



### Writing Workshop Framework

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 Share Time. 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 introduce and model the writing process, including brainstorming, planning, drafting, revising, editing, and publishing. After routines and procedures are established, the Mini-lesson should last between seven and ten minutes.

### **Independent Writing**

During this block of the Writing Workshop, student writers will work independently to plan and compose drafts, obtain feedback through peer or teacher conferences, practice their writer’s craft through revision, and practice their conventions through editing. Teachers can use this time to confer with individual students or meet with small groups. One-on-one conferences should be focused on guiding the student writer to improve his/her craft, while small group instruction should utilize re-teaching strategies for students with similar needs.

### **Share Time**

Sharing creates a sense of writing community within the classroom. During share time, students will debrief and revisit new learning. Students may share new ideas, or a piece of writing they are particularly proud of. The closure time should be planned ahead of time by the teacher and should last from five to ten minutes.

Each component of the Writing Workshop framework is important, as they reinforce the writing process standards:

**ELA/SLA.4.15A** Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

**ELA/SLA.4.11A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

® **ELA/SLA.15B** Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, and compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

**ELA.4.11B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

® **ELA/SLA.15C** Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.

**ELA.4.11B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

® **ELA/SLA.15D** Edit drafts for grammar, mechanics, and spelling.

**ELA.4.11D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

**ELA/SLA.15E** Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

**ELA.4.11E** Publish written work for appropriate audiences.

### 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.

### GLOBAL GRADUATE





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.

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 terms **touchstone** and **mentor** text interchangeably; 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.

### 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 most successful 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 time to address more content.

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

This guide is intended to be extended, condensed, or modified according to needs of your students. 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.

### Things to Consider

Prior to implementing Writing Workshop, teachers will need to set up their own Interactive Writer’s Notebook, with sections for notes, ideas, and writing. This will serve as a model during writing instruction, and will allow teachers to authentically engage in writing tasks alongside their students.

Additionally, teachers will need to make several important decisions about materials. The following is a list of questions to consider before launching the Writing Workshop (before the first day of school):

- Where will student writing materials be stored? (e.g. Interactive Writing Notebooks, writing folders, individual student book bags/book boxes)
- How will the classroom reference materials be organized? (E.g., dictionaries, thesauri, mentor or touchstone texts, anchor charts, etc.)
- How/when will materials be introduced?
- How/where will student writing pieces be displayed?
- Where will the interactive word wall be located so that it is visible to all students?





**Suggested Classroom Materials**

Material	Purpose
Classroom rug or carpet squares	To be used as the established <i>gathering place</i> for students to come together for whole class demonstration lessons
Chart paper	To create anchor charts recording good writing strategies, routines and expectations
Classroom library reference section	To provide students with a wide selection of writing resources, such as dictionaries, thesauri, mentor and touchstone texts, etc.
Writing folders (per student)	To organize writing topic lists, portfolio pieces, response journal prompts, rubrics, etc.
Interactive Writer’s Notebook (per student)	To keep notes from Mini lesson instruction, ideas, and drafts of writing pieces
Sticky notes	For students to make quick notes to themselves or a peer during conferences or revising and editing sessions
Pictures from magazines, newspapers or other sources (needed on <b>Day 3</b> )	For students to decorate and personalize the covers of their Interactive Writer’s Notebook
Teacher’s Interactive Writer’s Notebook	To be used as a model during writing instruction

This list does not include everything that can be used but just suggests materials that campuses should consider supporting implementation. 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. Included in this document are sample anchor charts for each week to provide ideas of how 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.

**A note about the alignment between this guide and 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 Writing Workshop.

\*\*The ultimate goal is to establish these systems and procedures so that Writing Workshop and small group writing instruction/writing conferences is successfully launched by the end of the first 25 days.

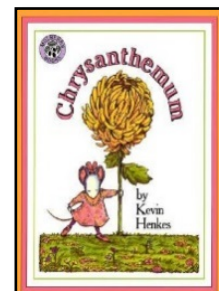
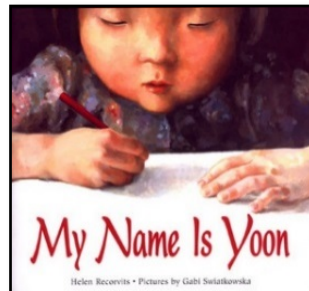
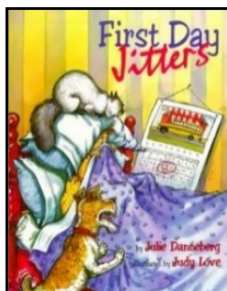
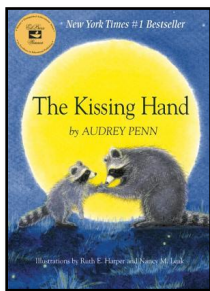
### Writing Workshop Launch Week 1

Teacher Goals	Student Goals
<ul style="list-style-type: none"> <li>Establish a Gathering Place</li> <li>Set expectations for behavior during Mini Lesson and Read Aloud</li> <li>Discuss how we use books to help us with our writing</li> <li>Introduce the Writing Workshop framework:                             <ul style="list-style-type: none"> <li>Mini Lesson</li> <li>Independent Writing</li> <li>Share Time</li> </ul> </li> <li>Guide students in setting up their Interactive Writer's Notebook</li> <li>Introduce ways to utilize the Interactive Writer's Notebook</li> <li>Help students begin a list of topics that they can write about</li> </ul>	<ul style="list-style-type: none"> <li>Move quickly and quietly to and from the gathering place.</li> <li>Understand and adhere to guidelines for being a good listener.</li> <li>Understand expectations and procedures for Mini Lesson, Independent Writing, and Sharing times.</li> <li>Create a personalized Interactive Writer's Notebook, with sections for Ideas, Notes, and Writing.</li> <li>Understand how to use the Interactive Writer's Notebook during workshop time.</li> <li>Begin to generate a list of topics they will enjoy writing about.</li> </ul>

### Day 1: Gathering Place, setting expectations, and using books for writing

**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 respond to ideas presented by authors in text, tell stories about our lives, or express our thoughts and explain our reasoning behind them. In order to become better writers, we will be establishing routines during Writing Workshop, which are similar to what we do in Literature Circles.”**

- Explain that 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)
  - 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 Literature Circles. 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 at the end of this section to support this discussion.



**Day 1: Gathering Place, setting expectations, and using books for writing**



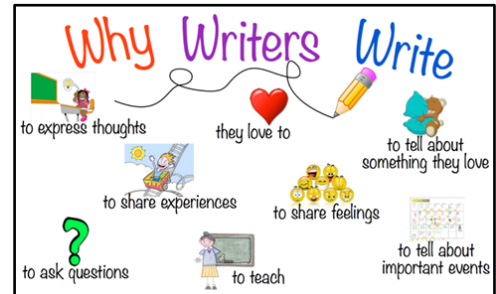
**“We will be reading good books and talking about them to help us become better writers. Writers write for themselves and for their audience (readers). As we read throughout the day, I want you to think about why the author wrote the text and what you could learn from it as well.”**

- Revisit the text used for the Read Aloud.
- After the Read Aloud, use chart paper to draw a table titled *Writing Has Meaning*, similar to the example below. 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.
- Leave enough space on the chart to continuously add more titles and information. You can revisit this chart after reading aloud new texts, encouraging students to think about the author’s craft.

Writing has Meaning		
Title & Author	Possible meaning for the Author	Possible meaning for us (the reader)
<i>My Rotten Redheaded Older Brother</i> by Patricia Polacco	Patricia Polacco probably had an older brother that she competed with and got in arguments with.	We know what it’s like to have a sibling (or even a friend) who we compete with sometimes.

**“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.
- Select a few students to share out what they discussed with their partners.
- Chart student responses on another chart paper titled *Why We Write*. Students can refer back to this list later, when they begin brainstorming ideas for writing topics.



**Independent Practice (7 minutes)**

**“Now, we are ready for independent writing time. During this time, you might write in response to text we’ve read, brainstorm for new ideas to write about, plan, or work on a draft, or even meet with me or a partner for advice on writing. Today, you will write about the 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 for 5 minutes. Let them know you’ll give them a 2-minute warning before it is time to stop writing.
- Remind students to write quietly and freely without concern for spelling and grammar.
- Circulate around room to speak with students about their writing. Offer praise or encouragement, and visit with students who might find it difficult to get started,
- As you visit with students, select three students to share their writing with the class.

**Sharing (8 minutes)**

## Day 1: Gathering Place, setting expectations, and using books for writing

- 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: Writing Workshop framework

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

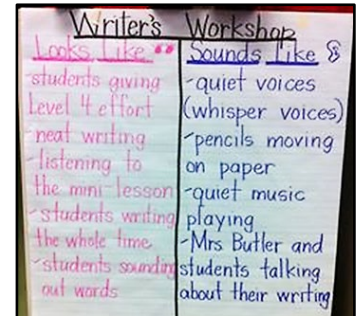
**Materials:** chart paper, markers

**Mini-Lesson** (20 minutes)

- Invite students to join you at the gathering place.
- Review the expectations for being a good listener using the SLANT strategy.
- Introduce the framework of the Writing Workshop. Explain what to expect during each part of the Writing Workshop. Teachers can create an anchor chart, similar to the one found at the end of this section, to review how Writing Workshop time will be organized.

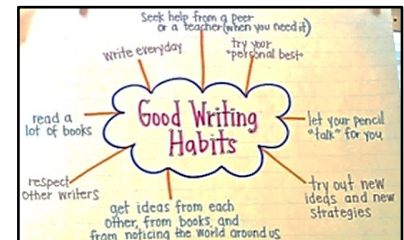
**“During Writing Workshop, we need to develop some habits and behaviors everyone will use in order to think and work like professional writers. Let’s discuss what an effective Writing Workshop session looks and sounds like.”**

- Brainstorm with students what a good Writing Workshop session should look like and sound like. Provide some examples to get the discussion started.
- 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.
- 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.”



**“Now that we have established what Writing Workshop will look and sound like in our classroom, let’s discuss some good writing habits that we’ll be practicing during this time.”**

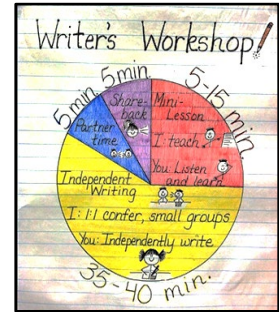
- Put students into groups of 3 or 4 and have them discuss what habits they think good writers practice.
- As students talk, lean in to their conversations to ensure that they are on the right track.
- Create an anchor chart titled “Good Writing Habits.” Some ideas may include:
  - Students on task: 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.
  - Tell the students that together, they will be practicing all of the Good Writing Habits.



**“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.”**

### Day 2: Writing Workshop framework

- 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 reminds them of or made them think about.
  - *Did this story remind you of a time in your life?*
  - *Which parts made you smile? Why?*
- 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 2-minute warning before time to stop writing.
- Circulate around room to make sure students are writing and have dated their papers.

### 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.

**\*Note: Teachers may want to request students to bring in pictures from magazines or newspapers for the next day's activities.**

### Day 3: Setting up Interactive Writer's Notebook

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

**Materials:** chart paper, markers

**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 Interactive Writer's Notebook. Take a look at my Interactive 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 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**



### Day 3: Setting up Interactive Writer's Notebook

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.
- Tab the 7<sup>th</sup> 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 Interactive 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 Interactive 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.

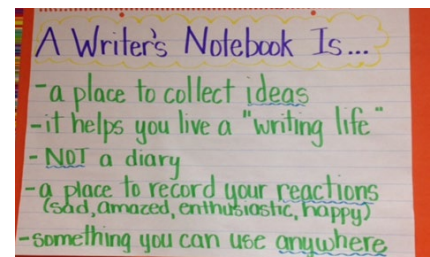
### Day 4: Using the Interactive Writer's Notebook

#### Mini-Lesson (20 minutes)

- Invite students to join you at the gathering place. Remind students to bring their Interactive Writer's Notebook and pen/pencil.
- Review procedures for good listening and the guidelines established earlier this week ("Good Writing Habits")

**"Today we are going to start writing in the notes and writing sections of our Interactive Writer's Notebook. 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 Interactive 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 of their notebook.
  - Encourage students to use this section as a reference when writing or revising independently.
- **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. You may use your morning message or your read aloud text to examine the selected TEKS) (5–7 minutes)





### Day 4: Using the Interactive Writer's Notebook

- As you are teaching, explicitly identify what you want students to record in their notebooks.
- Use your Interactive 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 Interactive Writer's Notebook.

#### Shared Writing:

- Select a topic based on a book connection. Begin with a topic sentence and then ask students to give input into the entry.
- Accept any logical responses. The idea is to let students help you create a short paragraph focused on just the topic you chose.
- 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.
- Let them know you'll give them a 2-minute warning before time to stop writing.
- Circulate around room to make sure students are writing and have dated their papers.

#### 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 1 minute to share."**
- Ask them to sit with a group of at least 2 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 5: What to write about during Writing Workshop

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

**Materials:** chart paper, markers

**Mini-Lesson (20 minutes)**

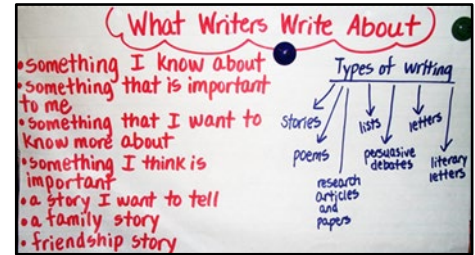
- Invite students to join you at the gathering place.
- Review the expectations for Writing Workshop by reviewing anchor charts.

**"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.

### Day 5: What to write about during Writing Workshop

- After time is up, have each group share one item from their list. Once another group has shared an item, other groups must have cross it off their list, in order to avoid repeating.
- Have students begin a list in the “Ideas” section of their Interactive Writer’s Notebook. They can copy items from the class list, or add new ones of their own.
- Explain that this list of topics is a student’s “writing territories”, and that new ideas can continually be added to each “writing territory”.
- An example of the class anchor chart can be found at the end of this section.



**“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 5-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.

### Sharing (5 minutes)

- Bring students back to the gathering place.

**“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.
- Give students feedback on writing time. Practice any procedures that need to be addressed.

### Set Your Goals For Next Week

- Review the notes taken during lessons 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.

### Writing Workshop Launch Week 2

Teacher	Students
<ul style="list-style-type: none"> <li>• Continue checking in with students at the Gathering Place</li> <li>• Build stamina by gradually increasing the amount of time spent in independent practice</li> <li>• Introduce the three steps of the writing process</li> <li>• Model brainstorming</li> <li>• Model planning</li> <li>• Model creating a draft</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate which behaviors are independent and successful</li> <li>• Understand the process of brainstorming for writing</li> <li>• Understand the process of planning for writing</li> <li>• Understand the process of creating a draft for writing</li> </ul>

Resources to help you prepare for introducing the writing process can be found at the end of this document.

### Day 1: Brainstorming

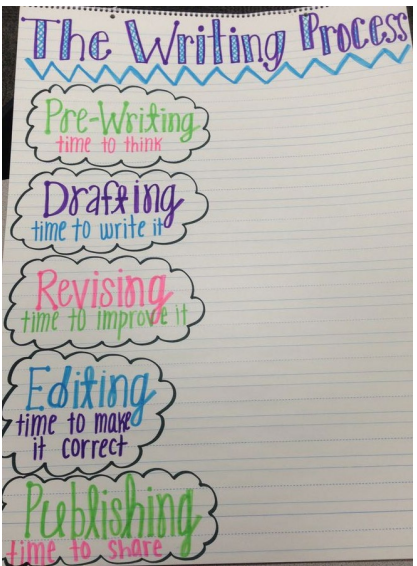
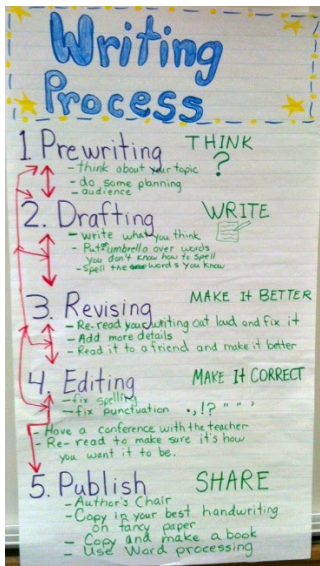
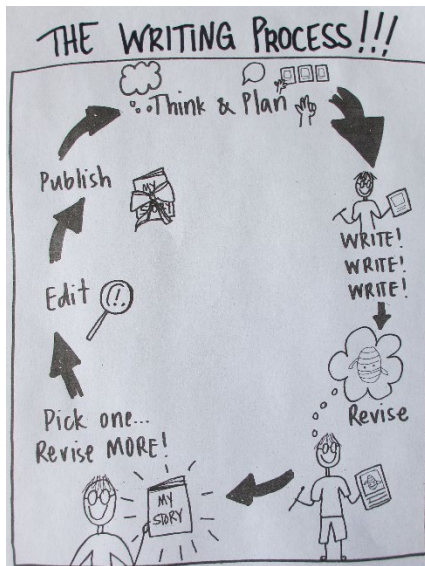
**ELA/SLA.15A** Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

**Essential Question:** What is brainstorming?

#### 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 are the steps?” Write the steps on the board or chart paper as the students say the steps. Continue until the process is complete. If the students decide on an order in which the steps must be done, then number the steps or write them in order. If not then say, “If I follow these steps in order, will I be success in making the sandwich?” Give the students time to discuss the order of the steps. “Just like making a P B & J sandwich, writing is a process that has several steps: brainstorming, planning, creating a draft, revising, editing, and publishing.”

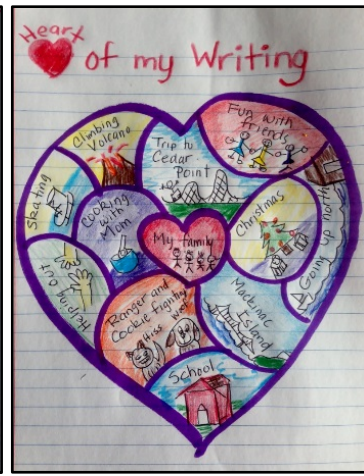
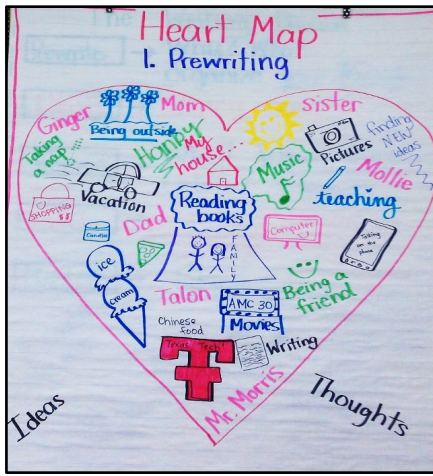




## Day 1: Brainstorming

“Today we are going begin the steps of the writing process. Our first step is **Brainstorming**.” “We are going to make a 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 memories
  - Things I discovered about myself



- 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” about what and share the story behind it.
- Dismiss students to their seats to begin writing.

### Independent Practice (10 minutes)

- Let them know you’ll give them a 2-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)

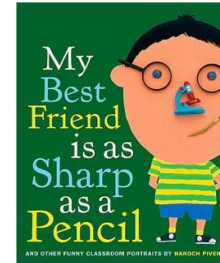
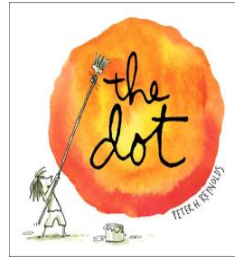
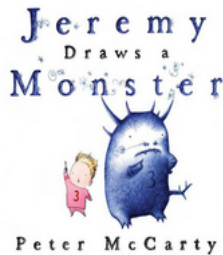
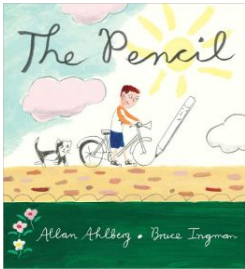
- Call students back to gathering place with notebooks and pencils/pens and ask them to sit with a partner. Allow students to peer share with their writing partner.
- Review your teaching point from the standards based mini-lesson and the significance of the heart maps.
- Give students feedback on how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



## Day 2: Brainstorming

**ELA/SLA.15A** Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

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



### 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.
- 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.

### Day 2: Brainstorming

#### 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 sketching 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 3: Planning

**ELA/SLA.15B** Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

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

#### Mini-Lesson (10 minutes)

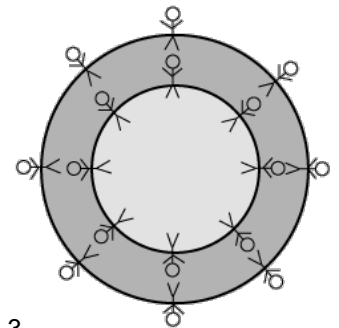
- Invite students to join you at the gathering place. Review procedures for good listening and good transitions.
- ***Prepare a short mini-lesson teaching an identified standard from the unit planning guide for your grade level.*** (This lesson should be brief, highlighting a skill that a majority of 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.”**

- Give students a few minutes to think about a story that they would like to share.

#### 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 3 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 3 times. After 3 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 stories. 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.

### Day 3: Planning

- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.

### Day 4: Drafting

® ELA/SLA.15B Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

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

#### 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)

**“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 5-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 notebook 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 5: Drafting

® ELA/SLA.15B Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

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

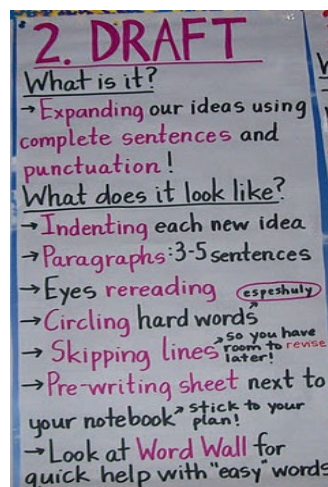
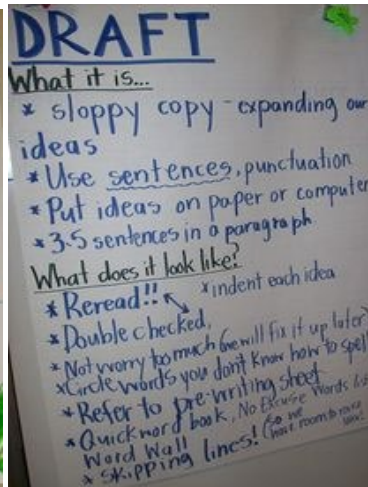
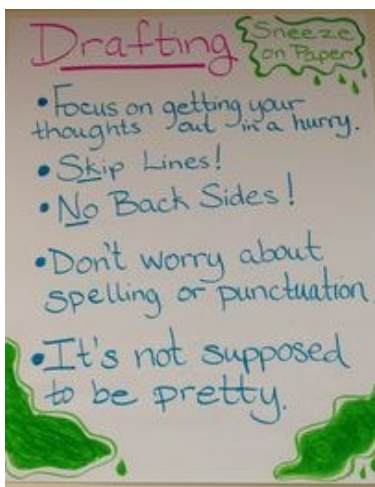
#### Mini-Lesson (10 minutes)

- 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.”**

## Day 5: Drafting

- 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)

- Explain that they will be writing a flash draft.
  - In a flash draft the students will:
    - Write the entire piece in a flash.
    - Get more on the page with a shorter time requirement.
    - Not focus on any editing or revising as they write.
- Instruct students to:
  - Skip lines as they write
  - Focus on describing the event
  - Be sure to write the details in sequential order.
- 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.

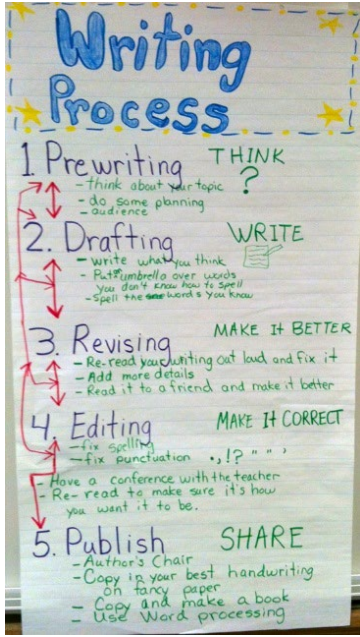
### Sharing (5 minutes)

- 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.



**Day 5: Drafting**

- Give students feedback on writing time. Share what you have observed students doing well. Practice any procedures that need to be addressed.



## The Writing Process



**Set your goals for next week:**

- Review student compositions and elements of writing process they completed this week. Begin to look for patterns in student writing behaviors. This will be your guide for student writing conferences.
- Consider the following:
  - *Were students able to generate ideas related to a prompt?*
  - *Were students able to create an effective plan to organize their draft?*
  - *Were students able to develop an initial draft?*
- 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.

**Writing Workshop Launch**  
**Week 3**

Teacher	Students
<ul style="list-style-type: none"> <li>• Continue checking in with students at the Gathering Place</li> <li>• Build stamina by gradually increasing the amount of time spent in independent practice</li> <li>• Introduce the three steps of the writing process</li> <li>• Model revising</li> <li>• Model editing</li> <li>• Model creating a published copy</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate which behaviors are independent and successful</li> <li>• Understand the process of revising for writing</li> <li>• Understand the process of editing for writing</li> <li>• Understand the process of creating a published copy of student writing</li> </ul>

**Resources to help you prepare for revising and editing can be found at the end of this document.**

**Day 1: Revising**

® **ELA/SLA.15C** Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.

**ELA.4.11B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

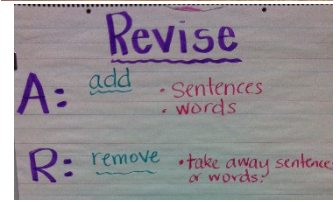
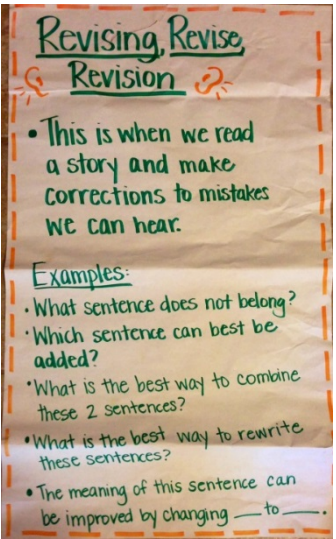
**Essential Question:** How do we use feedback from our writing partner to help revise our writing?

**Mini-Lesson (10 minutes)**

- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil.
- 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 include:
    - Reread your draft.
    - Identify writing that does not make sense.
    - Decide whether to add or remove information.
    - Make the changes, and 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 5-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.



### Day 1: Revising

#### 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 2: Revising

® **ELA/SLA.15C** Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.

**ELA.4.11B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

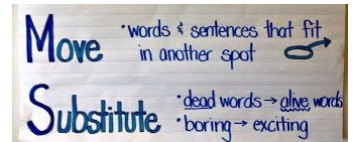
**Essential Question:** How can we use mentor text to practice writer's craft?

#### 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)

**"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. 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.
- Focus on moving or substituting sentences within their pieces.
- Dismiss other students to their seats to begin writing. Let them know you'll give them a 5-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 3: Demonstration Lessons

® **ELA/SLA.15D** Edit drafts for grammar, mechanics, and spelling.

**ELA.4.11D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

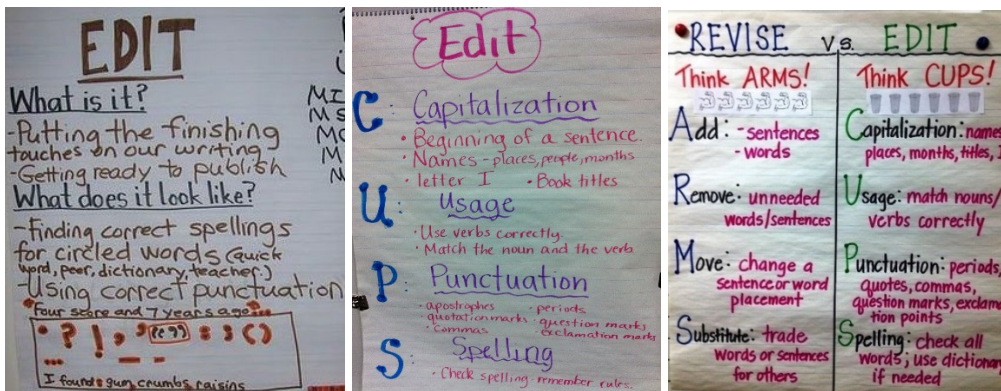


## Day 3: Demonstration Lessons

**Essential Question:** How does editing make our writing better?

**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)
  - 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.
- Let them know you'll give them a 5-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 4: Demonstration Lessons

® ELA/SLA.15D Edit drafts for grammar, mechanics, and spelling.

ELA.4.11D.i Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.



### Day 4: Demonstration Lessons

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

#### 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
  - 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 5-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 5: Demonstration Lessons

**ELA/SLA.15E** Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

## Day 5: Demonstration Lessons

**ELA.4.11E** Publish written work for appropriate audiences.

**Essential Question:** How do I publish my writing?

### 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?”**

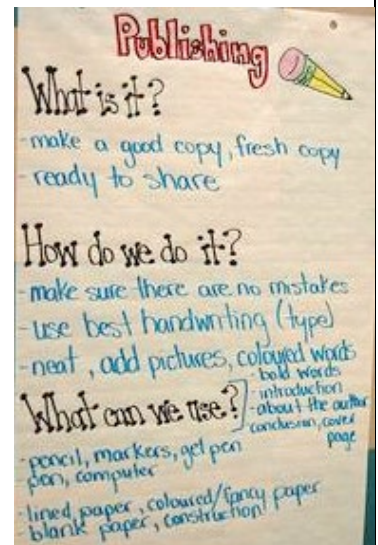
- Select a student to respond. Remind students of the other steps in the writing process.
- Model publishing your writing that has been revised and edited using chart paper or notebook paper under the document camera.
- Create an anchor chart for Publishing. Be sure to include:
  - Publishing is making 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 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.
- **Give students invitations to your Writing Celebration Day.** Students may invite their parents, grandparents, cousins, anyone they wish. Here are a few sample invitations:



## Day 5: Demonstration Lessons

**WRITERS' TEA PARTY**



Come join the fun at our Writer's Tea!!!

We have been busy writers this year and it is time to show off our hard work! We are planning a Writer's Tea for Friday, May 16<sup>th</sup> from 2:00-2:40 in our classroom. This is your child's opportunity to shine in front of the special people in their lives. Parents and/or grandparents are invited! We will be serving refreshments so we would like to get a "head count" of how many people will be attending. If you could return the bottom portion as soon as possible, it would be greatly appreciated!

Thank you!  
Mrs. Malchow

Child's name \_\_\_\_\_

My child will have \_\_\_\_\_ special people to attend the Writer's Tea on May 16<sup>th</sup>

I am pretty sure no one will be able to attend for my child.



You Are Invited  
To an  
Author's Tea



Please come join us for tea, snacks and stories!

Wednesday, May 7  
12:30-1:30  
In our First Grade Classroom

It's Time to Celebrate!



For the last several weeks, our students have been working very hard to make their Small Moment Stories MAGNIFICENT! They have studied the craft moves of "mentor authors," practiced "unfreezing their characters to make them move and talk, tell their story in small steps, help the reader understand how they felt and what they thought" about a small memorable moment, and help make a movie in the reader's mind.

Our class would like to welcome moms, dads, and other close family members to our classroom for an open house to share and celebrate our progress and success as writers.

**WHO:**  
**WHEN:**  
**WHERE:**

On this very special celebration day, students are invited to dress for the occasion. Dresses and collared shirts are appropriate. Many moms and dads, as well as our principals and other special guests, will be stopping by. Let's show them our very best. ☺

### Set your goals for next week:

- Review student compositions and elements of writing process they completed this week. Begin to look for patterns in student writing behaviors. This will be your guide to choose which students to focus on for student writing conferences. Use the [Writing Conference Anecdotal Record Sheet](#) to plan your conferences.
- Consider the following:
  - *Were the students able to make revisions that enhance the clarity and flow of their draft?*
  - *Were students able to edit their draft using writing conventions?*
  - *Did the students' final draft reflect the writing process?*
- 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.

### Writing Workshop Launch Week 4

Teacher	Students
<ul style="list-style-type: none"> <li>• Build stamina by gradually increasing the amount of time spent in independent practice</li> <li>• Review three steps of the writing process: brainstorming, planning and drafting</li> <li>• Model writing conferences for brainstorming</li> <li>• Model writing conferences for planning</li> <li>• Model writing conferences for drafting</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate which behaviors are independent and successful</li> <li>• Understand the process of brainstorming and conferencing for writing</li> <li>• Understand the process of planning and conferencing for writing</li> <li>• Understand the process of drafting and conferencing for writing</li> </ul>

**Resources to help you prepare for brainstorming, planning and drafting conferences can be found at the end of this document.**

### Day 1: Brainstorming and Writing Conferences

**ELA/SLA.15A** Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

**ELA/SLA.4.11A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

**Essential Question:** How do we use feedback from our writing conference to guide me through the brainstorming process?

#### Mini-Lesson (10 minutes)

• Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil.  
**“When we created our heart map, we created a personal list of ideas. Our list of people, places, and things that we think about or that see as important. We will be brainstorming new ideas today, but I will be giving you a few sentence stems so to get your wheels turning. You will copy the sentence stems in your Writer’s Notebook and complete the sentence.”**

- Create an anchor chart with these sentence stems.
  - *I remember when my family and I went to...*
  - *The day of my...*
  - *The hardest thing I ever learned was...*
- Model by completing each sentence stem.
- Other options include:
  - Thinking of a person and writing about a small moment with them.
  - Thinking of a place and writing about a small moment there.
  - Thinking of first times, last times, or moments you realized something.
  - Thinking of a strong feeling, and moments you felt that way.
- Give the students time to complete their stems and share.
- As a class choose a topic that will be the model for the class composition.
- Model how to brainstorm for the topic.
- Dismiss the students to their desk.

**“At your desk, look at your heart map and the sentence stems from today and decide which topic you will write about.”**

#### Independent Practice (20 minutes)

*During this time, students should be brainstorming ideas about their topic. Choose three to four students for the writing conferences.*

- Have the students choose a topic from their heart map or from the sentence stems to begin brainstorming.
- Encourage them to sit with their writing partners and discuss their topic and brainstorming.





## Day 1: Brainstorming and Writing Conferences

- Let them know you'll give them a 5-minute warning before time to stop writing.
- Choose a student for the writing conference about brainstorming.
- Use the following questions as you guide the students through scaffolding their thinking.
  - What are you going to write about?
  - Why did you choose this topic?
  - What scene is going to be the focus on your composition?
  - Who was there?
  - Where were you?
- Use the Writing Conference Anecdotal Record Sheet that you created for the students that you planned to meet with during this time.
- As you confer with the student, write down if there are other questions that you might have had ask to guide the student's thinking.
- Focus on specific points that you observe as notes to set goals and times for follow up conference.

### Sharing (5 minutes)

- Call students back to gathering place with notebooks and ask them to sit with someone who hasn't seen their brainstorming before.
- Have them share their focus for their composition and which details they plan to include.

## Day 2: Planning and Writing Conferences

**ELA/SLA.15A** Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

**ELA/SLA.4.11A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

**Essential Question:** How do we use feedback from our writing conference to guide me through the planning process?

### 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 brainstorming for our class composition and individual composition with our specific topic. Today we are going to focus on planning our compositions."**
- Review the notes you made from your brainstorming.
  - Choose an event or moment to focus on as you begin planning.
  - Use the questions below to help focus your planning.
- Focus on the following questions:
  - What do I want my readers to feel as they read my composition?
  - How do I need to tell my story?
  - What do I want them to be able to visualize?
  - How do I organize my ideas?
  - Do I remember enough details to create my story?
- Use the table to answer the questions during planning.

Event:				

- When you have completed the table, send the students back to their desk to complete a table for their composition.
- Explain that if they cannot remember specific details, they might want to choose another topic.

### Independent Practice (20 minutes)



## Day 2: Planning and Writing Conferences

*During this time, students should be planning ideas about their topic. Choose three to four students for the writing conferences.*

- Have the students bring their brainstorming notes or details.
- Encourage them to sit with their writing partners and discuss their topic and the planning.
- Let them know you'll give them a 5-minute warning before time to stop writing.
- Choose a student for the writing conference about planning.
- Use the following questions as you guide the students through scaffolding their thinking.
  - What scene is going to be the focus on your composition?
  - Who was there?
  - Where were you?
  - What details do you think you will need to be able to create a visual?
  - Was there conversation during the event?
- Use the Writing Conference Anecdotal Record Sheet that you created for the students that you planned to meet with during this time.
- As you confer with the student, write down if there are other questions that you might have had ask to guide the student's thinking.
- Focus on specific points that you observe as notes to set goals and times for follow up conference.

### 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 3: Planning and Writing Conferences

**ELA/SLA.15A** Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

**ELA/SLA.4.11A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

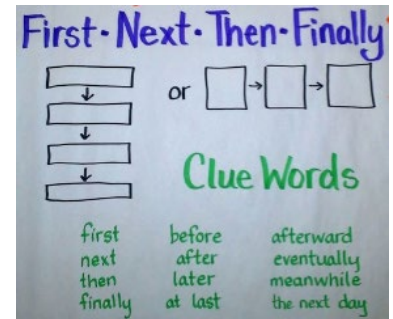
**Essential Question:** How do we use feedback from our writing conference to guide me through the planning process?

### 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 were planning for our compositions. We focused on looked at the events and what we want our reader to take away from our writing. Today we will continue to plan.”**

- Review the notes you made from yesterday.
- Use the notes and the previous table to organize your thinking.



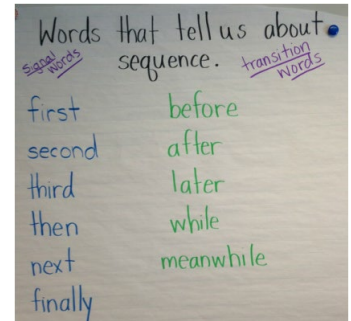
### Day 3: Planning and Writing Conferences

- Create a chart when planning out the composition.
- Have the students choose which format they will use.
- Ask the students to discuss how they will organize their writing and why.
- Once organizer has been completed, send the students to their desks to complete their planning.

#### Independent Practice (20 minutes)

*During this time, students should be planning ideas about their topic. Choose three to four students for the writing conferences.*

- Have the students bring their brainstorming notes or details.
- Encourage them to sit with their writing partners and discuss their topic and how they will organize their composition.
- Let them know you'll give them a 5-minute warning before time to stop writing.
- Choose a student for the writing conference about planning.
- Use the following questions as you guide the students through scaffolding their thinking.
  - What scene is going to be the focus on your composition?
  - Who was there?
  - Where were you?
  - What details do you think you will need to be able to create a visual?
  - Was there conversation during the event?
  - How will you begin your composition? (dialogue, explain what was happening right before, description of the environment or reason why larger event)
- Use the [Writing Conference Anecdotal Record Sheet](#) that you created for the students that you planned to meet with during this time.
- As you confer with the student, write down if there are other questions that you might have had ask to guide the student's thinking.
- Focus on specific points that you observe as notes to set goals and times for follow up conference.



#### 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 4: Drafting and Writing Conferences

® **ELA/SLA.15B** Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

**ELA.4.11B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

**Essential Question:** How do we use feedback from our writing conference to guide me through the drafting process?

#### Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer's Notebook and pen/pencil. For this activity, the students will need 3 notecards or sticky notes. One of the note cards should be a large card and the other two should be smaller.
- The larger card will be used for the body of the narrative. The smaller cards for the introduction and conclusions. **“Now that we have a plan for our writing, we will begin our draft. Our draft should consist of the ideas that we will need to ensure that our readers will have a clear vision of our narrative.”** Review the notes from week 2 day 4 for drafting.

### Day 4: Drafting and Writing Conferences

**“Remember that our draft is a sloppy copy of our composition. We will later focus on revising and editing. In drafting we will focus only of the event and the details of what happened.”**

- Model how to use the note cards/sticky notes to create the draft.
- Tell the students that the larger piece is where the body of the composition will be drafted. The smaller pieces will be used later.
- Use the notes from the planning to create the body paragraph on chart paper.
- Have students discuss if there is anything else that could be added from their notes into the paragraph.
- Ask students if they have further details to add. Add details if they have more to add.
- Give the students either sticky notes or index cards and have them return to their desks to begin writing.

#### **Independent Practice** (20 minutes)

*During this time, you will be meeting with the students to discuss drafting. Choose three to four students for the writing conferences.*

- Students will use their notes to begin their draft.
- Have them use their draft from their previous composition as an example as they write.
- Let them know you'll give them a 5-minute warning before time to stop writing.
- Choose a student for the writing conference about drafting.
- Use the following questions as you guide the students through scaffolding their thinking.
  - What do you want your readers to know about your memory/event?
  - How do you want them to feel after they finish reading your composition?
  - Do you know where you want to begin your memory/event?
    - Some students may use a flashback technique as they are orally telling their story. Allow the students to begin as they need to get their writing started. Remind them it is a draft if they begin “out of order” or jump from one thought to the next.
    - Explain that it will all be organized once they begin revisions.
- Use the Writing Conference Anecdotal Record Sheet that you created for the students that you planned to meet with during this time.
- As you confer with the student, write down if there are other questions that you might have had ask to guide the student's thinking.
- Focus on specific points that you observe as notes to set goals and times for follow up conference.

#### **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 5: Drafting and Writing Conferences

**® ELA/SLA.15B** Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

**ELA.4.11B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

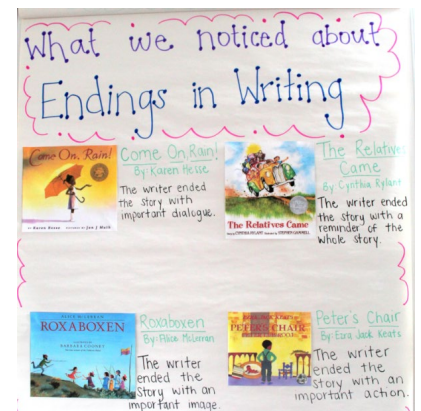
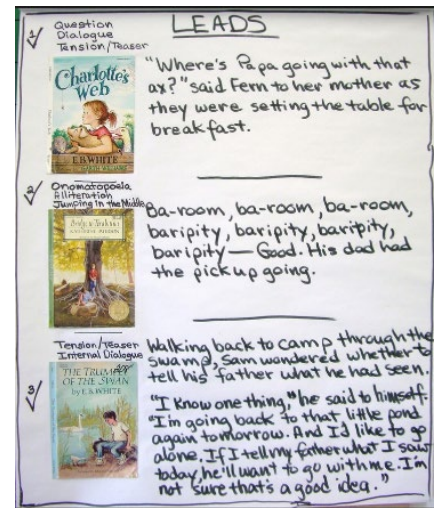
**Essential Question:** How do we use feedback from our writing conference to guide me through the drafting process?



## Day 5: Drafting and Writing Conferences

### Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil. For this activity, the students will need 3 notecards or sticky notes. One of the note cards should be a large card and the other two should be smaller.
  - The students will need the smaller cards for their introduction and conclusion.
- “Today we will focus on our introductions and conclusions of our draft. We will look at mentor text to see how authors begin their own story.”**
- Review the notes from week 2 day 5 for drafting.
- Model how to use the note cards/sticky notes to create the introduction and conclusion.
  - Discuss how authors use introductions to grab a reader’s attention and keep them reading. They also use conclusions allow the reader to reflect on what they read.
  - On the sticky note create 3 different introductions and 3 different conclusions on the other note card/sticky note.
  - Have the students discuss which would be a better fit for the composition.
  - Ask the students which introduction they chose and why.
    - Make sure the students use evidence from the body of the composition to as reasons for their choice.
    - For the conclusion, there is possibility for a variety of answers. If the students cannot agree on a conclusion, tell them that it is possible that they might have a different opinion and that they might have a different connection to the writing just like when me make text-to-self connections.
  - Have them return to their desks to write their introduction and conclusion and create their draft with all 3 paragraphs.



### Independent Practice (20 minutes)

*During this time, you will be meeting with the students to discuss drafting. Choose three to four students for the writing conferences.*

- Students will use their notes to create their introduction and conclusion.
- Have them use their draft from their previous composition as an example as they write.
- Let them know you’ll give them a 5-minute warning before time to stop writing.
- Choose a student for the writing conference about drafting.
- Use the following questions as you guide the students through scaffolding their thinking.
- Introduction questions:
  - Which style of introduction do you feel comfortable creating?
  - Can you create several different introductions in that format?
  - Can you choose 2 or 3 introductions for the composition? (Have the students read their introduction and the composition together.)
  - Which introduction do you think will be a better fit for your composition?
- Conclusion questions:
  - What does your composition remind you of? (The conclusion can begin with a text-to-self then reflection.)
  - Did you learn something from your experience? (Encourage student to share what they learned.)
  - Did this event/memory lead to something like a change or a different point of view about something?
- Use the Writing Conference Anecdotal Record Sheet that you created for the students that you planned to meet with during this time.
- As you confer with the student, write down if there are other questions that you might have had ask to guide the student’s thinking.
- Focus on specific points that you observe as notes to set goals and times for follow up conference.



## Day 5: Drafting and Writing Conferences

### 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.



**Writing Workshop Launch**  
**Week 5**

Teacher	Students
<ul style="list-style-type: none"> <li>• Build stamina by gradually increasing the amount of time spent in independent practice</li> <li>• Review three steps of the writing process: revising, editing and publishing</li> <li>• Model writing conferences for revising</li> <li>• Model writing conferences for editing</li> <li>• Model writing conferences for publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate which behaviors are independent and successful</li> <li>• Understand the process of revising and conferencing for writing</li> <li>• Understand the process of editing and conferencing for writing</li> <li>• Understand the process of publishing and conferencing for writing</li> </ul>

**Resources to help you prepare for revising, editing, and publishing conferences can be found at the end of this document.**

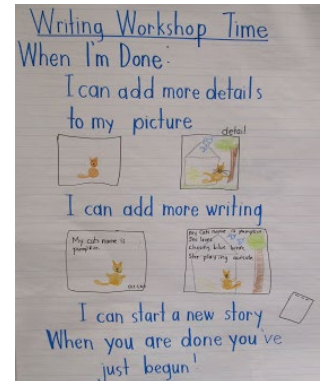
**Day 1: Revising and Writing Conferences**

® **ELA/SLA.15C** Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.  
**ELA.4.11B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

**Essential Question:** How do we use feedback from our writing conference to guide me through the revising process?

**Mini-Lesson** (10 minutes)

- Invite students to join you at the gathering place with their Writer’s Notebook and pencils.
- **“Today, we are going to talk about what specific details will make our narratives better. We are going to review adding dialogue and identify specific details. What kind of revisions do you feel we need to add?”**
- Allow students to discuss with their partners.
- Choose students to suggest revisions. Ask them to explain their thinking for the revision they are suggesting.
- Have the students return to their desks and begin revising their drafts.



**Independent Practice** (20 minutes)

*During this time, you will be meeting with the students to discuss revisions. Choose three to four students for the writing conferences.*

- Have the students read their compositions.
- Have them add details in a different color pencil.
- Let them know you’ll give them a 5-minute warning before time to stop writing.
- Choose a student for the writing conference about revision.
- Use the following questions as you guide the students through scaffolding their thinking.
- Focus on the following questions:
  - Which details can I add that enhance my composition?
  - How can you create visualization?
  - What details do I need to add so that they can visualize my story?
  - What details do I need to add so that they can feel what I want them to feel as they read my selection?
- Use the Writing Conference Anecdotal Record Sheet that you created for the students that you planned to meet with during this time.
- As you confer with the student, write down if there are other questions that you might have had ask to guide the student’s thinking.
- Focus on specific points that you observe as notes to set goals and times for follow up conference.

### Day 1: Revising and Writing Conferences

#### 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 2: Revising and Writing Conferences

® **ELA/SLA.15C** Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.

**ELA.4.11B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

**Essential Question:** How do we use feedback from our writing conference to guide me through the revising process?

#### Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil. **“Today we are going to practice using this writer’s craft in our own writing. We are going to focus on our word choice, deleting details, and rearranging sentences.”**
- Have students read their compositions from beginning to end.
- Number the students by 3’s.
- Ask the students that are 1’s to look for sentences that can be moved around to a different place in composition. The students that are 2’s will look for details that will need to be deleted. The students that are 3’s will look for words that can be changed to stronger words.
- Give the students a minute or two to decide what change if any they see that needs to be done.
- Discuss as a group which changes would need to be done.
- Have students focus on one revision at a time.

#### Independent Practice (20 minutes)

*During this time, you will be meeting with the students to discuss revisions. Choose three to four students for the writing conferences.*

- Let them know you’ll give them a 5-minute warning before time to stop writing.
- Choose a student for the writing conference about revision.
- Use the following questions as you guide the students through scaffolding their thinking.
- Focus on the following questions:
  - How can you identify which words will need to be revised?
  - Where do you think you might be able to add some dialogue is possible?
  - How will you add in dialogue? (focus on specifically looking at how it is said)
  - Which parts of the composition help you address your topic?
  - Does your composition follow a sequence of events?
  - Are you focusing on the climax of your memory/event?
- Use the Writing Conference Anecdotal Record Sheet that you created for the students that you planned to meet with during this time.
- As you confer with the student, write down if there are other questions that you might have had ask to guide the student’s thinking.
- Focus on specific points that you observe as notes to set goals and times for follow up conference.



### Day 2: Revising and Writing Conferences

#### 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 3: Editing and Writing Conferences

® ELA/SLA.15D Edit drafts for grammar, mechanics, and spelling.

**Essential Question:** How do we use feedback from our writing conference to guide me through the editing process?

**ELA.4.11D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

#### Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer’s Notebook and pen/pencil. **“Who remembers what it is that we check for when we are editing our compositions?”** Give students time to answer. **“Just as we did for our last composition, we will edit this composition.”**
- Ask students to think about how they organized themselves as they began editing their last composition.
- Have them share with their partner before they share out.
- On chart paper, list the ideas that students give when they edit their compositions.
- Point out the CUPS anchor chart that was previously done and remind the students of how to check for editing.

#### Independent Practice (20 minutes)

*During this time, you will be meeting with the students to discuss revisions. Choose three to four students for the writing conferences.*

- Let them know you’ll give them a 5-minute warning before time to stop writing.
- Choose a student for the writing conference about editing.
- Use the following questions as you guide the students through scaffolding their thinking.
- Focus on the following questions:
  - How can you identify which edits do we focus on first?
  - Did you make the same editing errors as in the first composition?
  - What kind of errors did you have this in this composition that is different from the last composition?
  - Did you see where your punctuation can be changed from period to exclamation or question mark?
- Use the Writing Conference Anecdotal Record Sheet that you created for the students that you planned to meet with during this time.
- As you confer with the student, write down if there are other questions that you might have had ask to guide the student’s thinking.
- Focus on specific points that you observe as notes to set goals and times for follow up conference.

#### 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 4: Editing and Writing Conferences

® ELA/SLA.15D Edit drafts for grammar, mechanics, and spelling.

ELA.4.11D.i Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

**Essential Question:** How do we use feedback from our writing conference to guide me through the editing process?

#### 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 focused on editing. Today we will continue with editing, but we will peer edit a composition. I will place you in pairs. You and your partner will switch compositions and edit the composition. Then you will talk to your partner as you discuss their composition."**
- Read the class composition aloud.
- Model how to have a conference.
- 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
- 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)

*During this time, you will be meeting with the students to discuss revisions. Choose three to four students for the writing conferences.*

- Let them know you'll give them a 5-minute warning before time to stop writing.
- Choose a student for the writing conference about editing.
- Use the following questions as you guide the students through scaffolding their thinking.
- Focus on the following questions:
  - How can you identify which edits do we focus on first?
  - Did you make the same editing errors as in the first composition?

### Day 4: Editing and Writing Conferences

- What kind of errors did you have this in this composition that is different from the last composition?
- Use the Writing Conference Anecdotal Record Sheet that you created for the students that you planned to meet with during this time.
- As you confer with the student, write down if there are other questions that you might have had ask to guide the student's thinking.
- Focus on specific points that you observe as notes to set goals and times for follow up conference.

#### 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.

### Day 5: Publishing and Writing Conferences

**ELA/SLA.15E** Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

**ELA.4.11E** Publish written work for appropriate audiences.

**Essential Question:** How do I publish my writing? How do I apply what I learned during Writing Workshop to my writing?

#### Mini-Lesson (10 minutes)

- Invite students to join you at the gathering place. Remind students to bring Writer's Notebook and pen/pencil.
- “Today we are going share our compositions. We will give them a final review and complete a final draft.”**
- Read aloud the class composition.
  - Model how to peer review.

#### 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 a different partner for peer review.
- Let them know you'll give them a 5-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.

## First 25 Days of Writing Workshop English Language Arts – Grades 4–5



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	<b>S2: Comprehension Skills</b>  read-aloud (Book, Head, Heart)  ↓  <b>S1: Foundational Language Skills – Self-sustained Reading</b>  ↓	<b>S4: Multiple Genres</b>  mini-lesson  ↓  <b>S1: Foundational Language Skills – Self-sustained Reading</b>  ↓	<b>S4: Multiple Genres</b>  mini-lesson  ↓  <b>S1: Foundational Language Skills – Self-sustained Reading</b>  ↓	<b>S5: Author’s Purpose and Craft</b>  mini-lesson (Notice and Name)  ↓  <b>S1: Foundational Language Skills – Self-sustained Reading</b>  ↓	<b>S5: Author’s Purpose and Craft</b>  mini-lesson (Notice and Name)  ↓  <b>S1: Foundational Language Skills – Self-sustained Reading</b>  ↓
	<b>S3: Response Skills</b>  shared writing or quickwrite  →	<b>S6: Composition</b>  modeled writing and application	<b>S6: Composition</b>  modeled writing and application	<b>S6: Composition</b>  modeled writing and application	<b>S6: Composition</b>  modeled writing and application
As Applicable <b>S7: Inquiry and Research</b>					

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





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INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Daily Reading/Language Arts (Tier I) Balanced Literacy Block English/Spanish Language Arts – Grades 4–5



\*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 such as:	Focus TEKS Strand
<b>Reading Workshop</b>				
<b>Word Study/Phonics</b> <ul style="list-style-type: none"> <li>Builds decoding skills and oral vocabulary</li> </ul>	Whole Group	15–30 minutes	Provide explicit instruction on critical reading components: <ul style="list-style-type: none"> <li>Phonics/Spelling/Handwriting</li> <li>Reading Practice</li> <li>Oral Language</li> <li>Morning Message</li> </ul>	Strand 1
<b>Interactive Read Aloud and Mini-Lesson</b> <ul style="list-style-type: none"> <li>Supports reading and writing instruction and content-area integration</li> <li>Provides explicit, direct instruction, modeling, and guided practice in reading comprehension. (Connect-Teach-Active Engagement-Link)</li> </ul>	Whole Group	20–45 minutes	Select various genres to do the following: <ul style="list-style-type: none"> <li>Build background knowledge and oral vocabulary.</li> <li>Model fluent reading and reading process through think aloud.</li> <li>Facilitate discussion (Turn and Talk).</li> <li>Explicitly teach comprehension strategies and skills.</li> <li>Create anchor charts aligned to focus standard.</li> <li>Model thinking applied to comprehension strategies.</li> <li>Explicitly teach strategies for vocabulary acquisition.</li> <li>Have students demonstrate their understanding.</li> </ul>	Strand 2 Strand 3 Strand 4 Strand 5
<b>Independent Reading</b> <ul style="list-style-type: none"> <li>Students participate in <u>Self-selected Independent Reading</u></li> <li>Teacher conducts reading conferences with individual students</li> </ul>	Independent Practice	10–20 minutes	Students self-select texts to read independently. <ul style="list-style-type: none"> <li>Practice reading fluency.</li> <li>Apply comprehension process skills and strategies.</li> </ul>	Strand 1 Strand 2 Strand 3 Strand 4 Strand 5 Strand 7
<b>Literature Circles/Guided Reading and Reading Stations</b> <ul style="list-style-type: none"> <li>While teacher works with a small group, student participate in reading focused workstation activities.</li> <li>Meet with small groups to read and provide differentiated instruction using leveled texts. Grouping should change based on student needs.</li> </ul>	Small Group (approximately three rotations, 15–20 minutes each)	45 minutes	Facilitate the following: <ul style="list-style-type: none"> <li>Collaboration and student-centered reading</li> <li>Application of reading comprehension strategies and skills</li> <li>Discussion of events and characters in text, author's craft, or personal connections to the text</li> <li>Student engagement in critical thinking and reflections as they read, discuss, and respond to texts</li> <li>Construction of meaning with other readers</li> </ul> Design literacy workstations based on data <ul style="list-style-type: none"> <li>Reading Workstations               <ul style="list-style-type: none"> <li>Read to Someone</li> <li>Work on Writing</li> </ul> </li> <li>Skill-based Workstations (Word Work/Technology)</li> </ul>	Strand 1 Strand 2 Strand 3 Strand 4 Strand 5
<b>Reading Workshop Closure</b>	Whole Group	5 minutes	Provide opportunities to review new learning, for example: <ul style="list-style-type: none"> <li>Book discussions</li> <li>Retell or explain concepts taught or practiced.</li> <li>Share notes from Interactive Notebooks.</li> </ul>	Strand 3
<b>Writing Workshop</b>				
<b>Writing Warm-Up</b>	Whole Group	5 minutes	Provide students with an opportunity to: <ul style="list-style-type: none"> <li>Practice Handwriting (manuscript or cursive)</li> <li>Write or discuss a picture, Read aloud, quick write, etc.</li> </ul>	Strand 1 Strand 3
<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>Provide explicit, direct instruction, modeling, and guided practice in writing (Connect-Teach-Active Engagement-Link)</li> </ul>	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
<b>Shared/Interactive Writing</b>			Provide instruction on the following: <ul style="list-style-type: none"> <li>Analysis of mentor texts</li> <li>Grammar/Mechanics/Spelling</li> <li>Revising/Editing</li> </ul>	
<b>Independent Writing</b> <ul style="list-style-type: none"> <li>While teacher works with small group/individual students, remaining students participate in focused writing activities.</li> </ul>	Independent Practice	20–30 minutes	Engage students in the following: <ul style="list-style-type: none"> <li>Independent writing practice aligned to mini-lesson</li> <li>Teacher/Student Conferences</li> <li>Peer Conferences</li> </ul> Provide opportunities to practice the writing process: <ul style="list-style-type: none"> <li>Research projects</li> <li>Portfolio review</li> </ul>	Strand 1 Strand 4 Strand 5 Strand 6 Strand 7
<b>Writing Workshop Closure</b>	Whole Group	5 minutes	Provide opportunities for students to share writing.	Strand 1



## Daily Reading/Language Arts (Tier I) Balanced Literacy Block English/Spanish Language Arts – Grades 4–5



\*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.

\*There are ranges of time for each part of the block to allow for personalization of the block. Campuses are encouraged to use these blocks to guide them in creating their literacy blocks. The order of each component is up to the discretion of the campus or individual teachers. Guided reading groups should meet for 15 to 20 minutes, depending on the age and needs of each group.

\*Intensive intervention must be provided to Tier II and Tier III students based on their specific areas of need, including language and concept development and critical comprehension skills.

### Writing Workshop Resources

On the subsequent pages, you will find the following supporting resources to assist you with ongoing implementation of Writing Workshop:

#### • Peer Conference Note Taking Guide

- The Peer Conference Note Taking Guide is used by the **student** when conferring with their classmates.
- This document has space for students to record what they discussed during peer conferences, as well as a space to create a checklist of action items they will complete as a result of the conference.
- Using the note taking guide helps students stay organized, and it can be included in their writing folders, as documentation of this step in the writing process.
- Teachers can review the note taking guide to evaluate the type of conversation students are having during peer conferences and provide support when necessary.

#### • Writing Conference Anecdotal Record Sheet

- The Writing Conference Anecdotal Record Sheet is used by the **teacher** when conferring with students.
- This document has space for teachers to record anecdotal notes *during* the conference, reflections, and analysis *after* the conference, and identify teaching points for the *next* conference.
- Using this record sheet helps teachers to summarize what they have discussed with students during writing conferences, as well as plan for future conferences.
- Teachers can use these anecdotal records to identify patterns in writing behaviors, which will result in targeted and supportive conferences.

#### • Writing Behavior Checklist

- The Writing Behavior Checklist is used by the **teacher** when planning for the next week of instruction.
- This document includes a checklist of behaviors that support the writing process standards.
- Using this checklist helps teachers to focus their instruction on the parts of the writing process for which students may need the most support. At the end of each week, as teachers reflect over the writing conferences they have had, they can check off the writing behaviors that their students are consistently exhibiting. This will help in planning for teaching points and conversations for future conferences.
- Teachers can use this checklist to decide which activities and strategies from the Unit Planning Guides are most appropriate for their students' needs.

\*\*It is recommended that teachers maintain a writing conference binder, with tabs for each student, to keep documentation organized.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Peer Conference Note-Taking Guide

Directions: On the left side of the table, write down notes from your peer conference. On the right side, make a checklist of revisions for your composition.

Peer Conference Notes	My Next Steps
<p><i>Example:</i> My partner noticed that I am missing capital letters on some names of people and places.</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review notes on capitalization conventions and look for errors in my composition.</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>





### Writing Conference Anecdotal Record Sheet

Student name:		Date:
<p><u>Conference notes:</u> During the conference, record anecdotal notes here. Consider the following:</p> <ul style="list-style-type: none"> <li>• What is the student currently working on?</li> <li>• What conversations did I have with him/her about writing?</li> <li>• When will I meet with this student again?</li> <li>• What will the student bring to the next meeting?</li> </ul>		
<p><u>Reflections/analysis:</u> After the conference, record your reflections/analysis here. Consider the following:</p> <ul style="list-style-type: none"> <li>• What is the student doing really well?</li> <li>• Where did I notice some misconceptions?</li> <li>• What patterns am I noticing in his/her writing?</li> </ul>		<p><u>Next steps:</u> In the space below, identify one to two teaching points for your next writing conference with this student.</p>





### Writing Behaviors Checklist

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>ELA/SLA.15A:</b> Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</p>	<p><b>Ⓡ ELA/SLA.15B:</b> Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.</p>	<p><b>Ⓡ ELA/SLA.15C:</b> Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p>	<p><b>Ⓡ ELA/SLA.15D:</b> Edit drafts for grammar, mechanics, and spelling.</p>	<p><b>ELA/SLA.15E:</b> Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>
<p><b>ELA/SLA.4.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p>	<p><b>ELA.4.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p>	<p><b>ELA.4.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p>	<p><b>ELA.4.11D.i</b> Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p>	<p><b>ELA.4.11E</b> Publish written work for appropriate audiences.</p>

**The student can...**

<p>develop a variety of writing territories</p> <p>find ideas for writing from everyday life</p> <p>identify the focus/central idea of a piece</p> <p>develop parts that contribute to the focus/central idea</p> <p>develop strategies for gathering details for a piece</p> <p>use a variety of transitions from one part/detail to the next</p>	<p>use a variety of strategies for getting text down on a page</p> <p>write details with precision</p> <p>develop genre-specific details including figurative language, sensory details, facts, opinions, or examples</p>	<p>add words, phrases, or sentences to text when appropriate</p> <p>delete unnecessary words/details as needed</p> <p>reorganize sections of text to enhance clarity and flow</p> <p>write with voice and expression</p> <p>choose effective words to engage readers</p>	<p>punctuate simple/compound/complex sentences with precision</p> <p>begin and end sentences appropriately</p> <p>spell high-frequency words accurately</p> <p>edit drafts using grade-appropriate conventions</p>	<p>integrate genre formats into final drafts</p> <p>establish a clear purpose for writing</p> <p>write for an audience</p> <p>reflect the writing process in the final draft</p>
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# 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
- Labeling your pictures (Kindergarten)
- 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 (...)



## First 25 Days of Writing Workshop English Language Arts – Grades 4–5



- Writing high frequency words
- 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 & 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)

### GLOBAL GRADUATE





## Writing Conference Forms

Name: \_\_\_\_\_

<b>Progress Shown</b>			
O Outstanding	S Satisfactory	I Improving	N Needs Improvement

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: \_\_\_\_\_

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

**Date:** \_\_\_\_\_

**Compliment:** \_\_\_\_\_

**Teaching Point:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Compliment:** \_\_\_\_\_

**Teaching Point:** \_\_\_\_\_





Unit of Study: \_\_\_\_\_

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

- 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.”

### GLOBAL GRADUATE

