

Lesson 7: Writers Need a Way to Organize All of Their Writing

Supplies Needed:

- Some way for students to organize their papers for writing workshop. The organization would need to have sections for all or some of the following:
 - Idea book
 - resources (word walls, etc)
 - pre-writing/planning
 - drafts
 - revising
 - editing
 - publishing/published

You could certainly combine some of those sections if it works better for you. Here are two suggestions for organization:

- Writing Binders - Each student would need a 1-inch writing binder with 5 or 6 dividers each. (Or you could use three folders that come already 3-hole punched to keep in the binders.) You can have them bring these in or purchase them for a cheaper price at back-to-school sales for the class and keep them from year to year. (Numbering them and assigning numbers to students works well if you choose to use them again.) If neither of these options is appropriate for you or your students, you might want to think about a donation program or ask for donations from parents or other teachers who may not be using some of their binders. For this organizational method, you would just need to make sure that all papers that you provided for pre-writing/planning or drafting were hole-punched so they could be inserted into the binders in the correct section.
- Writing Folders – By gluing two or three paper folders together, you can create an organized place for students to keep various parts of their writing with pockets for each section. The pockets

of these folders can be labeled so that students know what goes into each one.

Whatever organizational method you choose, set up an example with samples of your “work” in each section – including a piece that you are currently “publishing”. You want to be able to show students the kinds of things they might have in their own binder or folder.

Procedure:

- Pass out the binders or folders to students. Begin by looking through the sections and discussing the ones they are familiar with – ideas, pre-writing, drafts. Refer to the Writing Process Anchor Chart and relate that to the different sections of their writing binder/folders.
- Have students get out their Idea books, the graphic organizer(s) they have filled out and any rough drafts they have completed or are currently working on.
- Show students your examples and where they are located in your writing binder/folder. Have them add their writing to their own binder/folders in the correct spots as you explain. Tell them that they will be moving writing pieces to different places in the binder/folders as they go through the writing process.
- Review the term “Writing Process” and what it means. Ask students to think about why a process for writing – with several steps to reach a published piece to present to others – is important. Why must real life authors go through the process? Why might it be important to stay organized?
- Send students to their independent writing spots to begin independent writing time. Again, conduct some informal conferences as students write so that you can make sure the class is focused and on task. You will want to continue this until the expectations are clearly understood and met.
- Gather students together at the end of independent writing time to discuss where most of them are in the writing process today. Have some students share what they have in their binders/folders. Discuss

any questions students may have about their binders/folders and make sure they know where to keep them.

Notes: _____
