

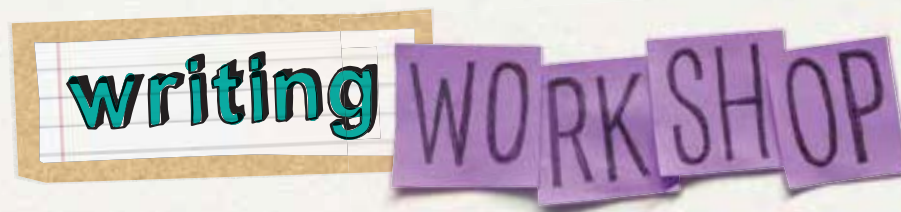
**Program Overview**

GRADES 2-5



AN **inspired** APPROACH

TO



**ZB** Zaner-Bloser

# Are you **ready to test** the **writing workshop** waters?

Sometimes it seems like there's never a right time to start something new—even for the things we really want to do! We think and plan and rehearse for the perfect moment to begin. We're hesitant to jump in because there's so much we could be doing first!

Adopting a writing workshop approach can feel this way. If it's brand-new, you may not be sure how to get started. Or perhaps you already tried a writing workshop but felt bogged down with prework and planning.

What if there was a program that helped you establish the right balance from the start: making the most of skills you already have while providing real-time learning in the writing workshop method?

**Jump in with confidence!**



**Be inspired** by Jabari, from ***Jabari Jumps***—one of the many characters you will meet in our wonderful mentor texts—and ***Jump Into Writing!***



# Introducing Jump Into Writing! © 2021

a new student-inspired, teacher-friendly curriculum that helps you apply the everyday skills you've developed as classroom leader toward establishing a writing workshop in your classroom.

- ➔ Facilitating discussions
- ➔ Engaging students' attention
- ➔ Using your powers of persuasion
- ➔ Establishing routines and expectations
- ➔ Asking students to reflect
- ➔ Sharing personal stories
- ➔ Providing ongoing and effective feedback

## Why build a workshop?

Writing workshops operate on the premise that every student has a voice to be heard and the ability to communicate through writing. A workshop approach empowers students with the social, emotional, and academic prowess to realize their potential as writers.

By establishing a writing workshop in your classroom you're preparing your students not only to be better communicators, but also better classmates.

**Learn more** about what makes this a true writing workshop program—and what sets it apart!

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## Meet your **mentors.**

***Jump Into Writing!*** is inspired by co-authors Lynne Dorfman's and Stacey Shubitz's years of teaching and coaching experience in writing workshop classrooms.

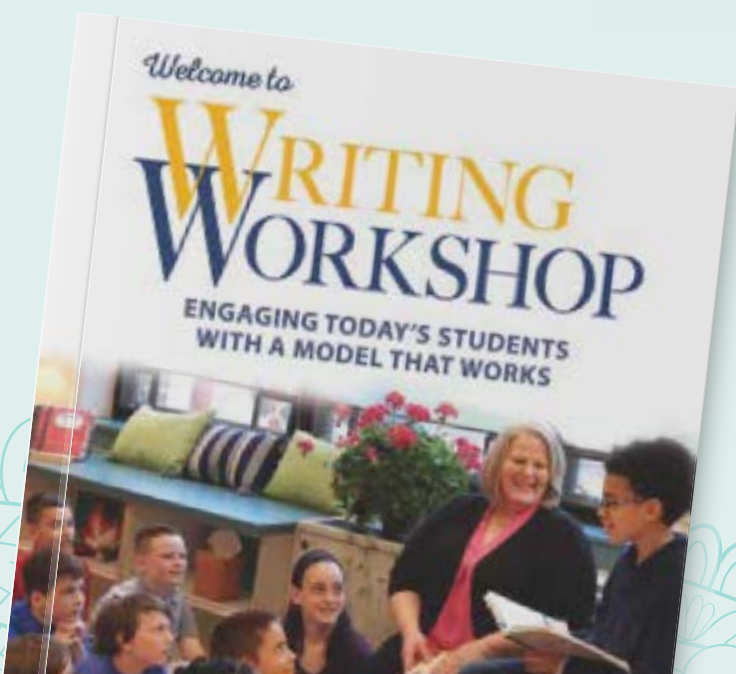
The ***Jump Into Writing!*** curriculum is a natural extension of their professional development book ***Welcome to Writing Workshop*** (Stenhouse © 2019). Both the curriculum and the book give educators practical, actionable advice for establishing a successful writing workshop that speaks to *all* students in *any* classroom.



**Lynne Dorfman**



**Stacey Shubitz**



With ***Jump Into Writing!***, Lynne and Stacey have created a program that increases teachers' confidence as writers and as writing teachers through embedded support. This is key to ***Jump Into Writing!*** success and is designed to meet teachers where they are today and help them get to where they want to be tomorrow.



## Students are the focus.

Lynne and Stacey also recognize that you can't have a writing workshop without writers! Student participation is crucial for success, and they've crafted this program to emphasize the joy and empowerment that comes from self-expression.

From mentor texts that reflect real-life experiences to a unique student writing component, students are heard, seen, and treated with the respect they deserve as contributing members of the classroom writing community.

# Everything you need to get started...

**Jump Into Writing!** covers the three key modes of writing—Narrative, Informative, Opinion—across four grade levels, 2–5, with a comprehensive set of resources.

## Teacher Guides



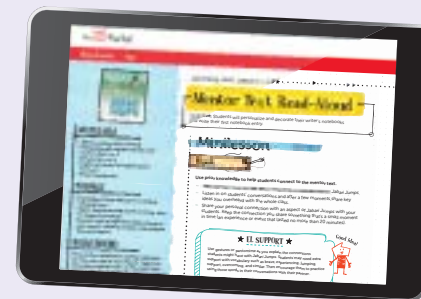
- ➔ Each grade level begins with a Launching Unit with everything teachers need to establish a successful workshop.
- ➔ Each grade level also includes six Teaching Units covering the three writing modes via a particular writing type. For example: Modern Fairy Tales, Biographies, and Persuasive Letters.

## Mentor Texts



- ➔ A rich collection of mentor texts provides exceptional modeling opportunities and diversity at all grade levels.
- ➔ Mentor texts were carefully chosen by the authors to speak to a particular form or genre. Texts are referenced throughout the full course of instruction.

## Online Resources



- ➔ Instructional support on **MyZBPortal.com** includes digital copies of Teacher Guides and projectable/reproducible anchor charts, sample texts, forms, and graphic organizers.
- ➔ Teachers can access the professional development videos featured in **Welcome to Writing Workshop**.

...with a few **game changers** to make it your own!

### Writer's Notebook

- Unique to *Jump Into Writing!*, the student component offers developing writers a place to gather thoughts, work through ideas, and brainstorm next steps.
- At the end of the year, students have a tangible take-home documenting their writing progress.



Dip a toe—or  
make a **splash.**

*Jump Into Writing!* is available as a school purchase, a grade-level classroom purchase, or even one writing module at a time. This allows a school to test the waters using a writing mode unit before making a full commitment!

# All the hallmarks of a **traditional workshop** approach...

There's no flawless way to introduce writing into the classroom, especially when it comes to a writing workshop approach.

Rethinking, cross-outs, do-overs, and double takes are all part of the learning process—for teachers and students.

Rewrites and second drafts are not to fix mistakes; they're the next step forward for a work in progress! **Jump Into Writing!** celebrates the entire workshop process.

## Did you know...

Lynne & Stacey have authored multiple professional development books on the topic of mentor texts? They selected each text for **Jump Into Writing!** to best fit the unit and writing mode objectives.



## Voice & Choice

From topic, workspace, and craft moves to artwork, dialogue, lists, and directions, **Jump Into Writing!** empowers students to choose how they want to take command of their writing and find their voice.



## Meaningful Reading & Writing Models

Carefully chosen mentor texts—for each and every unit—provide inspiration and modeling opportunities. Diverse subject matter reflects the familiar and introduces the new. Simple yet powerfully written stories broaden horizons and build compassion.

## Independent Writing (30–40 min.)

### Writing Time

Have students move to their focus spots and begin writing. Allow students who are new to writing workshop to write for a shorter period of time. Tell those students they will be building their stamina today. Challenge them to write uninterrupted for 15 minutes.

### Conferring

As you circulate around the room, ask yourself, “What can I notice about my students?” Stop to praise students—remembering to be specific—to help them gain confidence and self-esteem. Look for these areas to praise:

- a sharp focus: the writer did not stray from his intended path
- elaboration, the details: the writer offers examples, descriptions, explanations
- organizational scaffolds: use of transition words, strong leads, effective endings
- word choice: exact nouns, strong verbs, use of imagery
- sentence fluency: varying lengths and patterns
- effective punctuation

### and or

### Small Groups

- Have partners share their **Writer’s Notebook** pages filled with daily observations and wonderings. Encourage them to jot down any new ideas they think of while sharing.
- Encourage a few students to share their notes or the draft they have started from an observation or wondering with the small group.
- Tell students that they will be able to return to their notes about observations and wonderings often to find writing ideas.

optional

Launching Unit, Lesson 5 | Grade 3

## Write, Re-Write, Repeat

During the Launching Unit, students (and teachers) develop their writing stamina, building to 40+ minutes of writing per day! In addition to writing practice, students learn how to troubleshoot, problem solve, and work independently—important skills that benefit them well beyond the classroom.

## Conversation, Writing Conventions & Critiques

Small group and conferencing activities provide opportunities to gauge each writer’s progress and provide feedback. Whether it’s additional grammar instruction or soliciting constructive criticism from their peers, there are opportunities to make progress each day.

## Share Your Success

Sharing the writing experience is key to a workshop model, and ***Jump Into Writing!*** provides multiple opportunities to celebrate! From daily Reflect and Share at the close of every lesson to published writing at the end of units, students learn that progress with their written pieces is something to be recognized by their peers and the entire school community.

## Reflect and Share (5–10 min.)

Ask students to reflect on having several minutes to write about one topic. Write the following questions on the board or on chart paper, and have students turn and talk with a partner about their responses:

- Did you have enough time to write your entry today? If not, how much more time did you need?
- What else has *Jabari Jumps* inspired you to write about?

Select students to share their answers to the reflection questions.

Launching Unit, Lesson 3 | Grade 3



It is important that teachers provide students with frequent opportunities to publish their writing. Publishing serves as a great motivator!



—Lynne Dorfman & Stacey Shubitz

...with extras that really make ***Jump Into Writing!*** stand apart!

A writing workshop isn't a museum of finished pieces—it's the place where the work happens. ***Jump Into Writing!*** helps teachers create a writing ecosystem that's more hive of focused activity (think communication and collaboration) than independent study. Learning while doing is part of the writing process and key to the growth process—for both students and teachers.

## Real Instruction for Real Teachers

The first thing you'll notice when you open a ***Jump Into Writing!*** Teacher Guide? The engaging and accessible design! Full-color lessons with clear direction, stepped-out learning, and an easy-to-follow lesson plan lay out options to meet your specific classroom needs.

The image displays a two-page spread from the 'Jump Into Writing!' Teacher Guide. The left page is titled 'Launching Unit | Lesson 5' and features a book cover for 'Jabari Jumps' by Geia Cornwall. Below the cover, there are sections for 'MATERIALS', 'PREPARE', and 'BACKGROUND'. The right page is titled 'Paying Close Attention' and includes an 'Objective', a 'Minilesson' (10 min.) with a 'look' icon, and a 'Teach/Model' section. The 'Teach/Model' section contains a list of instructions for introducing the lesson and modeling the writing process.

Launching Unit | Lesson 5

### Paying Close Attention

**Objective:** Students will use wonderings to observe daily life that could lead to possibilities for writing.

### Minilesson (10 min.)

**look**

Use prior knowledge to help students connect to observations and wonderings.

- Show students the cover of *Jabari Jumps*.
- Examine the cover and think aloud about your wonderings. (Example: *I wonder how high the diving board is. I wonder if the boy will jump. I wonder if he is afraid. I wonder where this takes place.*)
- Tell students that all of life is a prewriting experience and today they will learn how to jot down things they wonder about in their **Writer's Notebooks**. These ideas might turn into future writing topics.

### Teach/Model

Use Anchor Chart 5 to introduce questions that help writers pay close attention to the world around them. Read aloud and discuss each question. Explain how daily observations and wonderings can lead to powerful writing.

**Model jotting down observations and wonderings in your notebook.**

- Jot down wonderings while looking around the room and out the windows for one minute. (Example: *I see a solitary winter glove on the floor by the door. How long has it been there? Did someone miss it over the weekend?*)
- Explain how you write just a few words when jotting down a wondering.
- Include at least one sketch of an object, person, or place in the room.
- Share a few examples of how these wonderings could lead to future fiction and nonfiction writing topics. (Example: *I could write a story from the point of view of the missing glove or I could write an informational piece about how many items end up in the lost and found every year at school.*)
- Tell students that they will practice paying attention to the world around them by making a list of observations and wonderings in their **Writer's Notebooks**.

20 | Launching Unit

***Jump Into Writing!*** is unlike any writing workshop approach you've seen before!



Spend the time to get to know our students as writers, including their attitude toward writing, their successes, and their fears...Building a community of writers in the beginning of the year will actually save time.



—Lynne Dorfman & Stacey Shubitz

## Lesson 5

### Active Engagement

Have students practice jotting down observations and wonderings.

- Ask students to start jotting down their own observations and wonderings about the classroom in their **Writer's Notebooks**.
- Tell students to jot down words or add quick sketches to a page.
- Allow two or three students to share what they jotted down.
- Encourage students to continue to jot down their observations and wonderings today and anytime throughout the year. Tell them they will return to these pages often for writing topic ideas.

### ★ EL SUPPORT ★

Tell students that they can write about what they observe in their home language. Alternatively, allow students to work with partners. Have one partner make observations as the other jots down what the partner says.

Good Idea!



Paying Close Attention | 21

Launching Unit, Lesson 5 | Grade 3

While ***Jump Into Writing!*** requires prework on the part of the teacher, it's more focused on building the foundations for a successful writing community than it is on daily lesson preparation.

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Launching Unit, Table of Contents | Grade 3

## Know As You Go

The comprehensive ***Jump Into Writing!*** Launching Unit includes guidelines for

- setting up the physical classroom with spaces that encourage creativity and conferring.
- building a welcoming, safe community for writers to flourish.
- getting to know each student as an individual.
- establishing writing and critical-thinking tactics to use throughout the year.

# Instruction that is **structured, not scripted.**

## Teacher-friendly & Turnkey

**Jump Into Writing!** individual lessons include an approximate amount of time to spend on each step. Teachers can predict how long they will allocate for workshop so writing instruction doesn't creep into their next teaching block.

## Maximize Your Minilessons

Minilessons are designed to take about 10 minutes BUT they pack a powerful punch! Topics are ordered to reflect the writing process. Remember: topics don't have to be mastered in a day—they are reinforced throughout the year.

### COMPONENTS OF A MINILESSON



Connect to previous knowledge



Use teacher's writing or mentor text for reference



Give a quick try before "jumping in" to independent writing



Additional features in each unit include EL Support, Teacher Tips, Differentiated Instruction (Intervention & Enrichment), and guidelines for Conferring and Small Groups during Writing Time.

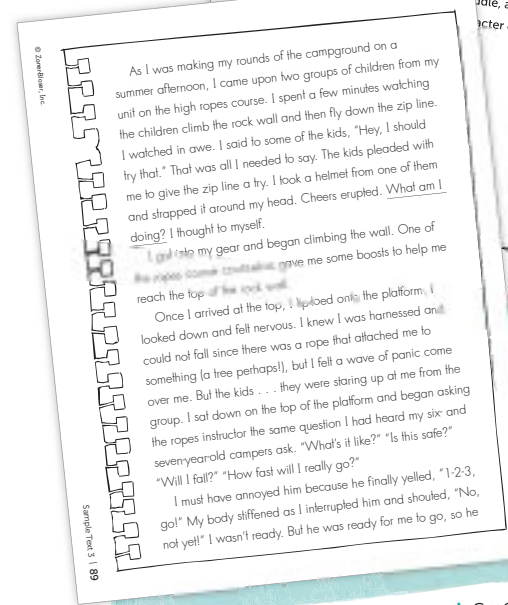
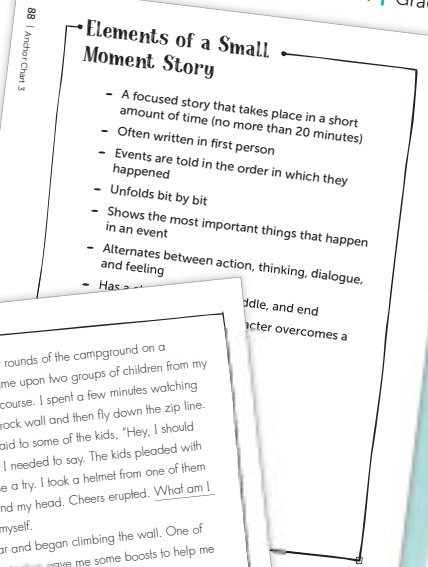


## Support Every Step of the Way

Pre-written teachers' writing samples, anchor charts, and grammar instruction in the ***Jump Into Writing!*** Teacher Guides provide backup as teachers establish their routines, find their footing, and become comfortable with their own writing.

Lessons are designed to balance suggested instruction with individual teacher style and preference. As teachers build their confidence as workshop leaders—and writers—they can assert themselves as they see fit. Think of it as gradual release for the front-of-class set!

Launching Unit, Anchor Chart | Grade 3



Launching Unit, Sample Text | Grade 3



## A Note from Lynne & Stacey


"As teachers, we need to write so we can try new strategies, take risks, and practice craft moves. We share the same struggles and attempts to problem solve in order to improve our skills as our students."



# Hey teachers... you've got this!

## Craft Moves Meet Core Mechanics.

Unlike other writing workshop programs that gloss over grammar, **Jump Into Writing!** incorporates grammar instruction into every unit to ensure students are not only writing, but also writing correctly.



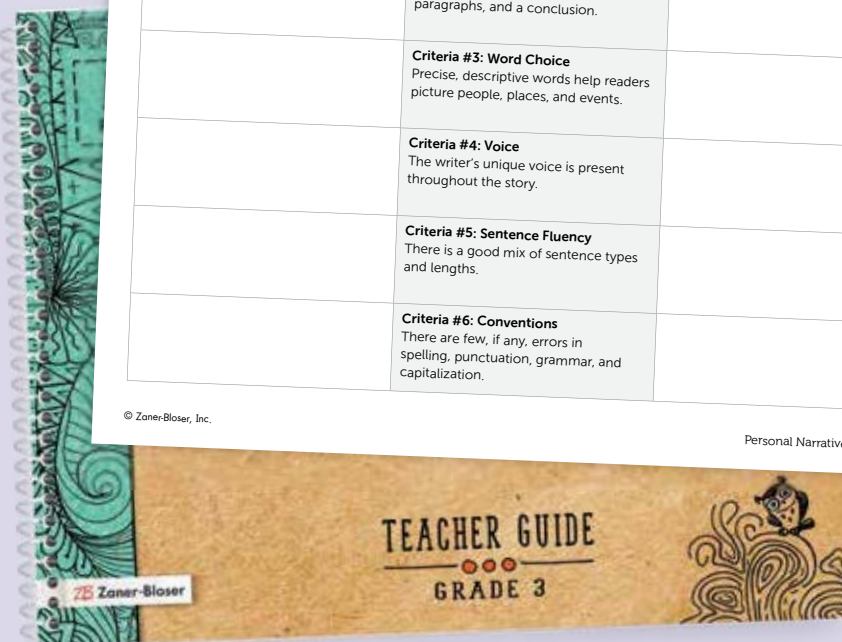
Teach/Model

- **Introduce using specific nouns using Anchor Chart 21.**
- Use the anchor chart to explain what specific nouns are and why writers use them.
- **Use *A Bike Like Sergio's* to show examples of specific nouns.** Read aloud each of the following excerpts and contrast it with a sentence that has the same basic meaning but uses vague nouns instead of specific nouns. Point out how the sentences with vague nouns are not only less informative, but also hard to follow at times.
- **Example 1** (page 6)
  - Say this sentence: *At the store, a boy buys cards.*
  - Contrast your sentence with the sentence that begins, "At Sonny's Grocery . . ."
- **Example 2** (page 8)
  - Say this sentence: *The children pull containers from the furniture.*
  - Contrast your sentence with the sentence that begins, "The twins pull . . ."
- **Example 3** (page 16)
  - Say this sentence: *At a building, the woman is making a list for a day.*
  - Contrast your sentence with the sentence that begins, "At home, Mom . . ."

Concerns Areas That Need Work	Criteria Standards for This Performance	Advanced Evidence of Exceeding Standards
	<b>Criteria #1: Ideas</b> Ideas are well developed and related to the topic. The story stays on focus.	
	<b>Criteria #2: Organization</b> The writer included a lead, body paragraphs, and a conclusion.	
	<b>Criteria #3: Word Choice</b> Precise, descriptive words help readers picture people, places, and events.	
	<b>Criteria #4: Voice</b> The writer's unique voice is present throughout the story.	
	<b>Criteria #5: Sentence Fluency</b> There is a good mix of sentence types and lengths.	
	<b>Criteria #6: Conventions</b> There are few, if any, errors in spelling, punctuation, grammar, and capitalization.	

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Personal Narrative Rubric | 135



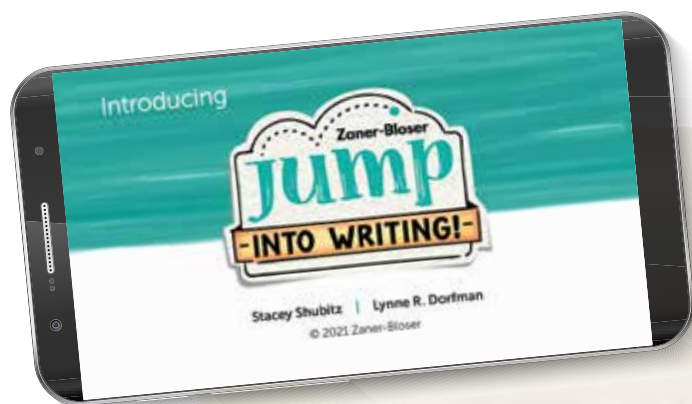
## Single, Streamlined Rubrics

**Jump Into Writing!** utilizes single-point rubrics for teachers to use when giving feedback on the Quick Publish Assessments and final published pieces. This allows teachers to provide very specific feedback without a lot of extra text for students to wade through.

In addition, students and teachers create goals during independent writing time conferencing. Students can revisit these goals throughout the unit to self-assess their progress.

## Implementation Support

In addition to the embedded learning support you'll find throughout *Jump Into Writing!*, our Zaner-Bloser professional development consultants will provide implementation training with your purchase.



## Are You Ready to Jump In?

Visit [zaner-bloser.com/jumpintowriting](https://zaner-bloser.com/jumpintowriting) to download chapters from the authors' professional development book, *Welcome to Writing Workshop*; sample lessons from *Jump Into Writing!*; and watch a special video message from the authors.





[zaner-bloser.com/jumpintowriting](http://zaner-bloser.com/jumpintowriting)

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