

**Writer's Workshop:  
Keeping a Writer's Notebook for 7<sup>th</sup> grade Language Arts Class**



Here's the scoop on keeping a Writer's Notebook:

**In the Notebook**

**Daily Entries**—strategies for launching the notebook

**Finding Patterns**—rereading and marking patterns in writing

**Collecting Around a Topic**—strategies for thinking about a topic

**Revision Strategies**—trying different things for a draft

**Editing, Grammar Notes**—class notes on grammar and editing skills

**Out of the Notebook**

**Drafts**

The whole piece is written out on loose leaf paper **or** typed on the computer and saved to Google Docs or onto student's flash drive

**Revisions**

Revisions the author wants to use are added or deleted from the piece

**Editing**

Editing the actual piece before writing the final copy is done right on the draft. If typed, draft must be printed and editing process shown by marking draft with pen or pencil

**Final Copy**

Final copies of writing pieces are done neatly in ink pen or typed and printed out

**Iowa Core Curriculum Standards:**

**W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.7.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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**Notebook Expectations:**

**Students are expected to...**

🍏 write regularly in their notebooks at school and at home.

🍏 “find” topics for their notebook writing from their life, from reading, and from natural curiosity. Students are expected to make decisions about their writing topics on a daily basis.

🍏 try strategies from the mini-lesson before continuing with their own work for the day.

🍏 fold over any entry they deem too personal to share with the teacher. (Students may not staple, glue, or tape this page shut.) Any folded-over entries the teacher cannot read will not be considered an entry toward their required number per week.

🍏 respect the integrity of the notebook by taking care of it and having it in class every day. Students will respect other notebooks by only reading entries they are invited to read by the author.

🍏 practice what they know about conventional spelling and grammar. Entries must be legible.

🍏 discover how writing can enrich their lives.

**Students can depend on the teacher to...**

🍏 provide in-class time for students to write during writer's workshop.

🍏 teach writing strategies as ways to discover writing topics. Teachers will also confer with students to help nudge their thinking and writing when students get stuck

🍏 teach mini-lessons regularly to help students be better writers.

🍏 respect the folded entries. The teacher will respect the privacy of the writer unless there is reason to believe the student is being hurt by someone, is going to hurt someone, or is going to hurt him- or herself.

🍏 have her own notebook in class on a daily basis. The teacher will also share some of her writing throughout the year to establish that she too is a writer. Teachers will not lose notebooks they collect, write all over entries in red ink, or spill coffee on them.

🍏 teach rules of spelling and grammar that will enhance student writing. Teachers will recognize that the notebook is a place to practice new conventions and words and to master conventions and words students already know.

🍏 discover how her life is enriched by the writing of each student.

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**Assessing the Notebooks (Grading):**

- 🍏 Ms. Gordon will collect and assess Writer's Notebooks **once a quarter**.
- 🍏 Students are expected to write in their notebooks at least **five times a week**
- 🍏 Students will mark one entry with a post-it note (provided by Ms. Gordon) they feel most proud of or have questions or concerns about for Ms. Gordon to respond to
- 🍏 Students are expected to share and discuss their writing progress, entries they are proud of, or writing and language questions or challenges they have with Ms. Gordon from their notebooks (as well as from their current writing assignment drafts) during writing conferences

**Writer's Notebook Evaluation Rubric**

Grade	A	B	C	D
<b>Flexibility and Fluency</b>	Entries are easy to read, dated, and make sense.	Entries are fairly easy to read, are dated, and mostly make sense.	Many entries are illegible or nonsensical	Things are written but are indecipherable
<b>Thoughtfulness</b>	Entries are complete—around a half page, single-spaced. It is clear the student is practicing the various writing strategies discussed in class	Most entries are complete—some could be longer. Some entries reflect the strategies discussed in class	Many entries are incomplete. Only a few entries reflect the strategies we studied in class.	Only a few words or sentences per entry.
<b>Frequency</b>	90% of required entries	80% of required entries	75% of required entries	70% of required entries