh, North Carolina	<p>MARK HARDY: So I begin by offering them options and, hopefully, a little support in making that decision and the second decision, which is “What will I write about? What will my topic be?”</p> <p>And it doesn’t matter so much to me if they make just the right decision or if they spend very much time making it. Anything they choose will fulfill those goals of them producing writing quickly.</p>	24:23	7:12:24
Mark Hardy, Partnership Elementary, Raleigh, North Carolina	<p>MARK: There is a man who teaches many, many adults about writing. His name is John Gardner and he wrote this book called <u>The Art of Fiction</u>. And because he teaches so many people things about writing what he says people should do when they’re trying to choose the kind of thing they’re going to make, he says they should write the kind of thing they know and love best. And Nick, if you’re writing the kind of thing from this list that you know and love best that’s what makes it fun, right? And Andrew, that’s what makes it easy.</p> <p>So let me show you some examples. All of these examples were written on the first day of school somewhere in the United States by some child some age on the first day of school. This is actually a book I wrote on the first day of school when I was working with some kids. Because I love books that really happened to me, stories that really happened to me, and because I love to write it, I chose to do that on the first day of school. And here’s my book. Let me make sure my pages are in order. First I started with the drawing part, right? And then I added words. Yesterday when I left school I was thinking a lot about how good everything was going and about how</p>		

	<p>early I was leaving. Timothy, you know teachers love to get out of school early. I don't know if you know that or not. What did I do? I went to another page. I saw a policeman's flashing lights. He told me I needed to come to a complete stop at Walnut and Eighth. That's the place that I didn't stop at the stop sign. Now, I didn't finish on the first day Xavier, so if I was going tomorrow I could finish my book. But I chose to write a story, a picture book that really happened to me.</p> <p>This young lady, she lives in New York City, her name is Colette. She wrote this book. A Snake Story—A Poisonous Snake, by Colette Marie Parker. Once I saw a fat guy who was asleep and a boa was on him. The snake bit his bottom and the snake bit the fat guy. I said, "Did that hurt?" "Yes," said the fat guy.</p> <p>Fun, right? Did you enjoy hearing it? Yeah, absolutely.</p>	2:48:02	10:00:26
<p>Mark Hardy, Partnership Elementary, Raleigh, North Carolina</p>	<p>MARK HARDY (VO): I think kids tend to choose the things they know they'll be successful with. They tend to choose the things where they have the strongest positive emotions towards and where they feel like their minds are the most ready, you know, to handle it. And so, the more choice they have, the more success there is; the more ownership there is; the more independence there is.</p>	20:24	10:21:20
<p>Mark Hardy, Partnership Elementary, Raleigh, North Carolina</p>	<p>MARK: So, anybody want to get started writing? Yeah, all right. Well, we're not leaving yet. We want to talk about how you're going to get started. It should be quick and easy though. All right. So, in order to get started you have to answer these two questions. The first question, what's read it, let's read it together. What kind of thing will I make? Will I make a picture book? Will I make a chapter book?</p>		

	<p>And remember John Gardner said make the kind of thing you know and love best, right? So if I looked up hear and said, ooh, I don't know anything about plays, would I choose to make a play today?</p> <p>STUDENTS: No.</p> <p>MARK: If I look up hear and say, oh well I know a lot about chapter books, but I really hate making them, would I choose that today?</p> <p>STUDENTS: No.</p> <p>MARK: So the first choice you need to make is, what kind of thing will I make? The second question, and I worded it kind of funny, about what will I write? What that means is, what am I going to write about? Am I going to write a picture book about a boa constrictor on the sidewalk? Am I going to write a poem, where did it—am I going to write a poem about a fight my sister and I had? Or Timothy, am I going to write a non-fiction book and teach people how to ride horses? Right? I have to choose what I'm going to write about and the thing. So what I need you to do is look at this question and answer it in your mind. And then look at this question. What's my topic going to be? What am I going to write about and answer it in your mind. If you've decided both things—what kind of thing you're going to make and what your topic is going to be, you're going to go to your work.</p>	2:00:12	12:22:02
Mark Hardy, Partnership Elementary, Raleigh, North Carolina	<p>MARK HARDY (VO): I spend a lot of time watching, in the beginning, and making notes about what children are doing and notes about what that makes me think I may need to teach in the very near future. I like to watch and see how kids handle their own struggles and to kind of ignore their appeals for help and see, you know,</p>		

	<p>what they do on their own and give them some time to work.</p>	<p>25:14</p>	<p>12:47:16</p>
<p>Mark Hardy, Partnership Elementary, Raleigh, North Carolina</p>	<p>MARK: At the end of writing workshop we'll always come together and talk about the work you did today. Okay? So, who started making a picture book? Excellent, excellent. You started with the pictures, eventually you'll go to the words. Who started a chapter book? Excellent. Who started a short story? Very nice. Very nice, Nicole. Nicole tonight think about what you want your short story to be about and tomorrow you'll be ready to get started. Okay? Think tonight, Nicole, and tomorrow you won't need my help. That's what Camden's going to do, right? And Xavier. Did anyone write a play?</p> <p>STUDENT: I was going to.</p> <p>MARK: You were going to? The next thing</p> <p>STUDENT: I was going to to.</p> <p>MARK: You were? Excellent. I like that you're already thinking about the next thing you're going to write. Writers are usually doing that. Very, very good. Now, here's another question I want to ask you—how did it feel to be making books? How did it feel to be working like a writing community? Wow, a lot of people have things to say. Yeah, think for a minute. How did it feel? It felt good as a writing teacher. All right, Justin, how did it feel?</p> <p>JUSTIN: It was fun.</p> <p>MARK: It was fun. Wasn't that one of our goals? That writing workshop be fun and that learning be fun? What was fun about it, Justin? What was fun about it?</p> <p>JUSTIN: Because we got to write fun stories</p>		

	<p>MARK: Because you got to write fun stories, yeah. Lovely, lovely. Brittany? How did it feel?</p> <p>BRITTANY: It felt great because you got, you get to write anything you want to.</p> <p>MARK: Writing anything you want to feels, really, really, really great. Umm, Nicole, how did it feel today to do your work?</p> <p>NICOLE: It felt excellent.</p> <p>MARK: It felt excellent. What was the excellent part?</p> <p>NICOLE: When you get to show people how you're writing stuff about your life</p> <p>MARK: Yeah, where you get to show people. Last person.</p> <p>STUDENT: It felt great because I get to write stuff that people might want to read.</p> <p>MARK: You get to write stuff that people might want to read. Isn't that the best part of writing? Other people reading it and Xavier, when I'm writing stuff that I know people are going to want to read and love reading, my writing is a lot better. Now, one person, Justin, finished the first thing that he was writing. Did anybody else finish one thing? When you finish one thing what do you do next, Justin? Justin: Go to another.</p> <p>MARK: You go on to another thing, right? Go on right back to the beginning. Exactly. Does your answer have to be the same tomorrow?</p> <p>STUDENTS: No.</p> <p>MARK: Or when you finish? No, absolutely,</p>		
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	<p>STUDENT: It could be different</p> <p>MARK: Absolutely not. Who got stuck? Who got frozen? Who got, ooh, I can't go anywhere else without help? Wow. You did? How did you help yourself? Because you unstuck yourself didn't you?</p> <p>STUDENT: Yes. I couldn't figure out how tall the house should be but I just made it so it's almost to the top.</p> <p>MARK: Excellent. So you weren't sure and you just made a decision. Excellent. How come you got stuck?</p> <p>STUDENT: Because I messed up and then I just got a new piece of paper and started over.</p> <p>MARK: When you say you messed up, what do you mean? And say it strong. I don't think they can hear back there.</p> <p>STUDENT: The reason why I got messed up is because I didn't want my beginning of my story to start like the way I did.</p> <p>MARK: Oh so you wanted it start differently so you started it on a new piece of paper? Good. Anyone else get stuck? Brittany?</p> <p>BRITTANY: I couldn't figure out which, how to make a chapter book, but I figured it out.</p> <p>MARK: But you figured it out on your own. You thought you needed me, didn't you? You thought you needed me and then you gave up needing me and you fixed it on your own. Ariel K. did exactly the same thing, right? Ariel K. was the first one to unstick herself. Good work today. Good, good work today. Before we stop I want you to think about how you're going</p>		
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	to start tomorrow.	4:16:25	17:04:13
Mark Hardy, Partnership Elementary, Raleigh, North Carolina	MARK HARDY (VO): The writing time tends to be shorter on the very first day because we need to spend more time than we often would laying the right amount of groundwork. So, usually, there's not that much on the paper at the end of the day—of that first day. But children all have had the experience of going off, beginning a piece of writing, pretty independently, and moving forward towards that goal.	23:08	17:33:09
Jack Wilde	JACK: I think it's amazing what kids can do at this age if we give them the chance. And the first thing that I think, which is amazing is the joy they get from writing. Because the two things that matter most in our teaching writing is that we increase their skill—their ability to write better; but also that they want to write; because we haven't really helped them if their skill gets better but they don't want to write. So we want that joy to be there.	31:10	18:04:21
Karen Smith	KAREN: Trusting kids is probably—if we could just give one teacher one gift, that's what I would give them, is just trust kids because they're so capable and so competent. And you just have to do it. You just have to tell yourself, "I've got to trust these kids." But that doesn't mean you're not accountable. That doesn't mean you're not doing status of the class; that you're not bringing them up and doing one-on-one conferences.	23:11	18:28:18
Silvia Edgerton, Herrera Magnet School of Fine Arts, Phoenix, Arizona	SILVIA: The status of the class—it is, it's the way that I know that—first of all, that they've planned ahead. Okay? It isn't just go to their seats and do whatever; they have an idea in place before they go to—well, not their seat, but anywhere in the classroom. And they're ready to begin		

	their project for that day.	20:01	18:48:19
<p>Silvia Edgerton, Herrera Magnet School of Fine Arts, Phoenix, Arizona</p>	<p>SILVIA: Brandon? Are you still publishing today?</p> <p>BRANDON: Yeah.</p> <p>SILVIA: Or did you finish yesterday?</p> <p>BRANDON: No.</p> <p>SILVIA: You're still publishing. Cassandra?</p> <p>CASSANDRA: Reflection.</p> <p>SILVIA: You're going to do a reflection? So you're done. Okay, so we're going to have one computer available. Cynthia?</p> <p>CYNTHIA: Conference.</p> <p>SILVIA: Conference with—you said you wanted to conference with me, right?</p> <p>CYNTHIA: Yes.</p> <p>SILVIA: Why do you want to conference with me Cynthia?</p> <p>CYNTHIA: To see if, to, if there is</p> <p>SILVIA: You want me just to listen to your writing piece? Okay, I'll listen to your writing piece. Dahlia?</p> <p>DAHLIA: Um, self-talk.</p> <p>SILVIA: Ooh, you're going to work on self-talk. Have you noticed that I finally put the other revision self-talk where in your head you're thinking, you're talking to yourself, you're questioning yourself? Eduardo?</p> <p>EDUARDO: Drafting.</p>		

	<p>SILVIA: You're going to draft what—what do you mean by drafting?</p> <p>EDUARDO: By, um, pop out words, dialogue, and</p> <p>SILVIA: Okay, just one for today. Which one? Which one are you going to start off with?</p> <p>EDUARDO: Dialogue.</p> <p>SILVIA: Francisco?</p> <p>FRANCISCO: Reflecting sheet.</p> <p>SILVIA: Your writing reflection?</p> <p>FRANCISCO: Yeah.</p> <p>SILVIA: You didn't finish yesterday?</p> <p>FRANCISCO: No.</p> <p>SILVIA: Javier? And then you might share at the end of the hour, right?</p> <p>JAVIER: The fourth draft?</p> <p>SILVIA: Fourth draft? And why are you doing a fourth draft?</p> <p>JAVIER: Because I was doing, um, I was doing a conference with Ms. Gonzalez and she told me to take some things off and put some things</p> <p>SILVIA: Okay Javier. Remember that as a writer you make the decision. Okay? You know I can tell you, you know what Javier, just put it away. But just because I tell you that, does it mean that you're going to put it away and not work on it anymore?</p> <p>JAVIER: No.</p>		
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	<p>SILVIA: No, who's the writer?</p> <p>JAVIER: Me.</p> <p>SILVIA: And who makes the decisions?</p> <p>JAVIER: Me.</p> <p>SILVIA: Yes. And so if what somebody tells you and it's not really going to work for you, do you have to make the change?</p> <p>JAVIER: No.</p> <p>SILVIA: No. Okay. So you're the writer, okay you decide, so. Jonathan?</p> <p>JONATHAN: Publishing.</p>	2:34:06	21:22:25
<p>Silvia Edgerton, Herrera Magnet School of Fine Arts, Phoenix, Arizona</p>	<p>SILVIA: How do I keep track of who's doing what? I think it's the questioning on a daily basis. For instance, when they say "I'm on the third draft," and, you know, when I go back and I say, "Why are you on the third draft?" you know, and they have to go back and think. And when I do that, it's really a modeling for the rest of the students.</p> <p>I think it gets them thinking because, with time, I—they won't say, "I'm working on draft number four," you know. They'll tell me, you know, that, "I just looked at a new revision strategy, and so, therefore, I'm going on to a next draft."</p>	38:17	22:01:12
<p>Silvia Edgerton, Herrera Magnet School of Fine Arts, Phoenix, Arizona</p>	<p>SILVIA: Juan Agilara?</p> <p>JUAN: Reflection.</p> <p>SILVIA: Reflection. Juan and maybe you'll be ready to share tomorrow? Maybe? If we have time today we'll do that. Juan Barasa?</p> <p>JUAN: Publishing.</p>		

	<p>SILVIA: Were you publishing yesterday? Okay. Yes you were. Lara?</p> <p>LARA: Draft.</p> <p>SILVIA: Yes you are drafting and what are you working on today? Remember we talked about it yesterday and we came and looked at the revision strategies. And then you looked at your writing piece and you said you were going to do pop out words. Why were you going to do pop out words?</p> <p>LARA: I was going to do pop out words for, umm, for the song.</p> <p>SILVIA: Uh huh. Yeah, and then there's one other thing you're going to work after that if you finish that, okay? But we won't worry about that. Just work on putting that song inside of your story. Lilia?</p> <p>LILIA: Pre writing.</p> <p>SILVIA: And where are you going to be getting ideas from today?</p> <p>LILIA: I already got my idea, I already got my idea from looking at a book.</p> <p>SILVIA: Okay, which book did you use?</p> <p>LILIA: <u>Family Pictures</u>.</p> <p>SILVIA: So you went through this one right here.</p> <p>LILIA: Uh huh.</p> <p>SILVIA: Okay and which picture gave you an idea or which piece?</p> <p>LILIA: The one about the birthday party.</p> <p>SILVIA: Okay, so I guess yours is going to</p>		
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	<p>be about a birthday party. Mark?</p> <p>MARK: Conference.</p> <p>SILVIA: With?</p> <p>MARK: With Eduardo.</p> <p>SILVIA: Eduardo. And have you talked to Eduardo about this before?</p> <p>MARK: Yeah.</p> <p>SILVIA: And he agreed? That's good planning ahead. Michelle?</p> <p>MICHELLE: Conference.</p> <p>SILVIA: With?</p> <p>MICHELLE: With Javier and Jose.</p> <p>SILVIA: Javier and Jose, is that okay? I think Jose might want to start his publishing his piece. Is that right? Okay. You want to choose somebody else or do you want to just conference with Javier?</p> <p>MICHELLE: Eduardo if he can.</p> <p>SILVIA: He's conferencing with Mark.</p> <p>MICHELLE: I'll just stay with Javier then.</p> <p>SILVIA: Okay. Miguel?</p> <p>MIGUEL: Pre writing.</p> <p>SILVIA: Pre writing. Where are you looking for your pre writing idea?</p> <p>MIGUEL: Picture book.</p> <p>SILVIA: Okay, which one are you going to start with?</p>		
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	<p>MIGUEL: <u>Cuadros de Familia.</u></p> <p>SILVIA: Yeah, I think that's a great book to start with.</p> <p>STUDENT: Conference.</p> <p>SILVIA: Conference with?</p> <p>STUDENT: Raven and Dahlia.</p> <p>SILVIA: Raven and Dahlia is that okay? Raven?</p> <p>RAVEN: Pre writing ideas.</p> <p>SILVIA: And where are you going to go for pre writing ideas?</p> <p>RAVEN: In my writing notebook.</p> <p>SILVIA: Notebook, okay. Ricardo?</p> <p>RICARDO: Conference.</p> <p>SILVIA: Who are you going to conference with Ricardo?</p> <p>RAVEN: Eddie and</p> <p>SILVIA: Eddie is conferencing with somebody.</p> <p>RICARDO: Francisco.</p> <p>SILVIA: Francisco. Eddie what have you done? Rosa?</p> <p>ROSA: Conference.</p> <p>SILVIA: With?</p> <p>ROSA: You. Spelling.</p> <p>SILVIA: For editing? Okay. And you already did all the</p>		
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	<p>ROSA: Yes.</p> <p>SILVIA: Okay. Stephanie?</p> <p>STEPHANIE: Adding more repetition.</p> <p>SILVIA: And Teresa is absent.</p>	3:49:23	25:51:05
Silvia Edgerton, Herrera Magnet School of Fine Arts, Phoenix, Arizona	<p>SILVIA: Sometimes I do worry. I worry about, you know, how do I know—how do I know that they’re really working on this; or how do I know that they’re really working on this; or how do I know whether a student understands what to do? But then, when I look at their writing pieces, it’s there.</p> <p>A lot of it, I think, has to do with trusting them and them knowing that they have—I don’t want to call it a job; they have—they have a purpose. And the purpose for that period of time is to develop their writing piece.</p>	33:18	26:25:27
Sheryl Block, Simpsonville Elementary, Simpsonville, Kentucky	<p>SHERYL: What we are doing is building independence in learning. We are helping these students learn that they are in charge of themselves as learners. Because ultimately, what are we looking at? We are not looking at creating students who can write and I say when I tell them to write an essay. We are taking a look at developing literate individuals who can write and be effective communicators when the need comes their way.</p>	25:25	26:51:22
Credits	Inside Writing Communities, Grade 3-5 Close	50:24	27:43:04
Annenberg Media Funding Logo		15:15	27:59:02
1-800 Tag		25:16	28:25:00

