In Fairfax County Public Schools, elementary writing instruction is provided using a writing workshop framework that incorporates the LEARN model. Each month during writing workshop, students complete the writing process: generate ideas, draft, revise, edit, and publish. A different writing genre is taught each month.

**Link**
The teacher begins the lesson by making a connection to recent learning, something the students learned yesterday, the day before, or within the last week. (3-5 minutes)

**Engage and Educate (Focus Lesson)**
The teacher presents a whole-group lesson based upon the Program of Studies and student assessment information relating to the monthly writing unit of study. (10 minutes)

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<thead>
<tr>
<th>Person(s) Responsible</th>
<th>Instructional Component</th>
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<tbody>
<tr>
<td>TEACHER</td>
<td>The teacher gathers the students onto the carpet. Students sit next to their assigned writing partner. The teacher explicitly states the teaching point of the day. The teacher models the teaching point using the mentor text she has shared at a prior time (during a read-aloud, think-aloud, interactive read-aloud, shared reading), by using her own writing, or the writing of a student. The teacher asks the students to try the teaching point, often by talking to their writing partner. Then the teacher restates the teaching point one more time and sends the students off to write.</td>
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**Active learning (Workshop Time)**
While students are engaged in writing individually, the teacher meets one-on-one to confer with students. (40-50 minutes)

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<td>TEACHER and STUDENT</td>
<td>A typical conference begins with the teacher asking “What are you working on today as a writer?” After reviewing the work being done by the student, the teacher finds one specific aspect of their writing to compliment. After delivering the compliment, the teacher makes a suggestion and models this to help the student grow as a writer.</td>
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**Reflect (Sharing)**
The teacher restates the daily teaching points and provides time for partners to talk and share their writing. Writing partners are taught that their job is to be supportive and to motivate their partner to keep writing. (5 – 10 minutes)

**Now and Then**
The teacher ends the lesson by making a connection to long-term learning. This is something that the students learned last month or before and may connect to other content areas. The teacher may also make a connection to what the students will learn tomorrow. (3-5 minutes)

**Writing Mentor Text**
The teacher immerses students in the kind of writing genre they are learning to write by sharing many mentor texts with the students.

**Writing Assessment**
The teacher is constantly checking in on each students writing progress. The following can be used to assess writing progress throughout the year: writing folders/notebook, conference notes, On-demand writing assessments, and published writing scored on a rubric. Each student chooses one piece of writing they are most proud of to include in the end of year Digital Literary Magazine.

*Units of Study for Teaching Writing kits by Lucy Calkins and Writing Curricular Calendars are available to guide grade-level planning.*