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<td><strong>Foundations of Writing</strong></td>
<td>1. What are different ways writers communicate?</td>
<td>TEKS 17A-E, 18A, 21A-C, 22A-C, 23D</td>
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<tr>
<td>• We are a community of story tellers and authors.</td>
<td>2. How can I use pictures, letter sounds, and words to write?</td>
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<td>• Writers use mentor texts for inspiration and to study the author’s craft.</td>
<td>3. What can I learn from listening to texts by mentor authors?</td>
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<td>• Authors write for different purposes and audiences.</td>
<td>4. Where do authors get ideas?</td>
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<td>• Writers think about what they will write.</td>
<td>5. What stories am I an expert at telling?</td>
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<td>• Authors are always collecting ideas for writing.</td>
<td>6. How do I choose one idea to share and write about?</td>
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<td>• Writers collect ideas from personal experiences.</td>
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<td>• Authors share their thoughts and ideas for writing throughout the entire writing process.</td>
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<td>• Authors listen respectfully as others share their writing.</td>
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<td>ELPS 1C,E,H 3C,E 5B-G</td>
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<td>• Writing involves many actions that require practice.</td>
<td>10. How do I decide if my writing is finished?</td>
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<td>• Writing is a process that includes pre-writing, drafting, revising, editing, and publishing.</td>
<td>11. How can writers use conventions to convey their message?</td>
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<td>• Telling your story is the first pre-write.</td>
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<tr>
<td>• There is a difference between revising and editing. Revising is an ongoing process. Editing is a final check for written conventions.</td>
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<td>• Writers are always thinking about how to make their writing better – before, during, and after writing.</td>
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<td>• Writers use written conventions to make their writing accessible to the reader.</td>
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<td><strong>Developing our Writing</strong></td>
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<td>• Writers think of an order for their ideas.</td>
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<tr>
<td>• Writers ensure that their writing is focused and stays on topic.</td>
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<td>• Writers add details to help readers experience their story.</td>
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<td>• Writers use written conventions to make their writing accessible to the reader.</td>
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I have come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s experience miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. HAIM GINOTT

To launch this unit and the yearlong writing workshop, we will demonstrate our writing, and induct children into the structures and expectations of a writing workshop so that even in its opening days, children carry on with independence, making decisions without a teacher micro-managing their every step. This is only possible if the work is accessible enough for all children to do it easily and happily. Our goal is to offer children the opportunity to bring their lives to school and to put their lives on the page. At first, we’re especially cultivating rich conversations, lots of storytelling, and detailed drawings. We definitely DON’T want children to limit what they say and think because of concern for spelling or penmanship. We want to teach all children that the writing workshop is an opportunity to make and convey meaning.

What is writing? Writing is bundle of skills that includes sequencing, spelling, rereading, and supporting big ideas with examples. Writing workshop creates an environment where students can acquire these skills, along with the fluency, confidence, and desire to see themselves as writers. Lucy Caulkins has pointed out that the writing workshop is a “generative” time of day, with kids actively involved in creating their own texts. This is important. Writing workshop turns the table and puts kids in charge. If you observe a workshop you will watch a roomful of students engaged in the act of writing. More than anything else, you’ll be struck by how much writing kids do. Teachers begin by bringing students together for a short lesson, and end the workshop with some kind of share time. But the core of a workshop—the heart, the marrow—is kids putting words on paper. We want to create conditions that allow students to work/play with language, and learn as they do it. We need to create an environment where students of varying abilities can coexist side by side and learn from one another. The teacher sets up the structure, allows students plenty of choice, and gets them writing. You work off the energy students create. (Fletcher and Portalupi-Writing Workshop-The Essential Guide)

The writing workshop strives to create conditions where our students can thrive as writers. We can show them our own enthusiasm for writing, and get them doing the work of writers on the very first day. We should expect plenty of failure—false starts, blank pages, misspellings, and so on. Failure is an integral part of how people learn. But we also need to build on their strengths and take notice of and celebrate a great word, sudden twist, or surprising image. (Fletcher and Portalupi-Writing Workshop-The Essential Guide)

Creating a Writing Environment:
Get students excited about reading new writers and being writers themselves by creating a celebratory environment for launching the Writing Workshop. Display the books/texts you will use during this unit so that students can see the covers and titles. Visit author’s websites to find out more about them, and place pictures of featured/favorite writers around the room. As the unit gets underway, duplicate some of the writings and drawings that your students create in response to the mini-lessons so that they can see themselves becoming part of the world of writers.

Choosing Mentor Texts:
The books in the launching unit should be multi-genre (e.g., fiction, nonfiction, personal narrative, and poetry [in several forms]) offerings, chosen for how well they introduce students to how writers think, how they work, the kinds of books they create, and the decisions they make about content, illustrations, and more. Put together a collection of favorite and well known authors.

Even though you will spend the first few days exposing students to a variety of genres and setting up a writer’s notebook, the lessons and writing students will do in the rest of the launching unit will move into personal narrative.

Terms Used Throughout this Resource

- **Writer’s notebook**: a composition type book that accommodates multi-leveled assignments; used by students to collect ideas for writing, store personal entries, gathering memories, keeping occasional assignments, etc. Often travels with students during share/reflect time & to/from home.
- **Writer’s Portfolios**: a place where students can store completed, cumulative writing. May contain sequence of rough drafts, mentor texts, unit-specific rubrics, collected materials from writing-in-progress folders.
- **Writing-in-progress folders**: a folder for collecting drafts, rubrics, guide sheets, and mentor texts; sometimes, a two-pocket folder containing loose-leaf papers.
- **Mentor Texts**: Any writing studied that can be used to teach a writer about some aspect of writer’s process or craft.
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2nd Grade Launching Writing Workshop – Unit of Study

Use the Framework For Immersion (see below) for Day One and Two of Launching Unit.

**FRAMEWORK FOR WRITING WORKSHOP**

| TIME TO TEACH | Ongoing demonstrations are necessary to ensure that students have ideas for writing, expectations for quality, and an understanding of the elements of the genre so they apply them to their own work, and the knowledge and confidence to write independently. Demonstrations/modeling may involve one or more of the following, or any combination of these, depending on your purposes: Students are gathered up close and on the floor. The way we start the workshop should set the tone for the rest of that block of time.  
- New focus lesson on one aspect of the genre  
- Teacher thinking aloud and writing in front of students, modeling what the students are expected to do  
- Reviewing a previous lesson from the previous day or days before  
- Sharing a piece of children’s writing that supports the lesson or work we’ve been doing in genre share  
- Reading and discussing a poem and its characteristics  
- Reviewing workshop routines or ways to use materials |
| **TIME TO PRACTICE** |  
| Work & Practice Time | 30 to 40 minutes |  
- Independent writing: time for children to think, write, and talk about their writing either with classmates or with the teacher in individual conferences or guided writing groups. |
| **TIME TO SHARE** |  
| Sharing and Celebrating | 5 to 10 minutes |  
- At the end of the workshop, children gather to share their work. Typically, children who share are the ones the teacher has had individual conferences with that particular day. These children share their teaching points and teach the class what they learned.  
- Students may share completed work with peers. |

**Independent Work:** Explain to students that when it’s time for independent writing, the first thing they should do is reread a little bit of what you already wrote the day before. Then you have two choices. You can keep writing on the same piece or you can start a new piece. If you want to continue with the same piece, just write the date in the margin. Model this on chart paper. Have a poster ready to remind students what they need to do.

**Affirming Writers’ Efforts-Conferencing**
- Circulate the room, stopping to briefly talk with students. The following are typical comments:  
  - Why did you choose this topic? Tell me the story. What is the important part you want to focus on?  
  - Capture and celebrate the writing “gems.” Listen and look for writing “gems”—those words or phrases that are especially powerful. When a child says or writes one, may stop and draw everyone’s attention to what the writer has done well. This should continue every day.

**Assessment:** What students/teacher will complete as documentation of growth
- Student work samples from beginning, middle, and end of study with anecdotal notes  
- Rough and final draft work

**Writing Workshop Structure During Immersion**
*(Framework is ONLY for Immersion)*

| 25 minutes for reading aloud the mentor texts and discussion | Read mentor texts to the class. Stop periodically to share thoughts, observations, or inquiries about text. |
| 15 minutes independent or small group work | Optional activities can be done at the meeting area or students’ desks. |
| 10 minutes for a share | Share work that was done or ideas that were discussed. |
Suggestions for Mentor Texts

- *The Day Eddy Met the Author* by Louise Borden
- *Author: A True Story* by Helen Lester
- *If You Were a Writer* by Joan Lowry Nixon
- *Knots on a Counting Rope* by John Archembault
- *Nothing Ever Happens on 90th Street* by Roni Schotter
- *Three Days on a River in a Red Canoe* by Vera Williams
- *You Have to Write* by Jante Wong
- *Mice and Bean* by Pam Munoz Ryan
- *Two Mrs. Gibbons* by Igus Toyomi
- *My Basketball Book* by Gail Gibbons
- *Gentle Giant Octopus* by Karen Wallace
- *Night In the Country* by Cynthia Rylant
- *The Paperboy* by Dav Pilkey (Good examples of pulling a story across the pages with engaging text and illustrations)

Mentor texts that centers around a place,
Possible examples might include:
- *Bigmama's* or *Shortcut* by Donald Crews

Mentor texts about seed moments,
Possible examples might include:
- *Emily* by Michael Bedard
- *The Sleeping Porch* by Karen Ackerman
- *The Sunsets of Miss Olivia Wiggins* by Lester Laminack
- *Roxaboxen*, by Alice McLerran

You may choose any favorite books/authors of mixed genres to use during this unit. For Day One of the launching unit, be sure to have a variety of genres, including poetry, non-fiction, and personal narrative.
WEEK ONE
The immersion portion of the launching unit is specifically designed to help establish your writing community in the classroom through read-aloud sessions that show what writers do and how books are often inspired by their personal passions and experiences. Familiarize yourself with the books/texts. As you read, pay attention to your own responses as a first-time reader: the personal connections you make with the speakers and their stories and the moments when you relate or remember your own similar thoughts and experiences. Think also about the various voice, interests, and specialties of these writers. Use sticky notes to mark passages and images that stand out to you—and write your own thoughts down. Note how some writers ask questions of the reader and how some use sound words or sensory details, beautiful language, or language that makes us laugh. As you read books aloud to your students, you will be reminded of how a particular portion struck you as a reader and a writer, and you will be able to share these thoughts with your students. You will be modeling how to read like a writer, and soon your students will learn how to read like writers.

What do we know about writers?

Mini-Lesson-Day 1
1. Explain to students that today and every day we will have a special time where we do the work of writers. We will start by looking at the work of other writers and thinking about the decisions these writers make about topic, genre, and presentation.
2. Over the school year, we will have opportunities to learn how to write in these different genres. We will study poetry, personal narrative, and nonfiction writing.
3. Prominently display the unit books so students can read the titles and infer what each is about. Then invite students to share with the class which writers’ topics, titles, or book covers appeal to them the most and why.
4. What do you know about writers? What can you tell about these writers from looking at these books? Students should notice how the writers have chosen various topics to write about. One of the things I’m noticing about these writers is that they have chosen to write in different genres as well. That is, their writing comes in different shapes and forms. Some writers like to write poems, some write how-to books, others create books filled with facts, still others tell stories they’ve made up, and some write remember special moments from their own lives.
5. Let’s learn more about what writers do and think by looking at the covers, skimming through the books, and reading the author blurbs.
6. Talk about that writers write about the people, places, and things they know and care about, the hobbies they have, and the activities they do!
7. Hold up a book and read the title aloud. Predict what the book will be about. Flip through the book and with the students discuss what you and the students notice. Why do you think the writer chose to write about this subject?
8. Another thing we can do to learn more about writers is to read the author blurbs in the back of some books.
9. Begin a chart “What We Know about Writers” and add to it throughout the unit and the year.
10. Writer’s Notebook: In your writer’s notebook, you’re going to do the same things. You’ll think about what shape you want your writing to take, what pictures or drawings to add, and what facts you know. You’ll make decisions about how the words will look on the page or how they sound when read aloud. You might write about a memory, something you imagine, or a factual topic you know a lot about.
11. How does audience and purpose affect the way an author writes?
12. Continue comparing and contrasting the different topics and genres. As a class, consider how each title/cover reflects the respective writer’s interest, experiences, and expertise.

Independent Work
13. Give students more time to look at and read through the displayed books. Have students discuss with a partner what genres and topics they might like to write about this year in writing workshop.

Share
14. Let students share their thinking with different partners then share out a few with the whole group.
15. Read aloud from one of the mentor texts stopping to share your noticing and give students the opportunity to share theirs.
WEEK ONE Continued

Materials needed for launching:
• Writing folder for writing-in-progress
• Student portfolio (or accordion file which could be “teacher made” using manila folders)
• Writer’s notebook for each student

Introducing the Writing Workshop

Mini-Lesson Day 2

1. Teacher explains that we have a special time during our school day to work just on writing. Explain that every day children will work in a writing workshop and that the workshop will always begin with a meeting. Introduce students to their writing folders. This will be the special place where they keep their writing.

What is your writer’s notebook for?
You will need one writer’s notebook for each child. This notebook will be used throughout the year.

1. A Writer’s Notebook is an essential and priceless tool for writers. It’s the place they keep their ideas and plans. It’s a safe place to keep mementos, photos or drawings; it’s a place to jot down notes and random thoughts. It’s a place to record special moments and everyday details, where you are free to write what observe, think, and feel.

2. What is a Writer’s Notebook? Let’s start by talking about what it is not. A Writer’s Notebook is not a diary. “Today it is raining. We have a substitute teacher. We had indoor recess.” It is not a journal where you write the main idea or summarize a story or write a letter to a character. A Writer’s Notebook is not a book that can be read from beginning to end.

3. It is a place to hold random ideas, phrases or examples of beautiful language that you want to remember. It is also a place for collecting artifacts such as postcards, photographs, or mementos that inspire you like this quote from Ralph Fletcher’s book: “A writer’s notebook gives you a place to live as a writer, not just in school during writing time, but wherever you are, at any time of day” (p.4 A Writer’s Notebook).

4. So, let’s think about all the ways you can use a Writer’s Notebook. Your Writer’s Notebook is a place for you to make plans for writing, to record your ideas, to experiment with style, to invent dialogue, to express your opinions in your own voice, or to note quotable quotes from other writers and experts, like the one I just read from Ralph Fletcher.

5. Create a class poster titled “What is My Writer’s Notebook For?” (Adapted from Ralph Fletcher’s A Writer’s Notebook) Display the poster or chart in the room for students to refer to. You should revise and refine it throughout the year.

6. Pass out notebooks that students will use during writing workshop throughout the year.

7. Explain where students will keep their writing folders and writer’s notebooks.

8. You may choose to read aloud a mentor text. Note how some writers ask questions of the reader and how some use sound words or sensory details, beautiful language, or language that makes us laugh. As you read books aloud to your students, you will be reminded of how a particular portion struck you as a reader and a writer, and you will be able to share these thoughts with your students.

Independent Work

9. Allow students time to personalize heir writing notebooks and folders.

10. Give students more time to look at and read through the displayed books. Have students discuss with a partner what genres and topics they might like to write about this year in writing workshop.

Share

11. Let students share their thinking with different partners then share out a few with the whole group.

12. Close the workshop by reiterating that writers have special notebooks in which they keep images, thoughts, and ideas for future writing. These are our own, personal notebooks where we will be able to write down ideas and begin drafts of stories.

What is My Writer’s Notebook For?
It helps me live a writer’s life by:
• Listing topics that inspire me, move me, make me laugh or wonder;
• Questioning life, the universe, everything and anything;
• Recording personal observations, in particular the small details of life;
• Gathering meaningful photographs or other artifacts;
• Creating sketches or illustrations;
• Remembering important memories and special moments;
• Recalling dreams (daydreams and night dreams);
• Having fun, being creative, and experimenting.

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2nd Grade Launching Writing Workshop – Unit of Study

WEEK ONE Continued  These lessons may be extended, condensed, or modified according to your students’ needs.

Writing in the Writer’s Workshop

Materials needed:
- Chart paper and markers for Teacher
- Paper for each child:
  - 1-Space for drawing and a line or two for writing
  - 2-Small space for drawing and several lines for writing or spiral writer’s notebook
- Student Writing Folders or Binders for storing work
- Teacher notebook for organizing anecdotal notes on each student (A notebook with a page for each child in alphabetical order might be helpful.)

Mini-Lesson Day 3
1. Show children how you go about choosing a topic you know and care about.
2. Show children that you begin by thinking about your subject, and then you sketch it from the image in your mind.
3. Next, show children that you say (orally tell the whole story) the whole idea that you’ll write, then, you begin to write your idea one word at a time. (Because of time, consider finishing the writing outside of writing workshop, in preparation for the next day’s lesson.)
4. Model organizing your writing on the page with attention to spacing, skipping lines, adding a name and date and directionality.
5. Establish where students will work in the classroom, practice your attention getting signal, and provide clear expectations of their voice levels (Quiet Zone vs. Silent Zone).

Independent Work
6. Explain to the students that what you’ve demonstrated is what they will now do.
7. Students tell a partner about their idea, orally tell their story and then write on their own.

Share
8. Gather whole group to allow students to share first with a partner then choose 2 or 3 to share with the whole group. Consider having children tell their story first then read/show what they have drawn/written.

Carrying On Independently As Writers

Materials needed:

Mini-Lesson Day 4
1. Remind children that today and every day the writing workshop will begin with a mini-lesson. Remind them of what happens in a mini-lesson.
2. Tell children what you’ll teach them today: what writers do when they think they’re done.
3. Reenact the process of writing yesterday’s story, showing children that when you are done, you decide to add onto the writing, to the picture, or to a new story. (Model by adding to your story from yesterday.)
4. Name what you’ve done that you hope your children will do now and always: Add to the picture, add to the words, or start new writing.
5. Chart- When You Are Finished (Include a picture with each item to help children understand. See sample chart.)
6. Using a student’s writing from the day before, have a “public” conference about where the child could go next.

Independent Work
7. Students write and try the new skill on their own. As you conference one-on-one, ask them to first tell you their story, then encourage students to add on to their writing or help them get started on a new piece.
Remind them of the steps you took before you started writing (think about your subject-sketch it-orally tell your story-then write your idea one word at a time).

Share
8. Gather whole group to sum up, share, and celebrate.

Establishing Expectations and Using Supplies Independently

Mini-Lesson Day 5
1. Tell children that writers not only write on topics they care about, but writers also have special writing tools.
2. Teach the students how the supply system will work.
3. Demonstrate how the tools (crayons, paper, markers, date stamp etc.) should be used, and have the children try a practice run.
4. Tell students this will be the daily system for using supplies in writing workshop.
5. Create a Looks Like/Sounds Like chart with students and revisit during the writing period to point out things that are going well and things that need to be improved.

Writers’ Workshop

Looks Like
Writers Writing
Writers using Tools
Writers Thinking

Sounds Like
Writers using one inch voices
Writer talking about their ideas

Independent Work
6. As students write, stop to address a teaching point using the criteria chart.

Share
7. Choose 2 or 3 students to share their work/thinking.
Humble ISD 2011-2012
2nd Grade Launching Writing Workshop – Unit of Study

WEEK TWO  These lessons may be extended, condensed, or modified according to your students’ needs.

| Prewriting: Everyone Is An Expert At Something |
| Chart- “Good Story Topics” |
| **Mini-Lesson Day 6** |
| 1. Tell students that you have been thinking about where you get ideas for your stories, and you realized that most of the stories you write are based on things that have happened to you. You are an “expert” on writing stories about your experiences. Share your pre-made chart of “5 Good Story Topics” from your life. |
| 2. Ask students to think about experiences they’ve had that make them an expert on writing a certain story. Have them turn and talk to a partner. |
| 3. Tell students that from now on, whenever they feel themselves getting ready to say “I don’t know what to write,” think about something that they have done or something that has happened to them. Think about something that makes you feel different or a memory you don’t ever want to forget. Tell them, “You are an expert. And once you’ve written your story down on paper, it will never be forgotten.” |

| Independent Work |
| 4. Students will make a list of stories they are experts at telling. Remind them that if they are starting a new piece, they need to think of the steps you took before you started writing (day 3). Think about your subject-sketch it-oraly tell your story-then write your idea one word at a time. |

| Share |
| 5. Choose a few students to share whole group. |

| Prewriting: Where Else Do Ideas Come From? Exploring Story Inspirations |
| **Mini-Lesson Day 7 & 8** |
| 1. Before students come to the writer’s meeting, tell them to choose a book they like to read and think about where the author got the idea for writing. Be sure the mentor texts from last week are available for students. |
| 2. Model with one or two of the mentor texts. |
| 3. Allow students time to share their opinion about where the author might have gotten their idea for writing. |
| 4. Compile a list with students of the different story inspirations. |

**Story Inspirations: Authors Tell A Story…**
- About something special that they know about or has happened to them
- To teach a lesson
- They’ve heard before, in a new way-retell a favorite story
- To help others understand their feelings
- About something or someone they love
- To help people think about the way they treat others

| Independent Work |
| 5. Students continue prewriting or starting their drafts. |

| Share |
| 6. Choose a few students to share their story ideas with the whole group. |

| What Does It Mean To Write More/Tell More |
| **Mini-Lesson Day 9 & 10** |
| 1. Remind students that they have already thought of some questions that writers ask themselves when they think they are done. |
| 2. Tell them that today, they will learn more ways that writers can write more/tell more. |
| 3. Using a piece of your own writing on chart paper, model going back to add more details. |
| 4. Create a chart with students What Does It Mean To Write More/Tell More? |

| What Does It Mean To Write More/Tell More |
| Tell what it is (give examples) |
| Describe (give a picture to the reader) |
| Tell when |
| Tell why |
| Tell where |
| Tell how (directions) |
| Tell what happens |
| Tell your feelings |
| Tell more to make it BETTER (not just longer) |

| Independent Work |
| 5. Encourage writers to go back to something they started writing and find a way to add more to it. |

| Share/Reflect: |
| 6. Choose a student to share who took the mini-lesson to heart by using the chart to add more to their writing. |

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WEEK THREE  These lessons may be extended, condensed, or modified according to your students’ needs.

**Peer Conferences**

**Mini-Lesson Day 11**
1. Tell students that sometimes writers share their piece with someone else in order to help them move their writing forward.
2. Create a chart explaining the peer conference expectations and procedure with students.
3. Model a peer conference with another student, using the chart as a checklist guide.

**Independent Work**
4. Hand out student copies of the peer conferencing checklist.
5. Assign children a partner and have them practice a peer conference.
6. Students continue drafts. Remind students to begin each by rereading then making a decision about what to do next. Refer back to “When I’m Finished” chart.

**Share**
7. Choose two students who demonstrated a quality peer conference and have them reenact their meeting for the class.
8. Refer to the chart to discuss why the conference was successful.

**Spelling the best we can and moving on**

**Mini-Lesson Day 12**
1. Remind students that they need to draw the best they can and keep going. Tell them this idea applies to spelling as well.
2. Demonstrate hesitating, trying to spell a hard word, writing it the best way you can, and then continuing on to write more.
3. Point out what you want them to notice in your demonstration. Invite them to help you go through the process again.
4. Create a chart titled “When I don’t know how to spell a word, I can…”

**When I Don’t Know How to Spell a Word, I Can…**
- Write the sounds I hear
- Check the word wall
- Check with a friend
- Look in a book I know
- Read the room
- Try writing it another way
- Circle it and move on

5. Demonstrate how the word wall is a useful tool. Remind students that they can use this in their independent writing.

**Independent Work**
6. Remind students that if they are starting a new piece, they need to think of the steps you took before you started writing (day 3). Think about your subject-sketch it orally tell your story-then write your idea one word at a time.

**Create a Place For Writing-In-Progress: Organizing Your Writing Folder**

**Mini-Lesson Day 13**
1. Tell the story of one student who realized they had more to say, added another page of their writing, and then stored their writing in a special place so they could come back to it later.
2. Tell students that today you’ll teach them a way to keep working on the same story for several days and how to store it in their folder.
3. Show children the way one child uses dots to separate folder pockets for finished and for ongoing work (red dot on the left pocket of folder for finished work and green dot on the right side for ongoing work).
4. Demonstrate rereading your own piece then making a decision if it is finished or not. EVERY writing workshop should begin with students rereading their piece from the day before THEN deciding if they can add on to it or start a new piece.

**Independent Work**
5. Tell students that today they’ll sort their writing into categories: Finished or Ongoing Writing.
6. After sorting their writing, students continue their writing.

**Share**
7. Before gathering, show students how you filed your current writing in the appropriate pocket of your folder.
8. Ask students to file their work accordingly.
Let students talk over their filing decisions of today with a partner.

**Introducing Booklets**

**Mini-Lesson Day 14**
1. Tell writers today they’ll go from writing one-page stories to writing in ready-made booklets.
2. Refer back to a story read earlier. (Choose a picture book that doesn’t have a lot of lines of words on each page.) Point out that a picture book doesn’t have a summary (He delivered the papers then went home.) but instead has a detailed story that spans over many pages. Read each page, stopping to show how the author took his idea and wrote it bit by bit across several pages.
3. Explain to the children that they can also write detailed stories that span over many pages also.
4. Remind students of a shared class experience, (fire drill, speaker, class pet etc.) and retell the experience in an exceptionally short summary. If we wanted to write about having a fire drill, would we just say we had a fire drill and went outside- the end?
5. Ask the children to turn and talk to a neighbor and share their version of the first page of a several page story of the experience. Where could our story start?
7. Return to mentor text. We want to write just like (author) did in (title). He/she didn’t put everything on the first page. They told the story bit by bit across the pages.

**Independent Work**
8. When starting a new piece, ask students to write on the new paper-the blank booklets with several pages.

**Share**
9. Choose 2 or 3 students to share.
The Writing Process

Mini-Lesson Day 15

1. Tell students that they have been working as writers. Thinking about, drawing, writing, and going back to your writing is called the writing process.
2. Tell students that writers start by thinking about their writing ideas and planning how they will write about these ideas. This thinking step is called Prewriting. Prewriting means “I can think!” Discuss the ways they have already engaged in prewriting.
3. Tell students that when writers write the best they can and keep writing, this is called drafting. Drafting means “I can write!” Discuss the ways they have already engaged in drafting.
4. Show the writing process wheel (create a wheel or circle of the writing process) that will be used to help students move through the writing process. Tell writers that today they will continue to do the work of real authors by using the writing process to prewrite and draft. Model with a student where they are in the writing process. Are they revising-adding to their work? Are they starting a new story?
5. Explain how writers revise and edit and confer throughout their drafts.

Independent Work

6. Students continue to work on their individual pieces.

Share

7. Choose some students to share their writing whole group where they are in the writing process.

The Writing Process

Prewriting: I Can Think! I Can Tell My Story!
Drafting: I Can Write!
Revising: I Can Make It Better!
(How my writing sounds.)
Editing: I Can Make Sure Others Can Read It!
(How my writing looks.)
Conferring: I Can Meet With My Teacher Or My Peers About My Writing!
Publishing: I Can Share My Best Work!

Can be shown as a circle or wheel to represent the process isn’t linear. Writers revise and edit and confer throughout their drafts.
**WEEK FOUR Continued** These lessons may be extended, condensed, or modified according to your students’ needs.

<table>
<thead>
<tr>
<th>Revising- Fixing Up Writing</th>
<th><strong>Mini-Lesson Day 16</strong></th>
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<tbody>
<tr>
<td></td>
<td>1. Tell students that authors publish their writing at the end of the writing process. Show students mentor texts. Talk about the differences between students’ unpublished writing and the published books. What do they notice? (Detailed illustrations, color, spaces between words, titles, cover etc.) Before they publish, they look over everything they have written and choose a piece to revise for publication.</td>
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<td></td>
<td>2. When writers fix up their draft, they are Revising. Revising means “I can make it better!” Revising is how our writing sounds.</td>
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<td>3. Ask children to help you fix up, or revise, a story you’ve written about an event the class knows well. (Refer back to the class story from earlier lessons.)</td>
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<td>4. Create a chart with students: <strong>Questions I Ask Myself When I Revise</strong> (See sample chart) Add to chart as students acquire more revising strategies.</td>
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**Independent Work**

5. Let the students know that they can try to revise their own writing today. They should work on the piece they previously selected to publish.

<table>
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<tr>
<th>Share</th>
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<tr>
<td>6. Select some pieces of student writing to share with the class. The pieces should demonstrate what you hope the children will all try to do.</td>
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<tr>
<th>Editing Writing</th>
<th><strong>Mini-Lesson Day 17</strong></th>
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<tbody>
<tr>
<td></td>
<td>1. Remind students of the process they have gone through up until now, and let them know they will be learning how to edit their writing.</td>
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<td>2. Tell students that when we edit our writing, we check to make sure people can read it. Editing is how our writing looks. Editing means “I can make sure others read it!”</td>
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<td>3. Edit your own writing in front of your students. Slow down your demonstration so the students can see the kinds of strategies you use.</td>
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<td>4. Model rereading your piece using your finger and stopping to fix a misspelled word. Write the correct word above the misspelled word instead of erasing. (Establish this expectation for how students fix misspelled words.)</td>
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<td></td>
<td>5. Create a chart with students: <strong>When I Edit, I...</strong> (See sample chart).</td>
</tr>
<tr>
<td></td>
<td>6. Add to chart as students acquire more editing strategies.</td>
</tr>
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</table>

**Independent Work**

7. Ask students to try this same thing, to try editing their own work by making sure their words look right.

| Share | 8. Select some pieces of student writing to share with the class. The pieces should demonstrate what you hope the children will all try to do. |

<table>
<thead>
<tr>
<th>Publishing-Fancying Up Writing</th>
<th><strong>Mini-Lesson Day 18</strong></th>
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<tbody>
<tr>
<td></td>
<td>1. Let students know that they are getting their pieces ready for an audience.</td>
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<tr>
<td></td>
<td>2. Tell students that when authors publish, they get their writing ready to go out in the world. Publishing means “I can share my best work.”</td>
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<td>3. Demonstrate publishing your own writing by going back and coloring your pictures or making a colored border with colored pencils to make the piece more beautiful and more meaningful.</td>
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<td>4. Have students think of how they will add color and share their plan with a buddy before they write.</td>
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**Independent Work**

5. Send them off to fancy up their work with colored pencils.

| Share | 6. Engage students in a gallery walk. Say, Writers, today let’s leave our work out on the tables and walk around and admire the ways in which we made our writing beautiful. |

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<tr>
<th>Day 19</th>
<th><strong>Practice for the Author’s Celebration.</strong></th>
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<tbody>
<tr>
<td></td>
<td>1. They practice forming a circle with their bodies; they have their favorite parts of their writing ready and rehearsed. Students learn that when they are finished reading, they must turn to the person on their right, so the next person knows when to begin reading.</td>
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<td>2. Make sure the day has a special feel from the moment the children walk into the room by sharing your own excitement.</td>
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<td>3. Open the celebration with an air of ceremony and pride in the work the class has done in this unit.</td>
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<td>4. Ask writers to begin reading into the circle and select the student to start the ritual.</td>
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<td></td>
<td>5. Encourage children to compliment and praise each other’s writing.</td>
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</table>

Bring the reading time to a close and offer a toast to begin the time for refreshments and chatting.