

Components of an Effective Secondary Language Arts Lesson— Writing Workshop

Introduction (5 – 8 minutes):

- Set the stage for today’s lesson—use a short writing activity (journal) that introduces the lesson, connects the lesson to prior knowledge, or grabs the student’s attention often by showing relevance. Provide why this knowledge is important. You may also have students begin a pre-write on a given prompt.
- Provide a brief oral or written review of recently taught material and relate to today’s lesson.
- State and write objective introducing the day’s main lesson. Connect daily objective with prior learning (this can be done in the introduction), your syllabus and standards
- Students should be held accountable for any homework assigned. Check for homework, answer questions, etc. (keep this brief and relevant to recent instruction).

Concept/Skill Development (10 – 15 minutes):

- Whole group mini-lesson: Direct instruction of skills and strategies (this is where you teach your curriculum and address what you gather from student assessments)
- Mini-lessons generally fall into three categories:
 - Workshop procedures/management
 - Qualities of good writing (techniques, style, genre)
 - Skills and strategies
- Use a variety of teaching modalities to appeal to all learners. State lesson, write on board, have student take notes. Try and relate to or use several areas (art, music, literature, history, or other content areas). Students must apply these lessons directly to their own writing.

Guided/Independent/Group Practice (20 – 25 minutes):

- Give students time to read, write, collaborate, respond to each others’ writing, and edit. This varies from day to day, but remember, students must be given quiet time to write at some point during the class period. They can continue to develop the writing topic you gave them during journal or continue with another piece of writing they started previously.
- This is also a time to practice, apply, and reinforce or re-teach skills and strategies individually or in small groups.
- Status Check (3 – 5 minutes): A status check provides an ongoing record of the student’s work. Students and teacher record student progress for the day: pre-writing, drafting, revising, responding, conferencing, editing...

Homework:

- Homework assignments should be relevant, consist of what the teacher values most, and include a variety of assessments.
- Students should note homework, insuring they understand the assignment and ask questions if necessary.

Closure (3 – 5 minutes):

- Summarize objective, relate to future learning and reiterate homework guidelines. “Ticket out the door” works well here.
- Also this can be a time to share and discuss writing. Students can volunteer (one per day) to share with whole class. Can use authors chair; can have each student read one “Golden Line,” etc.