



Writing Workshop

Writing Workshop creates a consistent, predictable environment where students acquire skills, fluency, and confidence in writing as well as a desire to see themselves as authors. Students take charge and actively engage in creating their own texts. The Writing Workshop empowers students to own their roles as writers.

There are three components to Writing Workshop: Mini-lesson, Independent Writing, and Sharing. Each component supports the students in growing as writers.

Mini-Lessons

Mini-lessons provide short, focused, direct, whole-group instruction. This is the teacher's opportunity to present lessons in writing as a process, strategies, craft, skills, and research TEKS. After routines and procedures are established, the Mini-lesson should last between seven and ten minutes.

Independent Writing

Independent writing time includes expectations for both teacher and students. During this block of time, students (AKA writers) plan and generate writing, compose drafts, obtain feedback from the teacher and/or writing partners, revise compositions, edit compositions (their own) and practice writing craft and genre. Meanwhile, the teacher conferences with students individually with a marked focus on guiding the writer to improve his/her craft. Teachers may also elect to work strategically with small groups (two to four students) who have similar needs.

Sharing

Sharing provides the writing community with a time to share writing and revisit new learning. Students may share writing, process or provide relevance to the mini-lesson. The closure time should be planned ahead of time by the teacher and should last from five to ten minutes.

Use of Text in Writing Workshop

Within the Writing Workshop, the use of **mentor** and **touchstone texts** supports learners by providing quality examples of writing for use as references while composing original writing.

A **mentor text** is a piece of writing that writers refer to as they compose. Writers use mentor texts to inform their knowledge and understanding of how text is created. Mentor texts may provide insight and information on any number of writing elements including style, form, conventions, text structure, word choice, craft, and genre. Often, a mentor text is selected by a writer as a reference during the writer's composing process.

Touchstone Texts are pieces of writing selected by the teacher to serve as outstanding examples for modeling teaching points such as style, form, conventions, text structure, word choice, craft, and genre. Some mentor texts, as defined above, may also be touchstone texts, meaning they are returned to again and again for reference over many weeks. Some touchstone texts may be utilized in multiple units of study. A touchstone text requires close analysis by the teacher for the purpose of developing a class lingo and context for understanding how written text is generated in a given unit of study.

Why A 25-Day Launch?

The beginning of a new school year often involves discussion and/or modeling of procedures, behaviors, and classroom expectations. Writing Workshop also requires this same earnest and intentional effort as we establish norms for the classroom to ensure success for each student. Building a community of writers in which students are independent is more likely when routines and procedures are purposeful and meaningful to students.

The goal of this document is to establish classroom systems necessary for successful implementation of teaching writing in the writing workshop framework. Keep in mind that initially, many of these daily activities will take considerable time for you to model and for students to practice. However, once this is accomplished these activities can be completed quickly allowing you time to address more content.

It is recommended that you read this entire document first before planning your daily activities.



First 25 Days of Writing Workshop English Language Arts – Kindergarten–Grade 3



This guide is intended to be extended, condensed, or modified according to your students' needs. Please continue to revisit and support all skills and concepts that are introduced in the first few weeks through the balanced literacy model. Our ultimate goal is for students to become proficient in using these skills independently. Use your judgment, based on your students' needs to adjust instructional time dedicated to each demonstration lesson.

Please Note: This document does not replace the unit planning guides.

The First 25 days is designed to be **used in conjunction with the Unit Planning Guides**. Use the Unit Planning Guides to **inform the content and skills to be taught within each unit of instruction**. The demonstration lessons explicitly outline the instruction that needs to take place during the time allocated for the Writing Workshop. It is our expectation that teachers teach the standards and skills outlined in the planning guides during daily instructional practices.

**The ultimate goal is to establish these systems and procedures so that you are able to begin establishing writing workshop and conduct writing conferences successfully by the end of the first 25 days.

Suggested Classroom Materials

Material	Purpose
Chart Paper	To create anchor charts recording good reading strategies, routines, and expectations
Mentor Text	To provide students with the knowledge and understanding of how text is created.
Interactive Writing Notebook	To keep record daily writing practices such as handwriting, applying writing conventions, writing compositions, stories, etc.
Mini-Pencils, Pencils, Crayons, and Markers	To be used when students are writing in their interactive writing notebooks.

This list does not include everything that can be use but just suggested materials that campuses should consider getting to get them started. Our goal is to set our teachers and students up for successful implementation of Writing Workshop by providing guidance. Teachers are encouraged to use their own creativity in selecting materials and resources in their classroom. Some of the sample anchor charts are displayed after each week to give teachers an idea of how the anchor charts could look. It is best practice to create anchor charts with the students and not ahead of time. We encourage teachers who would like to get a head start to title each anchor chart including the graphics but wait to add the content while doing the lessons with students. This will help to make the learning organic and personalized to each classroom.

Handwriting Lessons for Grades 2–3

Devoting some instructional time to teach handwriting will prevent later writing problems, including difficulties with higher-level composition skills. The early years of schooling are especially critical for handwriting instruction; once students have formed counterproductive habits in handwriting, such as poor pencil hold or inefficient letter formation, those habits can be difficult to change. With this in mind we have included a few lessons that our Second and Third grade teachers can utilize to teach students proper handwriting habits. There are specific lessons found in the cycle 1 Unit Planning Guides that will support effective handwriting instruction. We encourage teachers to teach letter formation (handwriting strokes) and proper sitting posture when practicing handwriting techniques. This will ensure that students get practice in handwriting in authentic activities. The unit planning guides references Handwriting Without Tears lessons to support student handwriting.



Writing Workshop Launch: Handwriting (Implement these strategies before each of the First 25 Days lessons. Recommended time allotment: 10–15 min/day.)

Teacher Goals

- Model Using Left or Right Hand
- Model Writing Positions
- Basic Strokes
 - Horizontal and Vertical Lines
 - Backward and Forward Circle Lines
 - Slant Lines

Student Goals

- Learn which hand they will use when they write.
- Learn how to hold a pencil/crayon/marker when writing.
- Forming simple lines and circles.
- Basic skills to form letters.

Handwriting Demonstration Lessons

Handwriting: Developing the Fine Motor Muscle Assessing Handwriting Preferences

- Explain to students that we use our hands when we write, and that some of them may write with their left hand or their right hand.
- Model for students how to place their writing hand in “pinch position” (e.g., thumb and index touching, grasping at the bottom of the pencil).
- Model for students how to draw a circle in the air while holding “pinch position.”
- Provide each student with a sheet of paper and either a broken crayon or a mini-pencil and ask them to draw a circle.
- Again, observe those students who may be right-handed or left-handed, and make notation in your anecdotal notes.

Proper Sitting and Paper Position

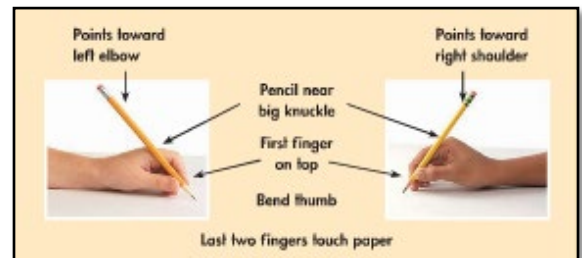
- Using a desk and a chair, model for students how to sit up straight and tall when they begin to write.
- You can use the chant:
 - “If you want your writing to be neat, you must sit tall in your seat.”
- Instruct students to sit up tall and straight at their table with their feet flat on the floor and their hips touching the back of the chair with both arms resting on the desk.
- Walk the room and check to see if students are sitting in the correct positions at their table.
- Then provide students a sheet of paper.
- Using a document camera model for students how to place the paper in a comfortable position when they begin to write.
- Then instruct students to pick up their pencils and review “pinch position” again.
- Instruct students to hold their pencil in their writing hand and practice making wiggly lines on their paper.
- Make notation of those students who may need additional help building up their fine motor muscle in their hand.



Proper Pencil Position

Many students develop the traditional grip over time and with a lot of modeling. Using a variety of activities that build hand skills will help. Before the students begin to write, go over the following pencil position routine.

- Hold up your hand and lift each finger as you name them (pinky, ring, thumb, etc.).
- As you name them, ask students to touch each finger to their thumb with their eyes open and closed.
- Using the index finger and thumb, hold your hand in the air and model the precise movements of making circles and lines. Be sure to let students know that it is important to keep their ring and pinky fingers stable.
- Grab a pencil and model for students good pencil position.

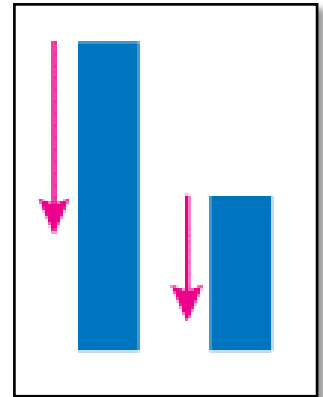


Handwriting Demonstration Lessons

1. The pencil is held between the thumb and the first two fingers, about an inch above its points.
 2. The first finger rests on top of the pencil.
 3. The end of the bent thumb is placed against the pencil to hold it high in the hand and near the knuckle.
- Students who have difficulty with the traditional pencil position might prefer the alternate method of holding the pencil between the first and second fingers. Once mastered, this position can be easily changed to the traditional grip.

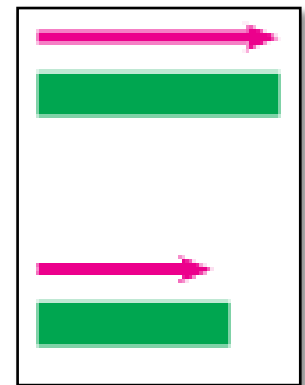
Basic Strokes: Vertical Lines

- Precut strips of paper into tall and short lines and pass out those lines to each student.
- Tell students that vertical lines are lines that stand up straight.
- Ask them to stand up straight and point out that a vertical line might be drawn from the top of their head to the bottom of the feet.
- Model how to pull down a window shade using “pinch position”.
- Ask them to guess what you are doing. Have the students turn and talk about the motions that you are making. Allow students an opportunity to respond.
- The model erasing a vertical line by using vertical strokes, “Pull down straight.” Have students say the words as they do the actions with you.
- Instruct students to pick up their tall and short lines and provide them with the following naming conventions:
 1. Tall Line: Tall Stroke
 2. Small Line: Small Stroke
- Have students use their index finger to trace the pieces from top to bottom, and then have them practice writing tall strokes and small strokes on a blank sheet of paper.



Basic Strokes: Horizontal Lines

- Instruct students to take out their tall strokes and their small strokes from the prior lesson.
- Have students watch as you model pulling thread from a spool and ask them to guess what you are doing.
- Have the students turn and talk to their partner about what their guess could be. Allow the students an opportunity to respond.
- Then have students say the words as they do the actions with you.
- Tell students that horizontal lines are lines that go straight across.
- Ask them to stand up and hold their arms out straight to their sides. Be sure to point out that a horizontal line might be drawn from one hand across to the other.
- Instruct students to place the tall stroke above the small stroke.
- Have students use their index finger to trace the pieces from left to right, and then have them practice writing tall strokes and small strokes on a blank sheet of paper.

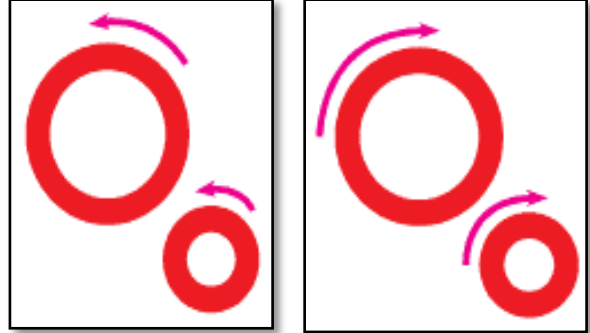


Basic Strokes: Backward and Forward Circle Lines

- Precut copies of a large circle and a small circle and provide each student with a copy.
- Have students sing and move their hands with you as you sing, “*The Wheels on the Bus Go Round and Round.*”

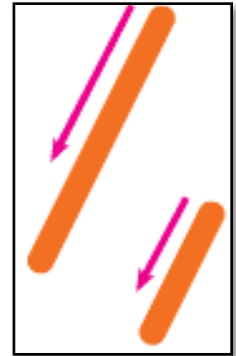
Handwriting Demonstration Lessons

- Draw a ball on the board, beginning near the one o'clock position and forming a backward circle, and emphasize the starting point.
- Have students use their large muscle movements to draw a ball in the air as you say, "Circle back all the way around."
- Tell students that backward circle lines are lines that go around.
- Ask them to lean back with their hands overhead and palms up to show a backward movement.
- Then have students look for examples of backward and forward circles in the classroom and turn to their partner and tell them the example that they have found.
- Then tell students that forward circle lines are round and have them put their arms over their heads and then earn their head and arms forward to demonstrate circling forward.
- Have them use a small and large circle and ask them to place the small piece on top of the small red circle on the bottom.
- Have students use their index finger to trace the pieces in a backward circle motion and then a forward circle motion, and then practice their backward and forward strokes.



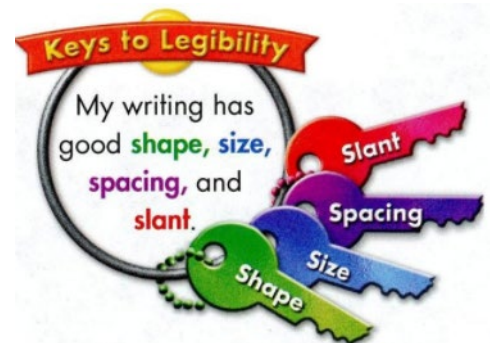
Basic Strokes: Slant Lines

- Have students say the nursery rhyme "Jack and Jill" with you, and write a slant left stroke on chart paper while saying "slant left."
- Have students say the rhyme again, and this time trace over the slant stroke when students get to the falling down part of the rhyme.
- Ask students to say the rhyme and trace the slant stroke in the air.
- Tell students that slant lines are lines that are tipped or sloped.
- Ask students to hold their hands over their heads, palms facing toward each other and fingertips touching. Explain that their arms are making slants.
- Then have students look for examples of slant lines in the classroom and turn to their partner and tell them the example that they have found.
- Instruct students to take out their tall and short strokes and have them place the tall stroke on top of the small stroke.
- Then have them use their index finger to trace the pieces from top right to bottom left.



Manuscript Handwriting: Four Keys to Legibility

- Explain to students that as they practice their handwriting daily, they will encounter one of the four keys to legibility.
 1. **Shape:** four simple strokes—vertical line, horizontal line, circle, and slant lines make it easy to write letters with consistent and proper shape.
 2. **Size:** consistently sized letters are easy to read and write by using the headlines and midlines to guide the size of the letters.
 - tall letters that touch the headline
 - short letters that touch the midline
 - some short letters have descenders that go below the baseline and touch the next line.
 3. **Spacing:** words and letters with good spacing are easy to read; there should be enough space between words and letters for your little finger to or a paper clip to fit in between
 4. **Slant:** place your paper correctly, pull down in the proper direction and shifting your paper as you write will help you to write with a good slant
- Using a blank page of manuscript paper, have students practice writing using the four keys of legibility.



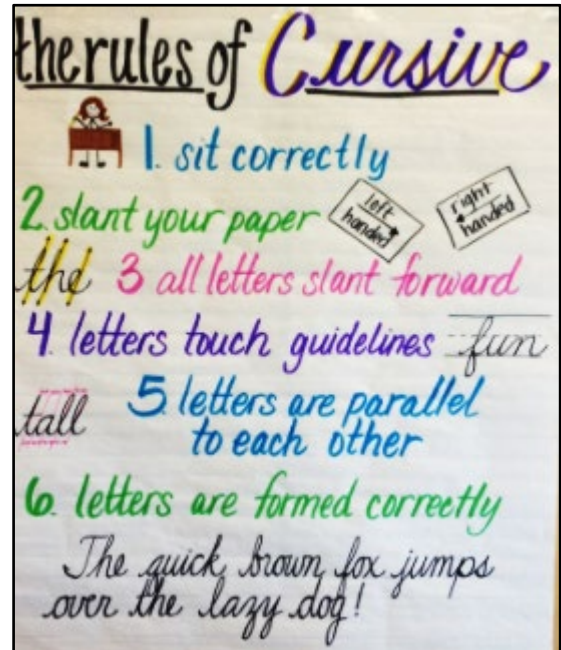
Handwriting Demonstration Lessons

- If reviewing the alphabet, allow students the opportunity to practice the keys of legibility by writing pre-selected letters of the alphabet.
- After students have had the opportunity to write their letters according to the 4 keys of legibility, instruct them to do the following:
 - Shapes: circle the letters that have vertical lines; draw a box around a letter that has a circle and line; underline the letter that has a slant.
 - Size: underline tall letters; circle short letters; draw a box around a short letter that has a descender
 - Spacing: use a paper clip, straw or a wiki stick to measure the spacing between the letters
 - Slant: draw lines through the vertical strokes in the letters
- If necessary, review the 4 keys with a student if they are still having trouble with writing their letters.

Handwriting: Cursive Handwriting 2nd Grade

In order for students to master the handwriting skill of cursive handwriting they must show a near grade level reading mastery and have mastered Manuscript Handwriting.

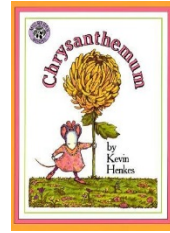
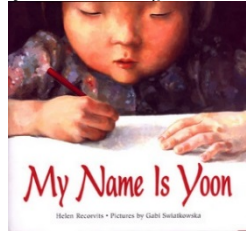
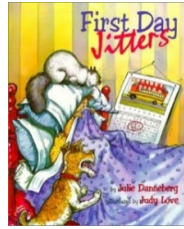
- Letter formation introductions and practice can take about three to four weeks.
 - Making words and writing sentences with proper spacing can take about three to four additional weeks of guidance and practice before students can be asked to complete assignments in other content areas using cursive writing.
- Facilitate discussions about the purpose for learning cursive writing.
- Strategically model cursive writing by forming and connecting/joining letters.
- Discuss why it may be better to slant the paper when writing cursive, e.g., right-handed students can try slanting their paper to the right; left-handed students can try slanting their paper to the left.
- Provide models of written cursive letters (example: cards and/or charts with letter formed correctly).
- Provide opportunities for experiment and practice by including markers and unlined paper (butcher paper) for letter formation; students may enjoy practicing in small groups or centers.
- Demonstrate on chart paper, document camera, or Smartboard using lines while transitioning students to form letters on wide-ruled paper.
- Present students with an order of learning the formation of letters not necessarily in alphabetical order but by type of hand movement/letter shape/letter space on lined paper, e.g., lower case “i”, “m”, “n”, “s”, “t”, “u”, “w”, introducing groups of letters that sit on the line, extend above the line and letters that hang below the line, letters that loop, upper case letters, etc.).
- Provide areas in the room for independent or center/station work for cursive writing with different types of resources, e.g., markers, pens, pencils, watercolor brushes/paint, finger paint.
- Written assignments in cursive may need to be modified in the beginning since it may take students more time.
- For continued practice, have students to respond to all reading and writing assignments or task in cursive.
- Refer to Handwriting Without Tears in unit planning guides to support specific skills to support handwriting.



Day 1

Essential Question: What should I expect to be doing every day in Writing Workshop?

Materials: chart paper, markers, Picture book about the first day of school (possible titles below)



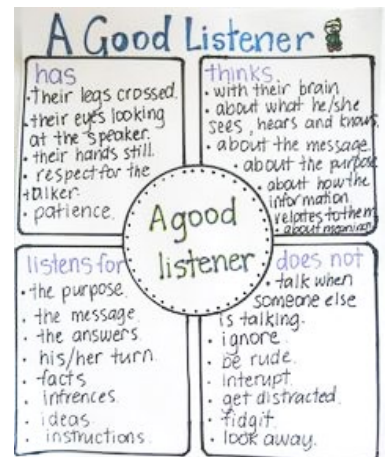
Mini-Lesson (20 minutes)

“This year we will be doing a lot of writing. We use writing to share our thoughts with a friend, record our stories, sell items, and send messages to family and friends on our cell phones and computers. In order to become better writers, we will be establishing routines during Writing Workshop, which are similar to what we do in Reading Workshop.”

- Explain to students there are several types of activities you will be doing this year during Writing Workshop and all of the activities fit within these three sections:
 - mini-lesson (7–10 minutes)
 - individual/independent writing (20–30 minutes)
 - sharing, peer and group feedback (5 minutes)

“We will meet together for the first part of Writing Workshop. Our signal for large group meeting is _____. Our gathering place is located _____.”

- Use the same established gathering place that was identified for Reading Workshop. Practice coming to the gathering place more than once.
- When students are at the gathering place, discuss the importance of good listening.
- Use the SLANT procedure to be good listeners.
- Create one of the anchor charts below or revisit the charts developed during the reading block.



“We will be reading good books and talking about them to help us become better writers. Writers write for themselves and for their audience (readers). As we read throughout the day, I want you to think about why the author wrote the text and what you could learn from it as well. “

- Revisit the text used for the read aloud or read part of a book related to the first week of school (see the materials list for titles to choose from).
- After the read aloud, start an anchor chart entitled *Writing Has Meaning*. Have students discuss why this story might be meaningful to the author and why it might be meaningful to us (the reader). Record their responses on the chart.

Day 1

- Leave enough space on the chart to continuously add more titles and meaning and understandings as the week progresses. This is a great way to show students how to examine text as writers and readers.
- The chart may look something like the table below:

Writing has Meaning		
Title and Author	Possible meaning for the Author	Possible meaning for us (the reader)
<i>First Day Jitters</i> by Julie Danneberg	Julie Danneberg has probably been nervous and scared about moving to a new school.	We know what it's like to be new to a school. Some of us didn't want school to start either.

“Every time we read a piece of text, we should know that the author wrote the text for a reason. Every writer, including you, has a reason for writing.”

- Ask students to turn to a shoulder partner and tell them at least 3 reasons why they write.

Independent Practice (7 minutes)

“Now, we are ready for independent writing time. During this time, you will practice writing on your own. Sometimes we will write in response to text that we’ve read, draw pictures, or choose our own topics to write about. Today, you will write text we just read. You can write about the character, what the story made you think about, or anything that relates to the story. Are there any questions?”

- Instruct students to return to their desks and have students write independently.
- Set the timer. Let them know you'll give them a two-minute warning before time to stop writing.
- Circulate around room to speak or conference with students about their writing. Remind students to write quietly and freely without concern for spelling and grammar.
- As you visit with students, select three students to share their writing with the class.

Sharing (8 minutes)

- Bring students back to the gathering place.

“We will always end our Writing Workshop session by sharing our writing. Today, I have selected 3 writers to share their writing with the class. As they come up to share their thoughts with us, I would like you all to give them your undivided attention by practicing SLANT.”

- Have the selected students share what they wrote with the class. Establish a routine response to sharing. Students can clap, snap their fingers, or any other ways to encourage your writers before and after they read.
- Collect all student papers for their portfolios. Put them in the student's writing folder.
- Give students feedback on writing time. Practice any procedures that need to be addressed.

Day 2

Essential Question: What should I expect to be doing every day in Writing Workshop?

Materials: chart paper, markers, Picture book about the 1st day of school, mentor text

Mini-Lesson (15 minutes)

- Invite students to join you at the gathering place.
- Review the expectations for being a good listener using the SLANT strategy.
- Revisit the text used for the read aloud or read part of a book related to the first week of school (*see the materials list for titles to choose from*).
- After the read aloud, add to the anchor chart entitled *Writing Has Meaning*. Have students discuss why this story might be meaningful to the author and why it might be meaningful to us (the reader). Record their responses on the chart.



Day 2

- Leave enough space on the chart to continuously add more titles and meaning and understandings as the week progresses. This is a great way to show students how to examine text as writers and readers.
- Ask students to turn to a shoulder partner and tell them at least three reasons why they write.
- Create an anchor chart as students respond.
- Here are two optional anchor charts that can be created by collecting reasons from various students in the class:

“I would just like you all to go to your desk and write your response to the questions, “Why do you write? And what would you like others to know about you as a writer?”

- Instruct students to return to their desks and have students write their response to the questions independently.
- Set the timer. Let them know you’ll give them a two-minute warning before time to stop writing.
- Circulate around room to speak or conference with students about their writing. Remind students to write quietly and freely without concern for spelling and grammar.
- As you visit with students, select three students to share their writing with the class.

Sharing (8 minutes)

- Bring students back to the gathering place.

“We will always end our Writing Workshop session by sharing our writing. Today, I have selected 3 writers to share their writing with the class. As they come up to share their thoughts with us, I would like you all to give them your undivided attention by practicing SLANT.”

- Have the selected students share what they wrote with the class. Establish a routine response to sharing. Students can clap, snap their fingers, or any other ways to encourage your writers before and after they read.
- Collect all student papers for their portfolios. Put them in the student’s writing folder.
- Give students feedback on writing time. Practice any procedures that need to be addressed.

Day 3

Essential Question: What does a good Writing Workshop session look and sound like?

Materials: chart paper, markers

Mini-Lesson (15 minutes)

- Invite students to join you at the gathering place.
- Review the expectations for being a good listener using the SLANT strategy.
- Create an anchor chart as a visual reminder and a way to review how Writing Workshop time will be organized.

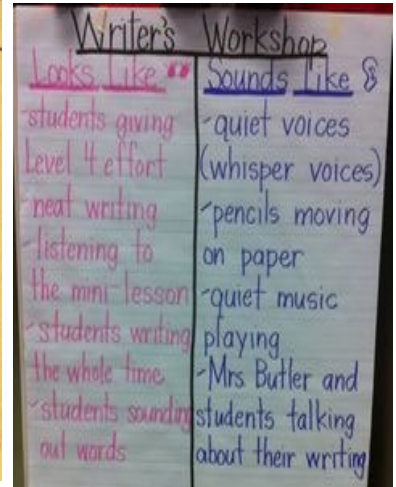
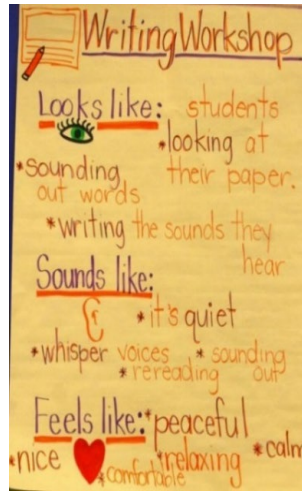
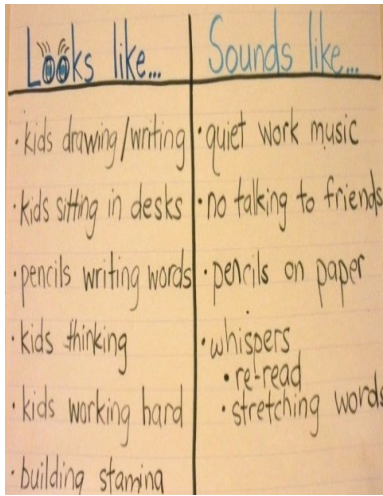
“During Writing Workshop we need to develop some habits and behaviors everyone will use in order to think and work like professional writers. Today we are going to be talking about what an effective Writing Workshop session looks and sounds like.”

- Brainstorm with students what a good Writing Workshop session should LOOK LIKE and SOUND LIKE! Give students an example (students writing all the time).
- Have students work with a partner to come up with 3 ideas about what someone who walked into the classroom during Writing Workshop would see and hear.



Day 3

- After a few minutes, allow students to share their ideas with the large group. As students share their ideas, create an anchor chart that identifies what Writing Workshop “Looks like” and “Sounds like.” See the anchor charts for examples.



“What should Writing Workshop look and sound like?”

- Have students turn and talk with their shoulder partners. Then have a few students share what they discussed.

“You are going to go to your desk and write or create a picture that explains our Writing Workshop time, the mini-lesson, independent writing and sharing time.”

Independent Practice (12 minutes)

- Have students write independently.
- Set the timer. Let them know you’ll give them a two-minute warning before time to stop writing.
- Circulate around room to speak or conference with students about their writing. Remind students to write quietly and freely without concern for spelling and grammar.
- As you visit with students, select three students to share their writing with the class.

Sharing (8 minutes)

- Bring students back to the gathering place.

“How do we end our writing time?” Have students respond chorally.

“I have selected 3 new writers to share their writing with the class. Remember we practice SLANT during sharing time.”

- Have the selected students share what they wrote with the class. Establish a routine response to sharing. Students can clap, snap their fingers, or any other ways to encourage your writers before and after they read.
- Collect all student papers for their portfolios. Put them in the student’s writing folder.
- Give students feedback on writing time. Practice any procedures that need to be addressed.

Day 4

Essential Question: What are habits of good writers? How can these habits help us become better writers?

Materials: chart paper, markers

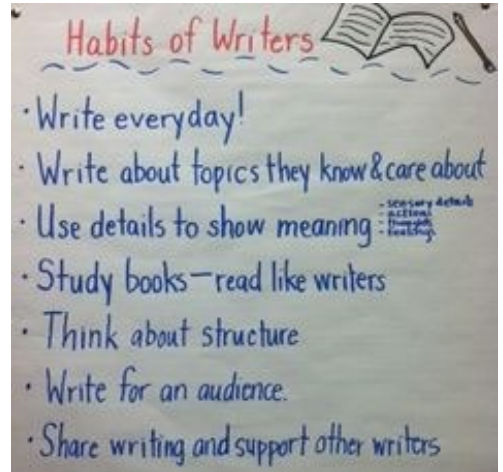
Mini-Lesson (20 minutes)

- Invite students to join you at the gathering place.
- Review the expectations for Writing Workshop by reviewing anchor charts.

Day 4

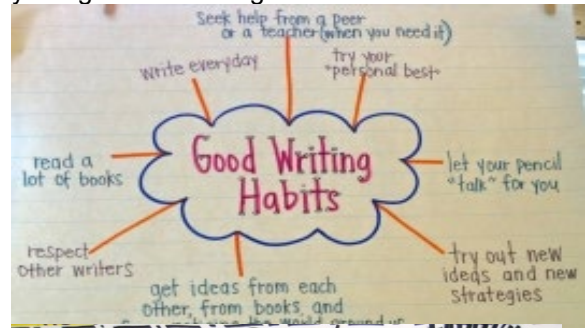
“We have talked about the importance of establishing habits and behaviors that will help us become better writers. Today we are going to continue identifying the habits good writers. Get into groups of three to four and discuss, “What are some habits that good writers may have?”

- As students talk, lean into their conversations to ensure that they are on the right track.
- Create an anchor chart titled “Good Writing Habits.” Some ideas may include:
 - Students on task: writing or thinking about what you will write.
 - Students are prepared: a sharp pencil or pen, paper, writing references (dictionary, Write Source, etc.).
 - Pages of a writing piece are numbered and kept together.
 - Skipped lines on DRAFTS for revising and editing space.
 - Writing using only one side of the paper.
 - Conferencing with the teacher or peer sharing in quiet voices.
 - Published work using best handwriting and writing on every line.
- Use any plausible responses students offer. It is best to use student suggestions instead of preparing the chart ahead of time. (This allows for ownership.)
 - Tell the students that the daily Writing Workshop is a time for working and that by referring to the chart, “Good Writing Habits,” they will be able to make the most of the time they are given for writing.



“One of our good writing habits is getting ideas from books. I’m going to read another book and as I read think about what this story says to you.”

- Return to the read aloud from your reading lesson. Select a section that students could relate to and discuss.
- Add the title and possible meanings to the anchor chart entitled *Writing Has Meaning*. Leave enough space on the chart to add more titles, meaning and understandings as the week progresses.
- Have students turn and talk to their shoulder partner about what the story remind them of or made them think about.
- Dismiss students to go write independently.



Independent Practice (10 minutes)

- Instruct students begin writing about connection made to the story for the remaining time. Students who did not make connections to the story can write about the story or a topic of their choice.
- Let them know you’ll give them a two-minute warning before time to stop writing.
- Circulate around room to make sure students are writing have dated their papers.



Day 4

- Have a short writing conference with two or three students. The clipboard pictured shows an example of how you can collect your anecdotal notes about your students' writing. Suggestions for effective writing conferences are listed in the appendix of this guide.
 - Share with them something you notice they are doing really well.
 - Ask questions or share observations about their writing.
 - Make notes and keep track of areas that might need to be addressed in a mini-lesson later



Sharing (5 minutes)

- Bring students back to the gathering place.
- **“Today you will share your writing with a partner. You will sit side by side and take turns reading what you wrote. Be sure to practice good listening and tell your partner something you like about their writing. Each person will have about 1 to 2 minutes to share.”**

- Have students share what they wrote. As they share, walk around and lean in so that you can hear what they wrote.
- Collect all student papers for their portfolios. Put them in the student's writing folder.
- Give students feedback on writing time. Practice any procedures that need to be addressed.

Day 5

Essential Question: What kinds of things can I write about during Writing Workshop?

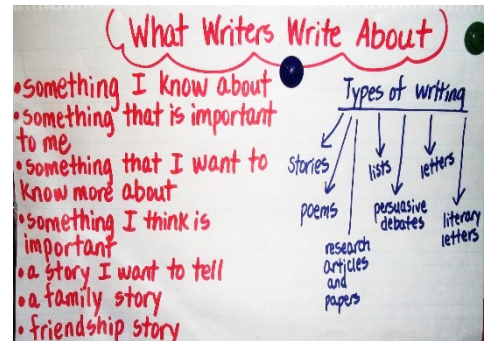
Materials: chart paper, markers

Mini-Lesson (20 minutes)

- Invite students to join you at the gathering place.
- Review the expectations for Writing Workshop by reviewing anchor charts.

“Sometimes when we sit down to write, we may not be able to think of what we should write about. To help us with this, it is important to generate a list of ideas to write about. We don't always have to choose from this list, but it will be there in case we need it. Let's make a list together of possible topics for writing on an anchor chart. Get into groups of 3 or 4 and make a list of topics that you can write about.”

- Give each group a blank sheet of paper to write their list. Set the timer for 5 minutes.
- After time is up, have each group share one item from their list. Once another group has shared an item you have cross it off your list.
- Have students make their own copy on a blank sheet of paper. Some ideas might include: **family, pets, house, neighborhood, school, friends, vacations/trips, sports, current events, interesting people, etc.** (students may not complete this list today—give them about 5 minutes to start copying, explain that the chart will be available for the next three weeks).
- See the sample anchor chart on the right of this page and the previous page for ideas.



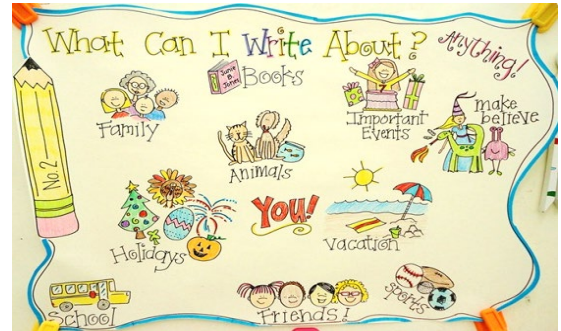
Day 5

“Now that we have a list of things we can write about. Select a topic you wish to write about, find a partner and tell them what you would like to write about and why.”

- As students discuss, walk around and lean in.
- After each person has shared with their partner, dismiss students to go write.

Independent Practice (10 minutes)

- Instruct students to begin writing about the topic of their choice for the remaining time.
- Let them know you'll give them a five-minute warning before time to stop writing.
- Circulate around room to make sure students are writing. Remind students to write quietly and freely about the topic of their choice.
- Have a short writing conference with two or three students.
- Share with them something you notice they are doing really well.
- Ask questions or share observations about their writing.
- Make notes and keep track of areas that might need to be addressed in a mini-lesson later.



Sharing (5 minutes)

“Today you will share your writing with a partner, just like we did yesterday. How do we share with a partner?”

- Select a student to answer the question.
- Have a student share what they wrote. As they are reading to each other, walk around the lean in so that you can hear what they wrote.
- Collect all student papers for their portfolios. Put them in the student's writing folder.
- Give students feedback on writing time. Practice any procedures that need to be addressed.

Assign Homework: Ask students to bring pictures, objects, drawings, anything that represents them or things that they like to decorate their Writer's Notebook

Preparation for Day 6

Each student will need the following:

- a writing composition book with their name on the cover
- 3 individual sticky tabs or 3 sheets of post-it notes (2" x 2" inch)
- Old kid-friendly magazines
- Scissors
- White glue
- markers



Set your Goals for Next Week

- Review the notes taken from each of the writing conferences conducted this week.
- Identify areas of concern that will require mini-lessons for the whole class.
- Review the Unit Planning Guide for your assigned grade level and select a few standards and strategies to incorporate in the mini-lessons next week.
- The standards featured in the planning guides will help students with sentence structure by addressing parts of speech and mechanics such as punctuation and spelling.

Day 6

Essential Question: What are the behaviors and guidelines necessary for a successful Writing Workshop?

Materials: Writer's Notebooks, tabs or small post-it notes, old child-friendly magazines, scissors, markers, glue

Day 6

Mini-Lesson (15 minutes)

“Today we are going to review the behaviors and guidelines needed for a productive Writing Workshop time.

Who can tell me how our Writing Workshop time is structured?” (Select a student to share their response)

- Review the anchor chart that outlines the components of writers’ workshop. Review the anchor charts that define what writers’ workshop looks and sounds like and good writing habits.
- Divide students into groups of two to three. Have students select one guideline in which they will create a tableau (or frozen picture) that they will bring to life demonstrating either the correct behavior or incorrect behavior for Writing Workshop time. For example, a group might show someone leaning over and writing on another person’s paper while another may show students thinking and writing.
- After students have had time to work with an idea (about 3 minutes), let them show their tableau, count backward from five, let the students bring their tableau to life and play it out until they are done. Have the observers decide which guideline was being followed and if it was correct or incorrect.

“It is important to have a good system to keep our writing ideas and papers organized. Today we will set up our Writer’s Notebook. Take a look at my Writer’s Notebook. Do you see how I have decorated the cover with personal photos, stickers, pictures I drew, and quotes? These are all things that are important to me and that will help inspire me as I write. I have three sections to my notebook. One is for “Ideas,” where I jot down short phrases that help me remember stories I want to write later. The biggest section is where I do my “Writing.” The third section is my “Notes” section—this is for any notes we make during our mini-lessons.”

- Give each student a composition book with their name on it and 3 tabs or small post-its that will serve as tabs. Have them write “Ideas,” “Writing,” and “Notes” on the tabs.
- Skip the first 6 pages of the notebook and tab them for Ideas. Prior to you can staple the writing ideas, topic lists and sketches from earlier in the week into each student’s notebook for them to refer to later.
- Tab the 7th page for “Writing.” This will be the largest section of their notebooks. For the final section, count about 50 or more pages from the back then tab it “Notes.”
- Give students time to do this. Help them section off their notebook leaving the largest section for actual writing.

“Turn to your neighbor and talk about what you might use to decorate the cover of your Writer’s Notebook. Talk about what you might use that you already have and what you might create.

- Give students two to four minutes to discuss.

“Today when you go to your seats, you will decorate your Writer’s Notebook. Use this time to talk about your photos, drawings, quotes and other mementos with your friends nearby. Each of these might become topics for future writings, so pay attention to the stories you tell your friends. I have some old magazines that some of you can cut pictures out of as well.”

Independent Practice (15 minutes)

- Allow students time to decorate their notebooks to personalize them.
- Walk around and visit with students about what they are using to personalize their notebooks.

Sharing (5 minutes)

- Bring students back to the gathering place.

“During sharing time today you will talk to someone you do not know well. Tell them about a few of the things that you put on your notebook. Each person will have about 1 to 2 minutes to share.”

- Have a student share their notebook decorations. As they are talking to each other, walk around the lean in so that you can hear what they are sharing.
- Give students feedback on writing time. Practice any procedures that need to be addressed.

Assign homework: Invite students to bring cut-out pictures to decorate and personalize their notebook.

Day 7

Essential Question: How will I use my Writer’s Notebook during Writing Workshop?

Materials: chart paper, markers, Writer’s Notebook

Day 7

Mini-Lesson (20 minutes)

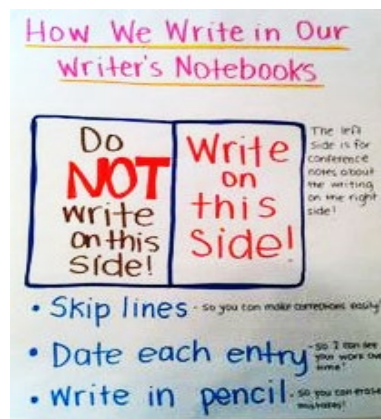
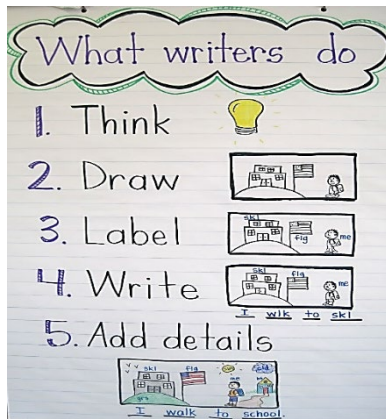
- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil.
- Review procedures for good listening and the guidelines established last week (“Good Writing Habits”)

“Today we are going to start writing in notes and writing sections. During the mini-lesson, I will teach you short lessons on grammar, mechanics, and writing craft and process skills. Occasionally you will be asked to write your notes from my lesson in your Writer’s Notebooks in the “Notes” section.”

- Explain that in this section students will record important information taught during the writing workshop mini-lessons. For example, when you teach parts of speech, rules for punctuation marks, writing process strategies, anything that they will be expected to remember will go in this section for their notebook.
- **Prepare a short mini-lesson teaching an identified standard selected from the unit planning guide for your grade level.** (This lesson should be brief, highlighting grammar or mechanics skill that a majority of your students may need based on your observations last week. You may use your morning message or your read aloud text to examine the selected TEKS) (5–7 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks.
- Use your Writer’s Notebook to record the information that you want students to record.
- For example: if you are doing a mini-lesson on nouns, write “Nouns” at the top of the page. Under that you can write person, place, thing, or idea and illustrate each.

“Now that you have your first entry in your notes section, let’s turn to the writing section.”

- Have students date each entry in the margin where they begin writing.
- Review how to write an entry in the Writer’s Notebook. Kinder–1st grade should discuss all the ways that students can write an entry in their notebooks (see the sample anchor chart for suggestions, be sure to include drawing pictures).
- Create an anchor chart explaining how to write in their notebooks.



Shared Writing

- Select a topic from the topic anchor chart to write with students. Begin with a topic sentence and then ask students to give input into the entry. “Last week, our class...”
- Accept any logical responses. The idea is to let students help you create a short paragraph focused on just the topic you choose.
- After the paragraph is complete, dismiss students to their seats to begin writing.

Independent Practice (15 minutes)

- Students can select their own topic to write about. For students who may need more structure or guidance, encourage them to write about their first week of school, what they did during the weekend, text read during the read aloud, etc.
- Conference with four students about their writing.
 - Check to see that they are following the guidelines for setting up their entries.



Day 7

- Share with them any feedback you have about their writing and the behaviors they have exhibited during Writing Workshop.
- Share something you notice they are doing really well.
- Ask questions or share observations about any areas that might need to be guided.
- Make notes to keep track of areas that might need to be addressed in a mini-lesson later.

Sharing (5 minutes)

Call students back to gathering place with notebooks and pencils/pens.

“Today you will share your writing with a group of other writers. Practice good listening. Each person will have about one minute to share.”

- Ask them to sit with a group of at least two other writers. As students share walk around and listen in.
- Review your teaching point from the standards based mini-lesson and the guidelines of writing entries in the Writer’s Notebook.
- Practice any procedures that need to be addressed.

Day 8

Essential Question: What are the steps of the Writing Process?

Materials: chart paper, markers, Writer’s Notebooks, post-it notes

Mini-Lesson (15 minutes)

- Invite students to join you at the gathering place. Ask students to bring Writer’s Notebook and pen/pencil.
- Review procedures for good listening and the guidelines established last week (“Good Writing Habits”)

“Think for a minute about making a peanut butter and jelly sandwich. What is the first step?” (write on board)
“What is the second step?” (write on board) **“What is the third step?”** (write on board) Continue until the process is complete... **“Just like making a P B & J sandwich, writing is a process that has several steps. Today we are going to review and go over the steps of the writing process.”**

- Review the writing process. If possible, use a previous years student’s writing, show students the process the writer went through to create their piece. It would be great if you could show a student’s work who has demonstrated all parts of the process. The poster below serves as a great visual of the process and it includes “Responding” which is critical to developing writers.

The Writing Process



1. **Prewriting/Brainstorming and planning:** should use a graphic organizer, sketches, anything that gets your ideas flowing
2. **Draft/Writing:** point out student’s lack of attention to detail; the idea is to get thoughts down
3. **Read, Respond, and Revise:** point out the importance of reading what is written; making changes
4. **Teacher Conference/ Responding:** (you can’t model this, but explain to students what will happen)
5. **Revise and Edit:** tell students at this point they will return to their draft and make changes discussed in conference
6. **Proofread:** students will submit edited draft to a peer and then to teacher for final proof reading
7. **Publishing:** the proofread draft is returned for final copying and publishing

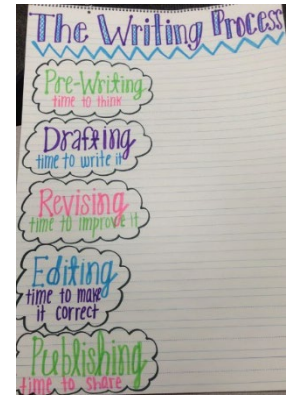
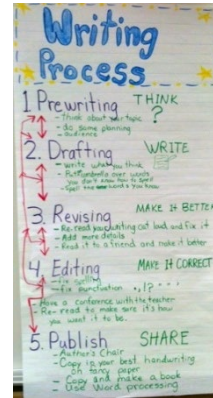
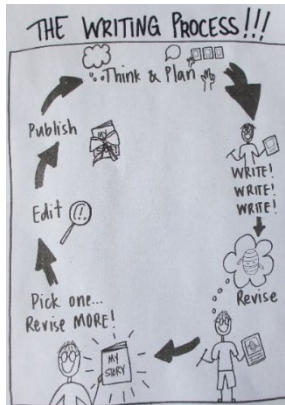
- Print the steps of the writing process on sentence strips. Hand strips to various students and have them line up (not in order) across the front of the room.
- Have students without the strips put them in the correct order, explaining what would happen at that step (i.e., graphic organizer, talking with teacher about your writing, rewriting final copy, etc.).
- Have students create a visual representation of the writing process in the “Notes” section of their Writer’s Notebook as you create an anchor chart to reflect the process.



Day 8

“The writing process is a guide to help you do your very best writing.”

- Ask students which of these steps they have been using during Writing Workshop (Prewriting, Drafting, Read and Revise, maybe Conference?).
- Revisit writing an entry by writing together with students.
- Select a topic and begin writing an entry in your Writer’s Notebook in the “Writing” section.
- Think aloud as you write and elicit ideas from students so that students have input into the piece. Dismiss students to their seats to begin writing.



- Remind students of the “Good Writing Habits” anchor chart and the importance of following the guidelines so that everyone can be successful. Let them know you’ll give them a three-minute warning before time to stop writing.

Independent Practice (15 minutes)

- Students can continue creating their visual representations, writing a previously started piece or they can start writing a new piece on a topic of their choice.
- Circulate around room to make sure students are writing in the right place of their notebook and have dated the entry correctly.
- Conference with two to three students about their writing. Check to see that they are following the guidelines for setting up their entries.
- Share with them any feedback you need to give them about their writing.
 - Share something they are doing really well.
 - Ask questions or share observations about any areas that might need to be guided.
 - Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and pencils/pens and ask them to sit with their group from the previous day. Allow students to share their writing or their visual with the group.
- Review the steps in the writing process and have students describe what happens at each stage of the process.
- Give students feedback on how students were able to self-monitor and problem solve. Practice any procedures that need to be addressed.

Day 9

Essential Question: How do we plan for good writing?

Materials: chart paper, markers, Writer’s Notebooks, picture books

Mini-Lesson (15 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil.
- Review procedures for good listening, good transitions and the guidelines established for “Good Writing Habits”
- **Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.** (This lesson should be brief, highlighting a skill that a majority of your students may need based on your observations last week. You may use your morning message or your read aloud text to examine the selected TEKS) (5–7 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks and show how that skill connects to the previously taught skill. For example, if the previous lesson was on nouns and the current lesson is on verbs, show students how these two parts of speech work together in writing and speaking (sentence structure).

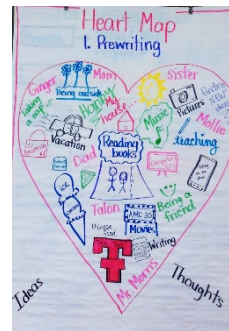
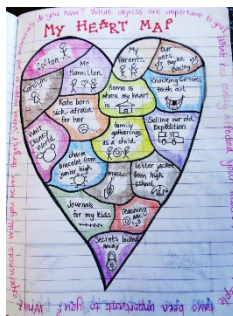
Day 9

“Yesterday, we talked about the writing process. Let’s take a look at our writing process poster and review the steps.”

- Review the steps in the writing process using the anchor chart created the day before.

“We did some prewriting/brainstorming last week, listing some possible things that we could write about on our anchor chart. Today we are going to make a more personalized list in order to be able to write about what we know and love by creating a heart map.”

- Model for students how you want the heart map to look. On an empty page in the “notes” section of students’ notebook, have them draw a large heart. Divide it into sections (you may also print out a heart for students to cut and paste).
- In their heart students will write some writing ideas or topics, sometimes called “seeds” or “kernels.” Explain that their “seeds” or “kernels” are where their ideas for writing stories can grow or expand from. Add at least 2 ideas for each:
 - Favorite books and places
 - Things I love to learn about
 - Things that are important to me
 - People I care about
 - Favorite times in my life
 - Favorite family memory
- TURN and TALK: Have students share with a partner some of the ideas they included in their heart. Ask students to select one of the “seeds” and share the story behind it.
- Dismiss students to their seats to begin writing.



Independent Practice (10 minutes)

- Have select a topic from their heart map to write about.
- Let them know you’ll give them a two-minute warning before time to stop writing.
- Circulate around the room and confer with students about their heart map and their selected topic. Help students who are stuck by having them tell you more about the selected topic.
- Have a short conference with two or three students about their writing.
 - Share with them something you notice they are doing really well.
 - Ask questions or share observations about any areas that might need to be guided.
 - Make any notes or keep track of areas that might need to be addressed in a mini-lesson.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and pencils/pens and ask them to sit with a partner. Allow students to peer share with their writing partner.
- Review your teaching point from the standards based mini-lesson and the significance of the heart maps.
- Give students feedback on how they were able to self-monitor and problem solve. Practice any procedures that need to be addressed.

Day 10

Purpose: To benchmark students early in the year and be able to assess their writing ability.

“It is important to write about things you love and know about. Today we are going to use our writing workshop time for you to write. When you get your paper, write your name and today’s date on the top.”

Day 10

Benchmark Assessment (30 minutes)

- Provide student with developmentally appropriate paper and STAAR lined paper (3rd-5th) to collect a baseline writing sample.
- Give students approximately 20–30 minutes to work on their writing.
- If students finish early, let them know that they may write in their notebook or make a sketch to go with their story. Encourage them to go back over their write and read it, explaining that you want their VERY BEST WORK!!
- At the end of the 30 minutes collect student writing for their writing portfolio.

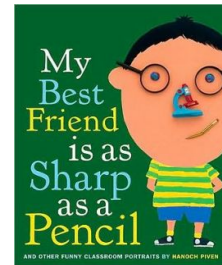
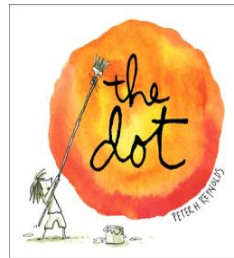
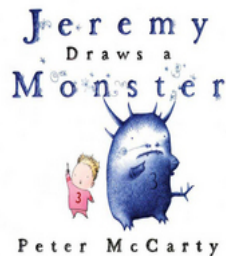
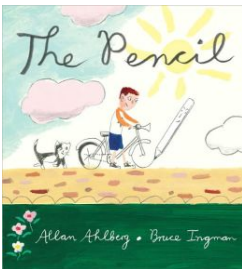
Set your Goals for Next Week

- Review each student writing sample and the notes taken from each of the writing conferences conducted this week.
- Identify areas of concern that will require mini-lessons for the whole class.
- Review the Unit Planning Guide for your assigned grade level and select a few standards and strategies to incorporate in the mini-lessons next week.
- The standards featured in the planning guides will help students with sentence structure by addressing parts of speech and mechanics such as punctuation and spelling.

Day 11

Essential Question: Where can I get ideas to write about? How is sketching a good prewriting exercise?

Materials: chart paper, markers, picture book (mentor text), Writer's Notebook



Mini-Lesson (15 minutes)

- Invite students to join you at the gathering place. Review procedures for good listening and good transitions.

“Yesterday we created a heart map that included a personalized list of things that you know and love. Why did we create a heart map and how will it help you as a writer?”

Have students turn and talk with a shoulder partner. Select a few students to share responses.

“Sometimes writers find it is helpful to sketch a picture or image to get the idea for a story flowing. Today, we are going to look at some picture books about drawing and making pictures to help us tell a story. I am going to read a part of one of the books so that you can get the gist of this strategy. I will leave the other books for you all to look at when you have some time.”

- Select a picture book to present to students. Explain that the book shows how drawing powers ideas and can help them to tell their story.
- You may read the entire book or just a part of it. Then discuss how the pictures changed from page to page and how the author conveyed how a character was feeling.
- Add this book title to the “Writing Has Meaning” chart

“Today we are going to practice sketching to help us get our story flowing. I am going to create a few sketches on my chart tablet to show you how you can do this as well.”

- Divide a blank sheet of paper into four to eight smaller squares.
- Create a quick sketch of an event, place, or special memory (i.e. palm tree and beach, football field with the letter T, etc.) in one of the boxes. Repeat the process, thinking aloud as you create the next sketch, create several different sketches that each represents a separate story idea. **Note to teacher: Make your drawings childlike.**

Day 11

- Dismiss students to their seats to begin sketching and writing. Consider taking students somewhere outside of your classroom to sketch scenes they are observing.
- Set expectations that students should have at least two or three sketches completed before returning.

Independent Practice (15 minutes)

- Have students create a different sketch in each box to represent various story ideas.
- Circulate around room to make sure students are drawing and/or writing.
- Have a short writing conference with two or three students.
 - Share with them something you notice they are doing really well.
 - Ask questions or share observations about any areas that might need to be guided.
 - Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.

Sharing (5 minutes)

- Call students back to gathering place with their sketches and ask them to sit with a partner. Students should explain each sketch to their partner and the story it represents. Give each partner one to two minutes to share their favorite sketches and the stories that go with them.
- Review your teaching point from the standards based mini-lesson and discuss how story telling can be used to help them write their own stories.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.

Day 12

Essential Question: How can the stories I tell give me ideas for writing?

Materials: chart paper, markers

Mini-Lesson (20 minutes)

- Invite students to join you at the gathering place. Review procedures for good listening and good transitions.
- **Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.** (This lesson should be brief, highlighting grammar or mechanics skill that a majority of your students may need based on your observations last week. You may use your morning message or your read aloud text to examine the selected TEKS.) (5–7 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks and show how that skill connects to the previously taught skill. For example, if the previous lesson was on nouns and the current lesson is on verbs, show students how these two parts of speech work together in writing and speaking (sentence structure).

“Most writers are great story tellers because writing a good story is just putting that story in written form for others to read. I’m going to share a story with you and as I share my story, I want you to think about all of the things that make my story interesting to listen to.”

- Prepare a two- to three-minute story that is appropriate for students. Make it relatable to students.
- Be sure to include craft strategies such as jumping in where the action starts, repetition, or sensory language (see the resource pages at the end of this document for more information).
- After sharing your story, ask students to give you feedback on your story. What did they notice? What made the story interesting? Record responses on a chart.
- Ask students, “What did my story make you think of?” Have students “think-pair-share” with a shoulder partner.
- Give students a few minutes to think about a story that they would like to share. Older students may jot down a few notes to help them to tell their story.

Independent Practice (10 minutes)

- Have students find a partner or you may assign partners.
- Instruct students to tell their story to their partner and have their partners tell them what they liked about their story.
- Be sure to set a timer to ensure that each student has enough time to share their story and get feedback.
- Have students jot down potential writing topics based on their partner’s story.

Day 12

- Let them know you'll give them a five-minute warning before time to stop writing.
- Circulate around the room and listen in as students share their stories and provide feedback. Select students to share the ideas generated from hearing their partner's story.

Sharing (5 minutes)

- Bring students back to the gathering place. Have a student share what their partner's story was about and the ideas they generated from the story shared with a shoulder partner.
- Give students feedback on writing time. Practice any procedures that need to be addressed.

Assign Homework: Invite students to practice telling their story to friends and family.

Day 13

Essential Question: How can telling stories help me with my writing?

Materials: Writer's Notebook

Mini-Lesson (10 minutes)

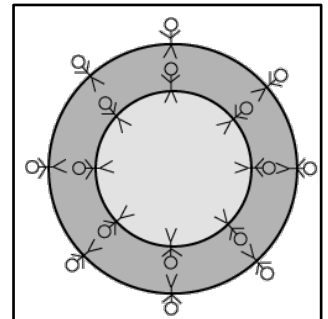
- Invite students to join you at the gathering place. Review procedures for good listening and good transitions.
- **Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.** (This lesson should be brief, highlighting a skill that a majority of your students may need based on your observations last week. You may use your morning message or your read aloud text to examine the selected TEKS.) (5–7 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks and show how that skill connects to the previously taught skill. For example, if the previous lesson was on nouns and the current lesson is on verbs, show students how these two parts of speech work together in writing and speaking (sentence structure).

"Today, we are going to practice telling our stories as a prewriting-planning strategy. I'm going to tell you all my story and then I am going to jot a few things down that I want to make sure that I remember every time I tell my story. These notes will help me draft my story to include all of the important details."

- Retell your two to three minutes story from last week. Make it relatable to students.
- After you tell your story, have students help you to jot down the important details from your story in the correct order.
- Give students a few minutes to think about a story that they would like to share. Have older students jot down notes to help them tell their story.

Independent Practice (20 minutes)

- Have students form two large circles (inside-outside circle), pictured on the right.
- If you have an uneven number of students, create a team of three students.
- After each student has a partner, have students take turns telling their story to their partner. Set the timer allowing each student three minutes each to tell their short story.
- Once each student has shared, everyone in the outside circle takes one step to the right. Students will repeat their story to their new partner.
- Repeat one more time. Each person should have the opportunity to tell their story at least three times. After three rounds have students return to the gathering place.
- Instruct students to turn to the next empty page in the "writing" section of their notebooks and jot down a few notes that sequence their story focusing on the important events.



Sharing (5 minutes)

"Today for sharing time, I'd like to ask for two students to volunteer to share their story with the class."

- Select two students to share their two- to three-minute story. After each student has shared, give them a round of applause.
- Review your teaching point from the standards based mini-lesson and discuss how story telling can be used to help with drafting our stories.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.



Day 14

Essential Question: What should I consider when writing my rough drafts?

Materials: Writer's Notebook

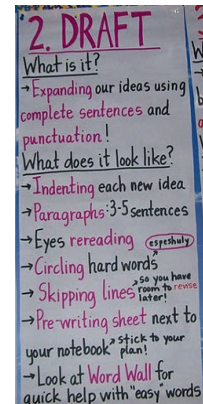
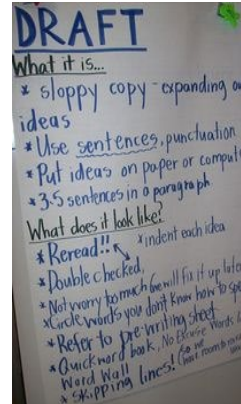
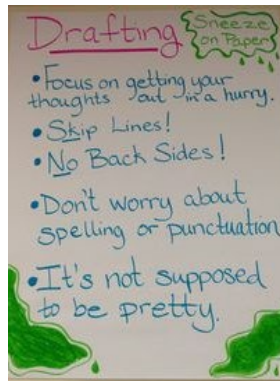
Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Review procedures for good listening and good transitions.
- Review the writing process and the different strategies that were previously taught for prewriting.

“Yesterday’s notes will serve as our planning sheet. Today, we are going to talk about drafting. You all have been practicing drafting since the first day of school. Talk to your shoulder partner about how you approach drafting your text.”

- Discuss drafting and create an anchor chart with guidance for writing rough drafts.
- Be sure to include the following:
 - Draft is the “Sloppy copy”
 - Focus on getting thoughts out and onto your paper
 - Skip lines and do not write on the back of the page
 - Do not worry about spelling and grammar mistakes
 - Draw a line through any mistakes (do not erase)
 - Expand the ideas and phrases on your planning sheet
 - Go back and reread as you are writing
 - Practice writing in complete sentences
 - Circle or underline words or phrases that you are unsure about (spelling, word usage, punctuation marks).

- Use the notes that you jotted down from your story yesterday and model writing a rough draft of your story. As you write, place a check next to the item on the list that you included sentences for in your draft.



Independent Practice (20 minutes)

- Have students go to their desks to write their rough draft of their story using their notes from the previous day.
- Circulate around room to make sure students are writing and following the guidelines for writing drafts.
- Have a short writing conference with 3 to 4 students.
 - Share with them something you notice they are doing really well.
 - Ask questions or share observations about any areas that might need to be guided.
 - Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and pencils/pens and ask them to sit with the partner. Give each partner one to two minutes to share what they wrote.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.

Day 15

Essential Question: What are the guidelines for giving feedback to my writing partner?

Materials: chart paper, markers, Writer's Notebooks, post-it notes



Day 15

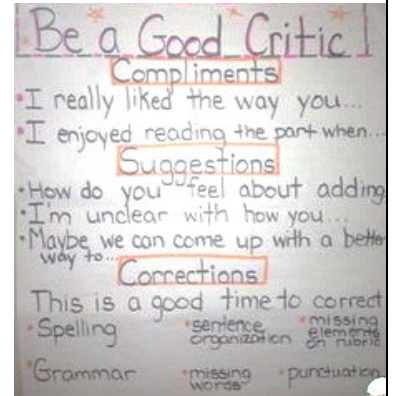
Mini-Lesson (15 minutes)

Use suggested resources to assess students understanding of the grammar or mechanics TEKS covered in the past few weeks. (The assessment should be short.)

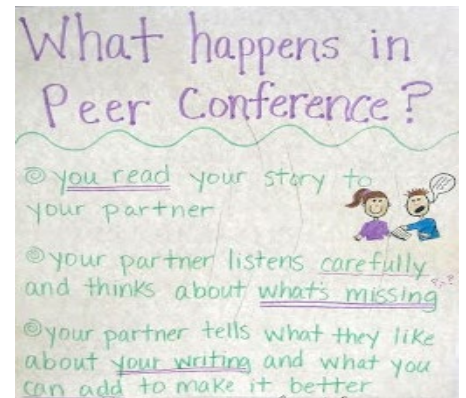
- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil.

“Today we are going to learn how to give good feedback when we are sharing our writing. It is important to know how to give good feedback to your writing partner so that we can help each other become better writers. Tell me what you would like to hear from someone who has read your writing.”

- Have students think-pair-share their responses. Select a few students to respond.
- Explain that each student will have an assigned writing partner for next few weeks and that you will be modeling how their peer conference should go.
- Create an anchor chart “PEER SHARING GUIDELINES” and list model statements that students can use including:
 - “I like the part when...because...”
 - “I would like to know more about...”
 - “I noticed that you...”
 - “Have you thought about...”



- Explain that a good critic gives Compliments, Suggestions and Corrections.
- List expectations for peer conferences. List should/may include:
 - Reader reads clearly in a quiet voice
 - Listener looks at the reader—SLANT
 - Give responses related to the writing
 - Focus on the reader’s writing—not your own
 - Ask clarifying questions
 - Point out where more information is needed
- Have students listen as you read a piece of your own writing. When you have finished, allow students to give you feedback on your writing. They should use the statements and guidelines on the PEER SHARING anchor chart.
- As students give feedback, model note taking on the document camera or chart tablet for students to see. Explain that after this conference you will go and make revisions based on the feedback.
- Select a student’s piece of writing ahead of time to use as a model.
- Display the work on an overhead or document camera.
- Have the student read his/her work to you clearly, but not too loudly.
- Look and listen to the student as he/she reads. (Avoid the temptation to watch the rest of the class!)
- After the student has finished, respond using the sentence stems from the chart.
- Ask students what they noticed happening during the conference.
- Explain to students that they will have the chance to give feedback with a partner today and we can add more guidelines to the chart as needed.



Independent Practice (10 minutes)

- Instruct students to continue on yesterday’s piece or begin writing about another topic of their choice for 10 minutes in their Writer’s Notebook.
- When they return to the gathering place, they will be practicing giving peer feedback with their writing partner.
- Remind students of the “Good Writing Habits” anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you’ll give them a five-minute warning before time to stop writing.
- Dismiss students to their seats to begin writing.

Day 15

- Circulate around room to make sure students are writing in the right place of their journal and have dated the entry correctly.
- Have a short writing conference with two or three students.
 - Share with them something you notice they are doing really well.
 - Ask questions or share observations about any areas that might need to be guided.
 - Make any notes or keep track of areas that might need to be addressed in a mini-lesson.

Sharing (10 minutes)

- Call students back to gathering place with notebooks and pencils/pens and ask them to sit with the partner. Have students take turns reading their story and giving/getting feedback.
- Remind students to use the peer feedback statements listed on the anchor chart.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.

Set your Goals for Next Week

- **Select a date for your Writing Celebration Day—Put it on a class calendar**
- Review the notes taken from each of the writing conferences conducted this week.
- Identify areas of concern that will require mini-lessons for the whole class.
- Review the Unit Planning Guide for your assigned grade level and select a few standards and strategies to incorporate in the mini-lessons next week.
- The standards featured in the planning guides will help students with sentence structure by addressing parts of speech and mechanics such as punctuation and spelling.

Day 16

Essential Question: How do we use feedback from our writing partner to help revise our writing?

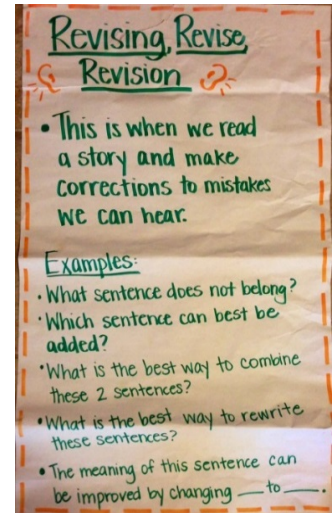
Materials: chart paper, markers, Writer's Notebooks, post-it notes

Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer's Notebook and pen/pencil.

“Yesterday we practiced giving and receiving feedback about our writing. Today we are going to talk about making revisions to our writing using the feedback we were given. Let's look at the feedback that my writing partner gave me.”

- Review the notes you made from the feedback given.
- Create an anchor chart that explains revision and gives students guidelines for making meaningful revisions. Be sure to include the following:
 - Revision means to see again. It's what we do to make our writing sound better.
 - Think ARMS (Adding, Removing, Moving or Substituting information)
 - Steps to revision includes:
 - Reread your draft
 - Identify writing that does not make sense



Day 16

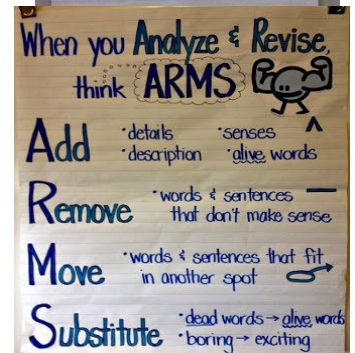
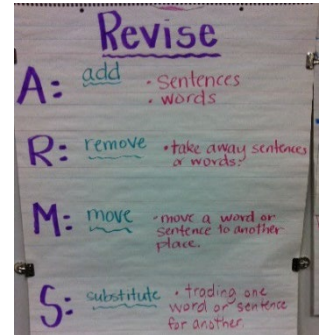
- Decide (add, remove, move, or substitute information)
- Make the changes then reread to check
- Identify a color that you want all revisions to be done in.
- Model making revisions to your writing using symbols for adding, removing, moving, and substituting information. Try to do one of each.
- It is important to model your thinking with students (constantly rereading to ensure the changes make sense).

Independent Practice (20 minutes)

- Dismiss students to work independently on revising their writing using the feedback from their writing partner.
- Encourage them to sit with their writing partners and conduct a peer conference after the revisions have been made.
- Let them know you'll give them a five-minute warning before time to stop writing.
- Circulate around room to make sure students are using the assigned color pen or pencils for revisions, and that they are rereading as they go.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and ask them to sit with someone who hasn't heard their composition before. Give each partner one to two minutes to share what they wrote.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.



Day 17

Essential Question: What are the guidelines for giving feedback to my peers in a small group?

Materials: chart paper, markers, Writer's Notebooks, post-it notes

Mini-Lesson (15 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer's Notebook and a pen/pencil.
- **Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.** (This lesson should be brief. You may use your morning message or your read aloud text to examine the selected TEKS.) (5–7 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks.

“In all professional sports, there are teams that are considered the best. What do you think those teams do to become the best? Turn and talk to your shoulder partner.”

- Allow students to discuss. Select a few to share what they talked about.
- Use the good information that your students shared and then offer an explanation (similar to the one below)

“Good teams work together and help each other out. They share with individuals what they are doing that is working and what they need to do to get better. Writers can use that same strategy to improve! Yesterday we talked about how a real author gets feedback from a variety of people before he ever finishes a story or sends it to his editor. Our writing partners will be very helpful this year, but sometimes a different point of view can also help our writing improve. Today we are going to learn how to give good feedback when we are sharing in a team.”

- Select a piece of your own writing ahead of time that you will use as a model. Display the work on a chart tablet or document camera.
- Call three other students to join you for a peer feedback meeting. Sit in a circle and have the other students sit in a circle around the outside to observe.
- Read the work to the group clearly, but not too loudly. (Avoid the temptation to look at the rest of the class!)
- After you have finished, ask students to respond with the following statements:

Day 17

- “I like the part...because...”
- “I would like to know more about...”
- “I noticed that you ...”
- “Have you thought about...?”
- Invite the other two students to give feedback using the same language. As students are giving you feedback, write their comments on post-it notes.
- When all three students have had the opportunity to respond, share with the class what you have written on your post-it notes and how you will use them to revise your writing.
- Review the anchor chart “PEER SHARING GUIDELINES” and list any new observations that students make along with the model statements above.
 - Reader reads clearly in a quiet voice
 - Listener(s) look at the reader—SLANT
 - Give responses related to the story
 - Focus on the reader’s story—not your own
 - Write down comments made by your peers on post-it notes

“It is important to know how to give good feedback to your peers so that we can help each other become better writers.”

Independent Practice (20 minutes)

- Have students break into small groups of three to four and take turns reading something he/she has written and would like feedback on.
- Give students time to give feedback. Monitor to make sure the reader is writing down the feedback they are receiving. They should use the statements and guidelines on the PEER SHARING anchor chart.
- Circulate around room to make sure all students are participating.
- If groups finish early encourage students to begin making revision based on the feedback from peers.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and pencils/pens and ask them to sit with a group. This should be different than the three to four students they were with earlier.
- Have students take turns reading their writing and sharing what they plan to do to make it better.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.

Day 18

Essential Question: How does editing make our writing better?

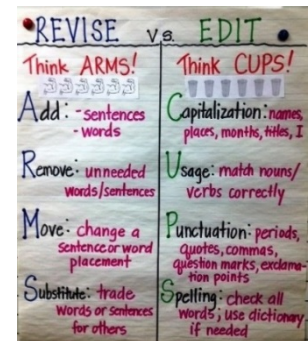
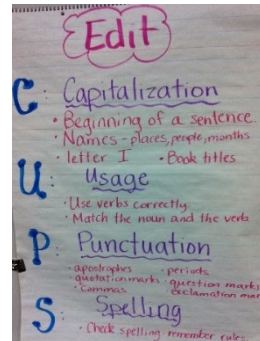
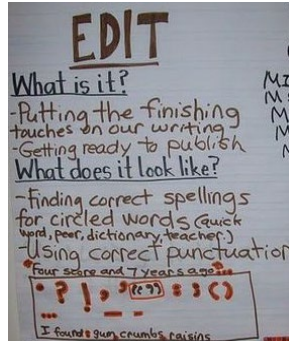
Materials: Writer’s Notebook, colored pencils or pens

Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Review expectations.
- **Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.** (This lesson should be brief, highlighting a skill that a majority of your students may need based on your observations. You may use your morning message or your read aloud text to examine the selected TEKS) (5 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks and show how that skill connects to the previously taught skills.
- Review the writing process. Remind students of the steps that you have discussed (prewriting, planning, drafting, and revising) Explain that editing is the next step in the process.
- Create an anchor chart with guidelines for editing. Be sure to include:
 - Editing is putting the finishing touches on our writing (how your paper looks)
 - Think CUPS (Capitalization, Usage, Punctuation, and Spelling)

Day 18

- Review the differences between revising and editing.
- Identify a color that you want all edits to be done in.
- Model editing your writing. It is important to model your thinking with students (constantly rereading to ensure the changes make sense).



Independent Practice (20 minutes)

- Dismiss students to work independently on editing their writing using the guidelines.
- Encourage them to sit with their writing partners and conduct a peer conference after the revisions have been made.
- Let them know you'll give them a five-minute warning before time to stop writing.
- Circulate around room to make sure students are using the assigned color pen or pencils for revisions, and that they are rereading as they go.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and ask them to sit with someone who hasn't heard their composition before. Give each partner one to two minutes to share what they wrote and any editing that they made.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.

Day 19

Essential Question: How do I get help during Writing Workshop? How do I publish my writing?

Materials: chart paper, markers, Writer's Notebooks, Writing Folders, post-it notes

Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer's Notebook and pen/pencil.

“How many of you have ever had to wait in line at the grocery store? Wal-Mart? The movies? What did you do while you were waiting your turn? Why didn't you push your way to the front of the line? As we work through this year with each other, there will be times you may not be able to get the help you need immediately. Today we are going to learn how to get help during Writing Workshop. During the workshop time, I will not always be available to talk with you about your work or immediately help you. You will need to know what to do while you are waiting for a conference with me.”

- Display a piece of your own writing in progress. Begin writing and thinking aloud for students, but then find a place where you have a “problem”. (Punctuation, spelling, word choice, etc.) Model for students where to go in the room for a resource, thinking aloud about how you might solve your problem.

“I'm not sure exactly how to punctuate this dialogue, but I'm pretty sure that the book that I was reading had some examples. I think I will look in there and see how it is written. Then, I'll ask my writing partner to take a look at it. I'm going to write a question mark “?” in the margin so I can remember to ask for help here.”

Be sure to go over the resources in your room that students can use as a reference (anchor charts, posters, Write Source, word walls, etc.) and the procedures for retrieving and storing them if you haven't done this yet.

- Ask students to think about how else students could solve their problems if the teacher isn't available to talk to them.
- Have them work with a partner to brainstorm two to three ideas. Call students' attention back after 2 minutes and ask for their responses.
- Create an anchor chart with suggestions. Be sure to include the following:
 - Try to find a resource in the classroom to help
 - Ask 3 before you come to me
 - Expert of the day

Day 19

- Ask my writing partner

“Today, we are going to continue to work on revising and editing our piece. Who can tell me what it means to revise and edit our writing?”

- Select a student to respond. Remind students of the other steps in the writing process.
- Review or continue revising and editing your writing using chart paper or notebook paper under the document camera.

Independent Practice (20 minutes)

- Dismiss students to work independently on revising and editing their writing using the guidelines.
- Encourage them to sit with their writing partners and conduct a peer conference after the revisions have been made.
- Let them know you'll give them a five-minute warning before time to stop writing.
- Circulate around room to make sure students are using the assigned color pen or pencils for revisions and edits, and that they are rereading as they go.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and ask them to sit with someone who hasn't heard their composition before. Give each partner one to two minutes to share what they wrote and any editing that they made.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.

Day 20

Essential Question: How do I publish my writing?

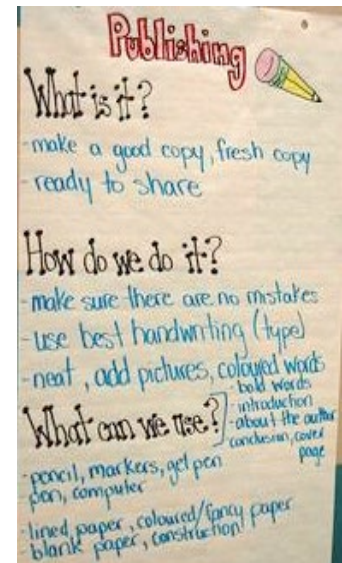
Materials: chart paper, markers, Writer's Notebooks, post-it notes

Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Review expectations.
- **Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.** (This lesson should be brief. You may use your morning message or your read aloud text to examine the selected TEKS) (5 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks and show how that skill connects to the previously taught skills.
- Review the writing process.

“Today, we are going to publish our piece that we have revised and now edited. Who can tell me what it means to publish our writing?”

- Select a student to respond. Remind students of the other steps in the writing process.
- Model publishing your writing that has been revised and edited using chart paper or notebook paper under the document camera.
- Create an anchor chart for Publishing. Be sure to include:
 - Publishing is making a clean, final copy that is ready to share
 - Recopy writing on individual notebook paper
 - Make sure there are no mistakes
 - Use your best handwriting
 - Add pictures or any other visual effects



Independent Practice (15 minutes)

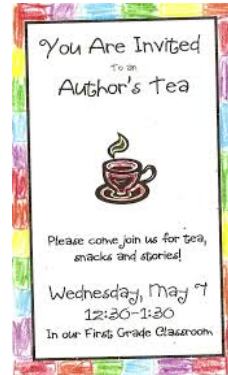
- Instruct students to review their revised and edited piece and begin publishing it.
- Conference with four students about their writing.
 - Check to see that they are following the guidelines for revising, editing, and publishing their entry.
 - Share with them any feedback you need to give them about the behaviors they have exhibited during Writing Workshop.

Day 20

- Share with them something you notice they are doing really well.
- Ask questions or share observations about any areas that might need to be guided.
- Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and ask them to sit with their partner. Have students share pictures, sentences, etc. that was added to their writing.
- Remind students that the Writing Celebration Day was coming up and they should have a completed composition to share.
- Give students feedback on how students were able to self-monitor and problem solve. Practice any procedures that need to be addressed.
- **Give students invitations to your Writing Celebration Day.** Students may invite their parents, grandparents, cousins, anyone they wish. Here are a few sample invitations (as shown)



Set your Goals for Next Week

- Read the guidelines to consider for "Writing Celebrations" on Day 21
- Review the notes taken from each of the writing conferences conducted this week.
- Identify areas of concern that will require mini-lessons for the whole class.
- Review the Unit Planning Guide for your assigned grade level and select a few standards and strategies to incorporate in the mini-lessons next week.
- The standards featured in the planning guides will help students with sentence structure by addressing parts of speech and mechanics such as punctuation and spelling.

Day 21

Essential Question: What do I do when I have finished a piece?

Materials: chart paper, markers, Writer's Notebooks, post-it notes

Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Review expectations.
- **Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.** (This lesson should be brief, highlighting a skill your students may need based on your observations. You may use your morning message or your read aloud text to examine the selected TEKS) (5 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks and show how that skill connects to the previously taught skills.
- Review the writing process.

"Today, we are going to talk about what to do when we think we are done with a piece of writing. In Writing Workshop, we say, "When you're done, you've only just begun. That means that we can always add things to our writing to make it better. Who can tell some things I can add to my writing to make it better?"

- Select a student to respond.

Day 21

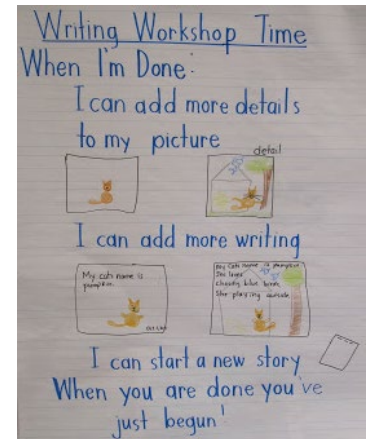
"Today, we are going to talk about what to do when we think we are done with a piece of writing. In Writing Workshop, we say, "When you're done, you've only just begun. That means that we can always add things to our writing to make it better. Who can tell some things I can add to my writing to make it better?"

- Select a student to respond.
- Create an anchor chart for Writing Workshop: When I'm Done. Be sure to include:
 - I can make pictures to go with my text.
 - I can add more details to my pictures if I already have a picture.
 - I can add more writing
 - I can start a new story.
 - Include any plausible answers that your students share.



Independent Practice (15 minutes)

- Instruct students to review their published piece and consider adding pictures, more details to existing pictures or start a new story.
- Conference with 4 students about their writing.
 - Check to see that they are following the guidelines for revising, editing, and publishing their entry.
 - Share with them any feedback you need to give them about the behaviors they have exhibited during Writing Workshop.
 - Share with them something you notice they are doing really well.
 - Ask questions or share observations about any areas that might need to be guided.
 - Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.



Sharing (5 minutes)

- Call students back to gathering place with notebooks and ask them to sit with their partner. Have students share pictures, sentences, etc. that was added to their writing.
- Remind students that the Writing Celebration Day was coming up and they should have a completed composition to share.
- Give students feedback on how students were able to self-monitor and problem solve. Practice any procedures that need to be addressed.

Day 22

Writing Celebration Day

Essential Question: How do celebrate our writing?

Materials: decorated "Author's Chair"; party decorations,

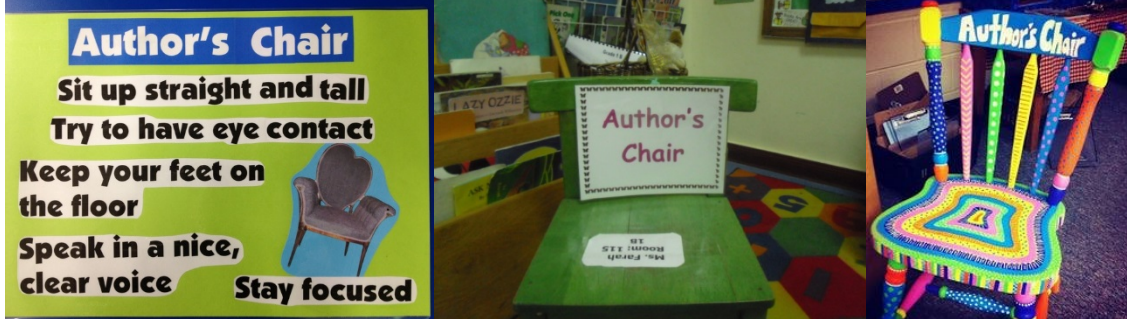
Here are a few things to think about when planning a writing celebration:

1. Mark the calendar with a celebration date well ahead of time so that the children know it is coming.
2. Keep things simple. Stick to the same time frame that you would for a normal Writers' Workshop. No need to block out extra time in the day.
3. Don't forget that a celebration day should not only include children sharing a published piece, but also a time to clean out those writing folders and get ready for the next unit of study.
4. Celebrations should happen often enough that children are rejuvenated and excited about the writing process; ideally once every four to five weeks.
5. Don't make the celebration bigger as you go through the year; just make it different and relevant to the unit of study!

Celebration

Day 22

- Set up an author's chair in gathering place. Invite guests to sit in chairs around the gathering place.



- Remind students of expectations during sharing time.
- As a whole group, have each student sit in the chair and share their favorite sentence or sentences in their story.
- Allow other students to compliment the writer. Make sure that everyone claps for each author.
- Split the children up into smaller groups to share their whole story.
- Small groups will enable your children to be good listeners and to finish in a timely manner.
- Add an apple juice toast to good writing, eat a chocolate-covered strawberry and post your students' writing around the classroom!

Day 23

Essential Question: What are the behaviors and guidelines necessary for a successful Writing Workshop?

Materials: chart paper, markers, Writer's Notebooks, post-it notes

Mini-Lesson

- Invite students to join you at the gathering place. Remind students to bring Writer's Notebook and pen/pencil.
- **Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.** (This lesson should be brief. You may use your morning message or your read aloud text to examine the selected TEKS.) (5–7 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks.

Day 23

“Yesterday we had fun celebrating our writing. Today we are going to review behaviors and guidelines needed for a productive Writing Workshop.”

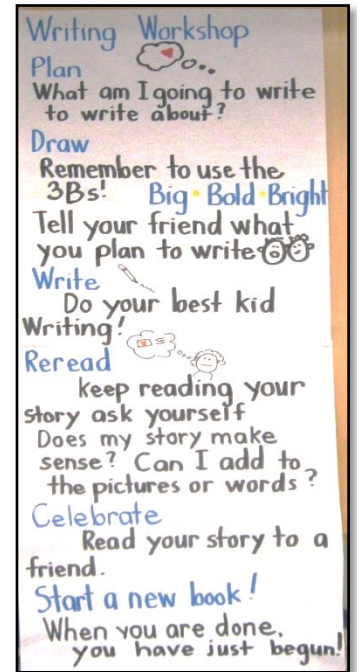
- Have them sit in a large circle. Tell them that they will be participating in a Chalk Talk. This is a process in which they share their ideas and/or thoughts in writing on the same piece of paper. They may write their own ideas or respond to another person’s idea. There will be a question in the center that they should be thinking and writing about but **NO ONE SHOULD BE TALKING!**
- Lay a piece of large chart paper or butcher paper in the middle of the circle with a few markers around the edges. The following question can be written inside ahead of time...“What do writers do to improve?”
- Give students time to respond to the question, one another, etc. but only in writing. There should be no discussion. After 5 minutes stop students and share your observations with what they have written.

Independent Practice (15 minutes)

- Conference with four students about their writing. Check to see that they are following the guidelines for setting up their entries, are keeping a list of topics and ideas, and that entries are increasing in length. Share with them any feedback you need to give them about the behaviors they have exhibited during Writing Workshop.
- Share with them something you notice they are doing really well.
- Ask questions or share observations about any areas that might need to be guided.
- Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and pencils/pens and ask them to sit with a group. Allow students to peer share with their writing partner. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders.
- Give students feedback on how students were able to self-monitor and problem solve. Practice any procedures that need to be addressed. As you continue with the writing process, be sure to reinforce the writing process.



Day 24

Essential Question: How do I continue a story in my Writer’s Notebook?

Materials: chart paper, markers, Writer’s Notebooks

Mini-Lesson (15 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil.
- **Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.** (This lesson should be brief. You may use your morning message or your read aloud text to examine the selected TEKS.) (5–7 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks.

“Sometimes it is hard to write all of our thoughts in a short amount of time. We have been writing every day during our independent writing time. Today we are going to learn how to continue writing a story in our Writer’s Notebook.”

Day 24

- Show students an entry or writing piece that you have started but not completely finished.
- Think aloud as you model for them how to continue writing the story.
- Go back and read what you previously wrote, making a verbal comment about the date in the margin. Think aloud about where you want to write from this point before you actually begin writing.
- Write the current date in the margin and then begin writing the thoughts you just expressed verbally. After a few sentences, bring the entry to a close or come to a place where you can stop.
- Have students explain the process you went through to continue your piece. Create an anchor chart (as shown) that you can post to remind students of the process. Be sure to include:
 - Reread
 - Check the date
 - Think about your starting point
 - Write the current date
 - Begin writing and adding on to the piece
- Invite students to look through the entries that they have written and select an entry that they would like to continue.
- Have students TURN and TALK with a writing partner. Ask them to share a little about what they wrote on the previous entry and why they might choose to continue writing the piece.



“It is fine to continue writing on a piece rather than always beginning a new one. Today I would like for you to see if you can find to continue a story. Remember to REREAD and DATE the entries even though the story is being continued.”

- Remind students of the “Good Writing Habits” anchor chart and the importance of working together to follow the guidelines so that everyone can be successful.
- Let them know you’ll give them a five-minute warning before time to stop writing. Dismiss students to their seats to begin writing.

Independent Practice (15 minutes)

- Circulate around room to make sure students are writing in the right place of their journal and have dated the entry correctly. Have a short writing conference with two or three students.
- Share with them something you notice they are doing really well.
- Ask questions or share observations about any areas that might need to be guided.
- Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and pencils/pens and ask them to sit with the partner they were working with earlier. Give each partner one to two minutes to share what they wrote.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.

Day 25

Essential Question: How can we use mentor text to practice writer’s craft?

Materials: chart paper, markers, Writer’s Notebooks

Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil.
- Select a section of the read aloud to share with students. Spend a few minutes discussing the text as writers.
- Share parts of the text that you find effective. It could be the author’s word choice, phrasing, varied sentence lengths, use of repetition, etc. (see the Appendix for a list of possible mini-lesson suggestions for craft)

Day 25

- A central strategy in the unit planning guides is Katie Wood Ray’s **Notice and Name**. You may wish to utilize one of such mini-lessons here. See the graphic organizer below.

What do I NOTICE the author is doing?	Why is the author doing this?	What might we NAME this author’s craft technique?

“Today we are going to practice using this writer’s craft in our own writing.”

- Think aloud as you model for how you would add that craft idea to one of your previous compositions. It is important to show them how you selected the piece to add that craft element to. Model your thinking.
- For example, if you are highlighting the different ways the author says “said”, then you would select a piece that has a lot of dialogue.
- Have students look for pieces in their Writer’s Notebook, sit with their partner, and share what they are going to do.
- Listen in as students are talking, give advice when needed. Identify a few students who may need more assistance with the task and send them to your small group table.
- Dismiss other students to their seats to begin writing. Let them know you’ll give them a five-minute warning before time to stop writing.

Independent Practice (20 minutes)

- Circulate around room to make sure students are writing in the right place of their journal and have dated the entry correctly.
- While other students are writing, work with the students at your small group table. You may want to repeat the mini-lesson, going more in-depth, asking more guiding questions and modeling using their writing.
- As students demonstrate understanding, dismiss them to write on their own.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and pencils/pens and ask them to sit with the partner they were working with earlier. Give each partner one to two minutes to share what they wrote.
- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed

Day 26

Essential Question: How do I apply concepts learned in the mini-lesson to make my writing better?

Materials: chart paper, markers, Writer’s Notebooks

Mini-Lesson (15 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil.
- Prepare a short mini-lesson teaching an identified standard selected from the unit planning guide for your grade level.** (This lesson should be brief. You may use your morning message or your read aloud text to examine the selected TEKS) (5–7 minutes)
- As you are teaching, explicitly identify what you want students to record in their notebooks.
- Once you have completed the lesson, return to your writing, and identify places where you could apply that skill to your own writing.
- For example, if you teach a lesson on end punctuation marks, take some time to check your writing for evidence that you used the correct end punctuation marks in your own writing.
- Have students look for pieces in their Writer’s Notebook, sit with their partner, and share what they are going to do.



Day 26

- Listen in as students are talking, give advice when needed. Identify a few students who may need more assistance with applying the skill and send them to your small group table.
- Dismiss other students to their seats to begin writing. Let them know you'll give them a five-minute warning before time to stop writing.

Independent Practice (20 minutes)

- Circulate around room to make sure students are on task and know what their assignment requires.
- While other students are writing, work with the students at your small group table. You may want to repeat the mini-lesson, going more in-depth, asking more guiding questions and modeling using their writing.
- As students demonstrate understanding, dismiss them to write on their own.

Sharing (5 minutes)

- Call students back to gathering place with notebooks and ask them to sit and share in groups. Give each partner 1 minute to share what they wrote.

Please review the habits instilled in students. Hold them accountable for managing themselves and keeping the writing time sacred. Teachers may create a schedule for their classrooms for teaching mini-lessons. A sample schedule may look like the chart below. This may vary from week to week based on the unit planning guides.

Daily Word Study S1: Foundational Language Skills Daily Response to Texts S3: Response Skills					
	Monday	Tuesday	Wednesday	Thursday	Friday
Reading Workshop	S2: Comprehension Skills read-aloud (Book, Head, Heart) ↓ S1: Foundational Language Skills – Self-sustained Reading ↓	S4: Multiple Genres mini-lesson ↓ S1: Foundational Language Skills – Self-sustained Reading ↓	S4: Multiple Genres mini-lesson ↓ S1: Foundational Language Skills – Self-sustained Reading ↓	S5: Author's Purpose and Craft mini-lesson (Notice and Name) ↓ S1: Foundational Language Skills – Self-sustained Reading ↓	S5: Author's Purpose and Craft mini-lesson (Notice and Name) ↓ S1: Foundational Language Skills – Self-sustained Reading ↓
	S3: Response Skills shared writing or quickwrite →	S6: Composition modeled writing and application	S6: Composition modeled writing and application	S6: Composition modeled writing and application	S6: Composition modeled writing and application
As Applicable S7: Inquiry and Research					

Use the resources provided along with the unit planning guides to help you plan effective mini-lessons for you scholars.



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

Daily Reading/Language Arts (Tier I) Balanced Literacy Block English/Spanish Language Arts – Kindergarten–Grade 3



*Every HISD campus should allow for **at least** 135 minutes of Reading and Writing instruction daily. This document should be used daily to plan an integrated reading and writing balanced literacy block based on state standards and district curriculum.

Daily Components of Literacy	Instructional Format	Instructional Minutes	Instructional Practices	Focus TEKS Strand
Reading Workshop				
Word Study/Phonics <ul style="list-style-type: none"> Builds decoding skills and oral vocabulary. 	Whole Group	15–30 minutes	Provide explicit instruction on critical reading components: <ul style="list-style-type: none"> Phonemic Awareness Phonics/Spelling Reading Practice Oral Language Morning Message High Frequency Word 	Strand 1
Interactive Read Aloud and Mini-Lesson <ul style="list-style-type: none"> Supports reading and writing instruction and content-area integration. Provides explicit, direct instruction, modeling, and guided practice in reading comprehension. (Connect-Teach-Active Engagement-Link) 	Whole Group	20–45 minutes	Select various genres to do the following: <ul style="list-style-type: none"> Build background knowledge and oral vocabulary. Model fluent reading and reading process through think aloud. Facilitate discussion (Turn and Talk). Explicitly teach comprehension strategies and skills. Create anchor charts aligned to focus standard. Model thinking applied to comprehension strategies. Explicitly teach strategies for vocabulary acquisition. Have students demonstrate their understanding. 	Strand 2 Strand 3 Strand 4 Strand 5
Independent Reading <ul style="list-style-type: none"> Students participate in <u>Self-selected Independent Reading</u>. Teacher conducts reading conferences with individual students. 	Independent Practice	10–20 minutes	Students self-select texts to read independently. <ul style="list-style-type: none"> Practice reading fluency. Apply comprehension process skills and strategies. 	Strand 1 Strand 2 Strand 3 Strand 4 Strand 5 Strand 7
Guided Reading and Reading Stations <ul style="list-style-type: none"> While teacher works with a small group, student participate in reading focused workstation activities. Meet with small groups to read and provide differentiated instruction using leveled texts. Grouping should change based on student needs. 	Small Group (approximately three rotations, 15–20 minutes each)	45 minutes	Provide instruction on critical reading components: <ul style="list-style-type: none"> Decoding skills Reading comprehension strategies and skills Vocabulary development Word Study Design literacy workstations based on data: <ul style="list-style-type: none"> Reading Workstations <ul style="list-style-type: none"> Read to Someone Listening to Reading Work on Writing Skill-based Workstations (Word Work/Technology) 	Strand 1 Strand 2 Strand 3 Strand 4 Strand 5
Reading Workshop Closure	Whole Group	5 minutes	Provide opportunities to review new learning, for example: <ul style="list-style-type: none"> Book discussions Retell or explain concepts taught or practiced. Share notes from Interactive Notebooks. 	Strand 3
Writing Workshop				
Writing Warm-Up	Whole Group	5 minutes	Provide students with an opportunity to write or discuss: <ul style="list-style-type: none"> Picture, Read aloud, quick write, etc. Handwriting 	Strand 1 Strand 3
Mini-Lesson <ul style="list-style-type: none"> Provide explicit, direct instruction, modeling, and guided practice in writing (Connect-Teach-Active Engagement-Link) 	Whole Group	10–15 minutes	Provide instruction on the writing process aligned to an identified genre. (Pre-Writing/Planning, Drafting, Revising, Editing/Conventions, and Publishing)	Strand 1 Strand 4 Strand 5 Strand 6 Strand 7
Shared/Interactive Writing			Provide instruction on the following: <ul style="list-style-type: none"> Analysis of mentor texts Grammar/Mechanics/Spelling Revising/Editing 	
Independent Writing <ul style="list-style-type: none"> While teacher works with small group/individual students, remaining students participate in focused writing activities. 	Independent Practice	20–30 minutes	Engage students in: <ul style="list-style-type: none"> Independent writing practice aligned to mini-lesson Teacher/Student Conferences Peer Conferences Provide opportunities to practice the writing process: <ul style="list-style-type: none"> Research projects Portfolio review 	Strand 1 Strand 4 Strand 5 Strand 6 Strand 7
Writing Workshop Closure	Whole Group	5 minutes	Provide opportunities for students to share writing.	Strand 1

*Every HISD campus should allow for **at least** 135 minutes of Reading and Writing instruction daily.

*This document should be used daily to plan an integrated reading and writing balanced literacy block based on state standards and district curriculum.





APPENDIX



Content Mini-Lessons

Ideas

- My Life Book (notebook of small moment ideas students keep in folder/desk)
- Writers can get ideas from books
- Writers can get ideas from our partners and friends

Content

- Watermelon (big idea with many moments) versus the ***seed*** (small focused moment)
- Zooming in on the most important part and stretching it out
- Moving beyond “I love” and other lists
- Authors use words to match their drawings
- Staying on topic
- How to write a small moment: Close your eyes and think, picture it in your mind, sketch it across the pages, write across the pages, add details
- Telling a story across your fingers
- Quickly sketching out your ideas across the pages
- Sketching versus drawing
- Telling a story across the pages
- Writing a beginning, middle, and end
- Using a story map to plan
- Going back to an old piece because it deserves more
- Using an author as a mentor for a certain aspect of content
- Writing a strong lead that will hook your readers: onomatopoeias, using dialogue, question, opinion, action, setting
- Writing a strong ending: feelings, surprises, questions, personal comments

Adding Details

- Adding your feelings
- Adding your thoughts
- Adding things nobody else would know because you experienced it
- Adding descriptive words
- Adding “why”
- Adding “where”
- Describing the characters
- Making a movie in your mind and describing what you see
- Strong stories help readers make connections (motivating writers to write like famous authors)
- Using the 5 senses
- Bold text and what it means

Conventions Mini-Lessons

- Readable versus Non-Readable Writing
- What makes a piece easy to read?
- Putting Spaces between words
- Putting all the sounds in a word (stretching it out)
- Using a personal word wall
- Where to put a period
- Writers spell the best they can and move on
- “I tried to spell it” chart: T chart with students’ attempt recorded on the left and formal spelling on right
- Where to put a capital letter (starting a sentence, people, places, things, I, etc.) these are all different mini-lessons
- Different forms of punctuation
- Words that signal a question mark
- Writing using dialogue and quotation marks
- What ellipses mean (...)
- Writing high frequency words

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- Using the room to spell words
- Using an editor's checklist
- Circle words you think are misspelled
- Peer Editing
- Does this sentence have all of its words?
- Does this sentence have extra words?
- Oral versus formal language ("I saw a bear." instead of "I seen a bear.")
- Using "and" the right way
- Writing a combined sentence
- Writing an extended sentence
- "Ask Three Before You Ask Me" Spelling Strategy
- Using an author as a mentor for a certain way of using conventions to enhance an idea





Writing Conferences

Roving Conferencing is informal and very brief. After demonstrating a teaching point—say, adjectives—you circulate while students write. This is a time for looking over shoulders, making sure each child is on-task, giving some structure to one who needs help getting started, and ensuring that students have understood the task correctly.

Formal Conferencing takes longer and begins several weeks into the school year. Classroom management and expectations are already well-established (more on this below). Now you can conference formally with a handful of students individually while the rest of the class is writing independently. This is a time to individualize instruction.

Writing Conference Tips

Step 1: Ask an open-ended question. By asking an open-ended question, you invite the student to tell you about what he's doing as a writer. Questions such as "How's it going?"; "What are you doing as a writer today?" and "How can I help you today?" are good ones to start with.

Step 2: Ask follow-up questions. Once your conversation with the student gets started, ask follow-up questions. Although the best questions can't be planned—you will think of them as you listen to the student tell you what he's doing—there are a few general questions that can help move along a conference. Effective follow-up questions include "Where are you in the writing process?"; "What strategies are you using in this stage of the writing process?" and "What are you doing to write this piece well?"

Step 3: Let students read to you: Ask students to read what they wrote. This will allow you to respond as a reader, focusing mostly on the content and quality of the ideas presented. This is also a great way to allow students to identify their own mistakes.

Step 4: Look at the student's writing. Looking at the student's writing helps you identify an area of need. Usually it isn't necessary to read an entire notebook entry or draft. If a student is drafting, for example, and working on a lead, just read the lead. If the student is working on topic sentences in a nonfiction draft, take a close look at those sentences.

Writing Conference Cheat Sheet

Skill: Writers plan

- By sketching pictures to hold the story idea
- By telling the story across their fingers
- By telling their story to another writer
- By touching each page to say the story
- By making a movie in their minds

Skill: Writers add details

- By adding the inside story (thoughts and feelings)
- By adding dialogue
- By adding action
- By adding information about the setting
- By slowing down the big moment

Skill: Writers revise

- By thinking about where and how to start their story
- By thinking about where and how to end their story
- By taking out what doesn't belong in their story

Skill: Writers edit

- By making sure their story can be read by others
- By making sure there are spaces in between words
- By making sure there are capital letters at the beginning of each sentence
- By making sure capital letters are used for names
- By making sure there is a period, question mark, or exclamation point at the end of every sentence.
- Re-reading their work to make sure it makes sense and there aren't any missing words
- Using spelling strategies (stretching, word wall, ABC chart, friend)

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Writing Conference Forms

Name: _____

O Outstanding	S Satisfactory	I Improving	N Needs Improvement
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Date	Title	Observations	Where to Next...	Progress

Name: _____

Date	Title	Observations	Where to Next...	Progress	Engagement
					<input type="checkbox"/> Writes the whole time <input type="checkbox"/> Stays in writing spot <input type="checkbox"/> Focuses on writing, not drawing
					<input type="checkbox"/> Writes the whole time <input type="checkbox"/> Stays in writing spot <input type="checkbox"/> Focuses on writing, not drawing

Name: _____

Writing Goals	
<ul style="list-style-type: none"> • Uses charts in room • Follows procedures • Shows independence • Works well with a partner • Focused story/ Zooming in • Writes familiar words in a snap • Tells story across pages 	<ul style="list-style-type: none"> • Sketch across the pages • Pictures match words • Shows beginning middle and end • Show not tell (What did you look like?) • Shows internal thinking/feelings • Strong leads • Setting throughout
Date: Compliment: Teaching Point:	
Date: Compliment: Teaching Point:	





Unit of Study: _____

<p>Name of Student:</p> <p>Date:</p> <p>Topic/Subject of Student’s Writing:</p> <p>Compliment:</p> <p>Teaching Point:</p>	<p>Name of Student:</p> <p>Date:</p> <p>Topic/Subject of Student’s Writing:</p> <p>Compliment:</p> <p>Teaching Point:</p>	<p>Name of Student:</p> <p>Date:</p> <p>Topic/Subject of Student’s Writing:</p> <p>Compliment:</p> <p>Teaching Point:</p>
<p>Name of Student:</p> <p>Date:</p> <p>Topic/Subject of Student’s Writing:</p> <p>Compliment:</p> <p>Teaching Point:</p>	<p>Name of Student:</p> <p>Date:</p> <p>Topic/Subject of Student’s Writing:</p> <p>Compliment:</p> <p>Teaching Point:</p>	<p>Name of Student:</p> <p>Date:</p> <p>Topic/Subject of Student’s Writing:</p> <p>Compliment:</p> <p>Teaching Point:</p>
<p>Name of Student:</p> <p>Date:</p> <p>Topic/Subject of Student’s Writing:</p> <p>Compliment:</p> <p>Teaching Point:</p>	<p>Name of Student:</p> <p>Date:</p> <p>Topic/Subject of Student’s Writing:</p> <p>Compliment:</p> <p>Teaching Point:</p>	<p>Name of Student:</p> <p>Date:</p> <p>Topic/Subject of Student’s Writing:</p> <p>Compliment:</p> <p>Teaching Point:</p>





TERMS

Touchstone Text

A touchstone text is a piece of writing selected by the teacher to serve as an outstanding example for modeling teaching points such as style, form, conventions, text structure, word choice, craft, and genre. During a unit of study, a teacher will select between one to three texts to serve as the “touchstone.”

These texts are presented to the class as the “authority” on the elements of writing being studied. Touchstone texts are examined closely and referred to again and again by the teacher and students during whole-group conversation and discussion.

While some touchstone texts are specific to only one unit of study, some touchstone texts can be used in several units of study. The better a person knows a text, the more closely it can be scrutinized and studied to support writing growth.

Many educators use the term mentor text interchangeably with touchstone text; however, there is a subtle difference between the two. During the immersion phase of a unit of study, a teacher will expose children to several examples of texts within a genre. A text becomes a *touchstone* text when it is the one selected to undergo close analysis for the purpose of developing a class lingo and context for understanding how written text is generated in a given unit of study. A mentor text is selected by an individual to support further exploration and understanding of the concepts and ideas studied by the class

Mentor Text

A mentor text is a piece of writing that writers refer to as they compose. Writers use mentor texts to inform their knowledge and understanding of how text is created. Mentor texts may provide insight and information on any number of writing elements including style, form, conventions, text structure, word choice, craft, and genre.

A mentor text is usually self-selected by the writer as having exemplary qualities of the genre of writing that the writer is trying to emulate.

In writing workshop classrooms, teachers introduce children to several mentor texts during the immersion stage of a unit of study. Many educators use the term mentor text interchangeably with touchstone text; however, there is a subtle difference between the two. A mentor text will be selected by a child from the pool of texts shared and explored during immersion to keep at their desk to refer to as they draft. It is possible that each child will select a different piece of writing to use as their mentor text. A touchstone text is distinct in that it is the title a teacher selects to act as the “go-to” model for whole group discussion and conversation during a unit of study.

Conventions of Print

The term “conventions of print” refers to the understanding that when the English language is written down, it is transcribed in a standard, uniform manner so that words and ideas communicated through writing are consistently and easily understood by all readers.

Conventions of print include the following:

- *Directionality*: English is written and read from left to right and from top to bottom.
- *Punctuation* communicates meaning and expression to readers.
- *Space*: Writers use space to separate ideas, indicate when readers should pause for thought, and to separate words so that they are easily read.
- *Case*: Letters come in two forms, uppercase and lower case. Case can provide additional meaning to readers about the beginning of new ideas and indicates to the reader whether a noun is describing a specific person, place, or thing.
- *Grammar*: Written language subscribes to the rules affecting the form words can take including verb tense, plurals, possessives, and modifiers like adverbs and adjectives.
- *Usage*: Writers understand how incomplete sentences, run-on sentences, and improper use of pronouns can impede effective communication of ideas.
- *Spelling*: Words are spelled according to convention so that they are easily read by others to facilitate effective communication.





Text Structure

Text structure is the way in which expository text is organized to help readers gain a better sense of the information being shared in a piece of writing. A writer might choose to organize text in the following ways:

- Compare-contrast
- Point-by-point analysis
- Central theme development
- Chronological sequence
- Point of view
- Problem/solution

Word Choice

Word choice is the rich, colorful, precise language that writers use to create mental images that move and enlighten readers. Very often, young writers think about adjectives when they consider word choice but creating beautiful language involves far more than simply using descriptive words. When providing instruction on word choice, lessons should include:

- Using precise, specific nouns
- Using playful, surprising words
- Using strong action verbs
- Using descriptive adjectives and adverbs

Craft

Craft is a multi-faceted writing term related to the way text looks and sounds on paper. When considering craft, authors are careful and intentional about using a wide array of writing techniques including:

- Word choice
- Imagery
- Sound
- Rhythm
- Word placement
- White space
- Detail
- Description

When writers compose, the ultimate goal is for their writing to impact readers and evoke a response that makes text memorable. Carefully crafted text helps them to achieve this goal.

Genre

A genre is a type or category of writing having particular form, content, or technique. No matter whether your exploration is through the lens of reading, writing, or both, there are many different literary genres that we may study with children including:

- Historical Fiction
- Realistic Fiction
- Suspense
- Mystery
- Adventure
- Persuasive Writing
- Poetry
- Memoir
- Nonfiction
- Biography
- Literary Nonfiction
- Picture Book
- Short Story
- Feature Article

The term “genre study” is often used interchangeably with “units of study.” A “genre study” specifically refers to particular literary forms. The term “unit of study” is more umbrella-like. While a teacher might conduct a unit of study on short story, she may also teach broader categories of ideas and issues affecting readers and writers such as “author’s craft” or “reading like a writer.”

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