

# Day 5: Induction Seminar

## Learning Outcomes

### Participants will:

- experience the processes of editing, publishing, celebrating and reflecting as writers and understand the process as a teacher of writing;
- use backwards planning to plan a narrative unit of study;
- understand the use of Touchstone Texts when planning a unit of study;
- understand the use of student writing assessments (specifically on-demand writing) when planning a unit of study;
- understand the role of noticings and attribute charts in a unit of study

## Possible agenda

Welcome and overview	5 min
Read Aloud	15 min
Writing Workshop 9: editing	20 min
What does this look like in your classroom?	10 min
Celebration	30 min
What does this look like in your classroom?	5 min
Writing Workshop 10: reflecting	10 min
What does this look like in your classroom?	5 min
Understanding narrative standards	30 min
Looking at student work	45 min

\* Morning break where appropriate

Lunch

Introduction to backwards planning	20 min
Immersion	5 min
Co-creating a noticings chart	20 min
Creating an attribute chart	15 min
What does this look like in your classroom?	45 min
Homework and closure	5 min

**Activity:** Welcome and overview of the day  
**Purpose:** Connecting past learning to today's topics

**Approx time:** 5 min

**Facilitation:** • Facilitators share the agenda and state the new topics

**Activity:** Read Aloud  
**Purpose:** Using Touchstone Texts in a variety of ways. Firstly, responding to a text as a reader and later in the day to understand the attributes of a genre

**Approx time:** 15 min

**Facilitation:**

- Tell participants that today's Read Aloud will be used twice: firstly they will respond to it as a reader, later in the day it will be used help discover the attributes of narrative as part of our planning a narrative unit of study
- Ask participants to listen as a reader, asking themselves, what does this story make me think about? Ask them to be prepared to Turn and Talk with a neighbor
- Read aloud a personal narrative Touchstone
- Invite participants to briefly Turn and Talk
- Bring closure by restating the importance of first responding to a text as a reader and telling participants that you will be returning to this Touchstone later in the day to read like a writer

**Activity:** Writing Workshop - Minilesson: editing  
**Purpose:** Understanding the Writing Process by editing our own writing

**Approx time:** 20 min

- Facilitation:**
- Remind participants that they have moved to a draft and done some revisions and so they are now ready to edit
  - Following the Architecture of a Mini-lesson, facilitator models an editing strategy (see Appendix VI)
  - Participants edit their work while facilitators confer
  - Facilitators conduct a Share that will enable participants to talk and build on their learning

**Activity:** What does this look like in your classroom?  
**Purpose:** Clarifying what editing might look like at this stage of the year at the participants' grade level

**Approx time:** 10 min

- Facilitation:**
- Exemplar Teacher uses specific examples and artifacts to show what editing might look like at this grade level at this stage of the year

**Activity:** Celebration  
**Purpose:** Experiencing going public and celebrating our writing!

**Approx time:** 30 min

- Facilitation:**
- Ask participants to re-read their writing and decide on a part they would like to go public with
  - Facilitator leads an appropriate celebration

**Activity:** What does this look like in your classroom?  
**Purpose:** Clarifying what a celebration might look like at this stage of the year at the participants' grade level

**Approx time:** 5 min

**Facilitation:** • Exemplar Teacher uses specific examples and artifacts to show what a celebration might look like at this grade level at this stage of the year

**Activity:** Writing Workshop – Minilesson: reflecting on oneself as a writer  
**Purpose:** Understanding ourselves as writers by reflecting on the process of having completed a piece of writing and setting goals for future writing

**Approx time:** 15 min

**Facilitation:** • Facilitator models own reflection using guiding questions e.g. What did you feel were your strengths in this publication? What goals would you like to set for yourself as a writer?  
• Ask participants to write their reflections in their Writing Notebook.  
• Share reflections (if time and if appropriate)  
• Point out the importance of the writing community knowing each others' goals and of teachers reading their students' reflections to inform their decision making about next instructional steps

**Activity:** What does this look like in your classroom?  
**Purpose:** Clarifying what reflection might look like at this stage of the year at the participants' grade level and how these reflections help inform our teaching decisions

**Approx time:** 10 min

**Facilitation:** • Exemplar Teacher uses specific examples and artifacts to show what reflection might look like at this grade level at this stage of the year

**Activity:** Reading grade level narrative Standards  
**Purpose:** Becoming familiar with the language and meaning of grade level narrative Standards in order to plan a unit of study

**Approx time:** 30 min

**Facilitation:** • Ask participants to read the narrative Standards for their grade level  
• Guide clarification of the language of the Standards

**Activity:** Looking at student work

**Purpose:** Informing our decisions about which standards to teach in a personal narrative unit of study by analyzing our students' on-demand narratives

**Approx time:** 30 min

**Facilitation:**

- Tell participants that we prioritize which standards to teach during a unit of study by analyzing our students' work to assess their needs
- Exemplar teacher models analyzing three on-demand samples (high, medium, low) using the narrative standards class profile. Tell the participants that we need to look at the whole class's on-demand writing samples in this way to discern individual strengths and needs, and patterns within the class
- Participants analyze their own students' work in the same way
- Exemplar teacher tells how she discovers patterns of need within her whole class to inform her decision making about which standards to focus on during the personal narrative unit of study
- Exemplar teacher Thinks Aloud how each standard chosen may necessitate several minilessons
- Tell participants that they will be able to determine what to teach in their narrative unit of study once they have analyzed their whole class's on-demand writing in this way

**Activity:** Introduction to backwards planning a unit of study  
**Purpose:** Understanding the necessary steps in planning a genre study

**Approx time:** 20 min

**Facilitation:**

- Facilitator reminds participants that genre studies are part of a yearlong calendar
- Show genre studies process chart (from Genre Studies Planning Guide) to refer to what to consider in planning a genre study
- Facilitator introduces the genre planning template and the concept of backwards planning, reiterating that we can't teach all standards in one unit so we prioritize what we teach in a unit and revisit some genres during the course of the year
- Plot a generic template showing writing process

**Activity:** Immersion in reading and writing  
**Purpose:** Introducing the concept of immersion in reading and writing

**Approx time:** 5 min

**Facilitation:**

- Facilitators explain the concept of immersion. Mentioning that it includes extensive reading work outside of Writing Workshop and the use of Touchstones within Writing Workshop. Students read and respond to texts, talk and discover the attributes of the genre. Emphasize that immersion continues throughout the genre study

**Activity:** Co-creating a noticings chart  
**Purpose:** Discovering the attributes of narrative

**Approx time:** 20 min

**Facilitation:**

- Facilitator reminds participants of the narrative read earlier in the day and how they responded to it as a reader
- Ask participants to listen to the story again, thinking about the text as an example of personal narrative
- After reading, ask participants to turn and talk about what they noticed about the text as an example of narrative
- Chart all noticings and guide participants towards mentioning plot, setting and character
- Explain that inquiry into the attributes of narrative continues throughout the genre study as more personal narratives are read

**Activity:** Sharing an attribute chart  
**Purpose:** Clarifying the attributes of narrative and the purpose of attribute charts

**Approx time:** 15 min

**Facilitation:**

- Facilitator shows participants a chart listing the attributes of personal narrative (plot, setting, character, movement through time, change), pointing out that these attributes were discovered in creating the noticings chart
- Participants Turn and Talk about their understandings of the attributes. Whole group share to clarify.
- Facilitator tells participants that having looked at the standards and student work, and decided on the teaching focus of the unit, the chart will highlight the specific attributes to be taught and act as a resource for the students

**Activity:** What does this look like in your classroom?  
**Purpose:** Understanding how to use the planning template to plan a personal narrative unit of study

**Approx time:** 45 min

**Facilitation:**

- Exemplar Teacher shares how she calendars her personal narrative unit of study by modeling (possibly using sticky notes)
- Exemplar Teacher discusses:
  - determining which standards to teach
  - determining her sequence of lessons on the planning template
  - finding examples of student work to use as models (possibly anchor papers)
  - determining Touchstones
  - determining criteria for success in student process and product
- Exemplar Teacher and facilitators answer questions about the planning process

**Activity:** Homework and closure  
**Purpose:** Giving homework and celebrating the day's learning

**Approx time:** 5 min

**Facilitation:**

- Homework, ask participants to:
  1. Plan and teach a personal narrative unit of study. Bring template and be prepared to discuss the progress of the unit on Day 6
  2. Read a relevant chapter from the selected professional text
- Ask participants to complete evaluations

## **Appendices for Day 5**

- I. Genre Studies Planning Guide
- II. Grade Level Narrative Standards
- III. Genre Study Planning Template
- IV. Writing Process Planning Chart
- V. Grade Level Narrative Standards Class Profile
- VI. Sample minilesson 9: editing  
Sample minilesson 10: reflecting
- VII. Rituals and Routines—reflection questions