

*MINNESOTA WRITING PROJECT
DEMONSTRATION LESSON TEMPLATE*

Title: Coaching, Conferencing, and Correcting: Adapting a Writing Workshop Approach for a High School ESL Classroom

Grade appropriate: Late Elementary through Adult

Approximate length of time to complete lesson: Ongoing

Objective (s) to be covered:

- Students will revise their writing using individualized feedback from teacher and peers
- Students will identify strengths and growth areas in their own writing and that of their peers
- Students will recognize and correct errors in exercises created from their own writing.
- Students will edit their writing using teacher feedback and examples from class exercises.

Specific standards addressed: MN Language Arts Standards, Grades 9-12, Writing:

- The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.
- The student will apply standard English conventions when writing.

Brief summary/outline:

(Is this lesson an intro? middle? end? All or part of a unit?
Does it scaffold a certain learning?)

This demo does not focus on a specific lesson, but rather modeling of several techniques I use to give students feedback on their writing on an ongoing basis, including:

1. Warm-up activity focused on organization, using examples from student writing
2. Responding to first drafts using post-it notes to focus comments on content and organization
3. Peer conferencing protocol to guide students in responding to each others' work
4. Teacher conferencing protocol (modeled) in which teacher conferences with a pair of students, coaches each to consider possible revisions in their writing, and records student, peer and teacher comments on a Writing Conference Log.
5. Responding to second draft writing using a simple system of editing marks that guides students to correct their own mechanics errors

6. Simple grammar exercises created by analyzing patterns in student errors, putting together a few examples for students to identify and correct, and following up with a related mini-lesson

Resources:

Ferris, D. (1999). One Size Does Not Fit All: Response and Revision Issues for Immigrant Student Writers. in Harklau, L., Losey, K. & Siegal, M. *Generation 1.5 Meets College Composition: Issues in the Teaching of Writing to U.S.-Educated Learners of ESL*. New Jersey: Lawrence Erlbaum Associates.

Ray, K.W. (2001). *The Writing Workshop: Working Through the Hard Parts (and They're all Hard Parts)*. Illinois: NCTE.

Shuster, E. H. (2003). *Breaking the Rules: Liberating Writers Through Innovative Grammar Instruction*. Portsmouth, NH: Heinemann.

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