

Using Class Time for Writing: Workshops, Reflections, and Peer Reviews

Writing Workshops

- Focus on a discrete task.
- Begin with mini lessons of 5-7 minutes focused on specific writing strategies, approaches, revisions.
- May be a mix of whole-group discussions, mini-lessons, and individual conferences.
- Include opportunities for students to revise in response to feedback.

Reflective Writing

- Goal-setting questions: What do you want to accomplish between now and X time? How will you do that?
- Responses to feedback: What specific feedback did you get from your peers? What revisions are you going to make in response to that feedback?
- Writing process questions: What parts of the process of creating project C did you find most useful? What's something you did as you were revising project C that you'll definitely do again? What parts of the process of creating project C felt least useful? What's something you did as you were revising project C that you don't think you'll do again?
- Project planning questions: What's the next step you need to take in drafting/revising for X project?
- Reading response questions: After reading Y, what do you think about Z topic? How does Y fit with the other things you've read about or know about Z topic?
- Questions about Posing questions: After reading A or doing B, what questions do you have about Z topic?

Peer Review

- Reiterate the key steps and goals of the assignment.
- Focus on specific, discrete questions.
- Avoid asking students to make qualitative judgements; instead ask them to describe, name, summarize, etc.
- Ask students to respond as readers.
- Ask students to reflect on peers' feedback.
- Example: [W Project 1, Analyzing a Genre, Peer Review Worksheet.docx](#)