A black background with a black square

Description automatically generated with medium confidenceWriters Workshop

**Implementation Guide**



**What to do:** To engage students in authentic writing tasks that motivate and empower them, incorporate a writers workshop that includes the five stages of the writing process described below.

**Why it matters:** The workshop setting helps students view themselves as writers capable of becoming more skilled by writing frequently for extended periods on topics they choose.

A writers workshop is a way to organize opportunities for young people to express themselves through writing. It’s built on a process similar to the one aspiring professional writers might use. Here are the five stages of the writing process:

# Prewriting

Students use this stage to brainstorm ideas, consider their audience and purpose for writing, and use graphic organizers to develop and connect ideas. For ideas to help students begin, see the **Prewriting Activities** tool.

# Drafting

Students work independently at this stage. Support students individually as they write, offering praise and suggestions while being mindful of those who might be “stuck” or struggling with the task.

# Revising

Show students how to revise their draft to make it clearer and more coherent. Model by reading your own writing and holding a “think-aloud” about ways you could improve it. For example, you might reorganize information, add details, make the language more interesting, or add a catchy title. Seeing you model the process — and then reading their work aloud to classmates during peer conferences — helps students understand what revisions they need to make.

# Editing

Show students how to edit their writing so it’s free of errors in grammar and usage. Helpful tools are the **Peer Editing Checklist** and **Editing Tips for Students and Writing Activity Leaders**.

# Publishing

Having an authentic audience beyond the program or activity gives student writing more importance and helps students to see a direct connection between their lives and their literacy development. Create opportunities for students to publish their work in a variety of ways, such as a bulletin board, letter to the editor, website, or other community outlet.

This resource was developed in 2024 by the Nita M. Lowey 21st Century Community Learning Centers (21stCCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department’s Office of Elementary and Secondary Education. Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the federal government. This resource is in the public domain and is available at [21stcclcntac.org](http://www.21stcclcntac.org). Authorization to reproduce it in whole or in part is granted.

A white rectangular frame with purple border

Description automatically generated