



Unit : Launching Writer's Workshop

essential skills and content

Overview Students learn the writing process and the proper classroom procedures for writer's workshop.

Time Frame: 30 days

- Essential Questions**
1. How do you use the writing process to develop a story?
 2. How can you use conventions to produce clear and effective writing?

Learning Targets

Content/Skills

Getting Ready for Writer's Workshop

- Smooth transitions when coming and going to whole-group instruction
- Students know where and how to sit during whole-group instruction
- Oral language development: making connections and storytelling
- Develop good listening habits
- "Turn and talk" partner sharing technique
- Create a list of possible writing topics
- Proper use and care of writing folders
- Choosing a topic for writing from a list of ideas

Writer's Workshop Procedures: Using and Storing Tools

- Knowledge of what writer's workshop looks like and sounds like
- Appropriate behavior that is conducive to writing

Writing Process

- Create an anchor chart with the writing process cycle

Additional Lessons

Procedural Mini-Lessons

- Structuring and sequencing, writing while conferring, and sharing
- Using materials, such as a stapler, staple remover, or hole punch
- Using a Writer's Notebook or writing portfolio
- Writing a heading
- Writing only on one side of the paper so that revision is easier
- What to do if you can't choose a topic
- What to do if you don't know how to spell a word
- How to work in ways which are respectful to other writers
- How to conduct a peer conference
- How to provide appropriate feedback
- How to use the revision and editing checklist

- Create a story web
- Characteristics of a beginning, middle, and end
- Rough Drafts are written on every other line
- Revise a completed class story
- Knowledge of how to use a caret as a revision tool used to insert one or two words.
- Knowledge of how to use a spider leg as a revision tool used when adding one or two sentences to a rough draft.

Publishing

- Ways to publish: make a book, poster, folder book, ect.
- Ability to add features to their story during publishing
- Appropriate behavior while sharing their work with a partner

- Illustrating a published book

Craft Mini-Lessons

- Noticing the world through sketching, list-making, and note-taking
- Getting beyond “I like” and “I love” stories
- Writing based on one interesting idea rather than several less significant ones
- Choosing topics
- Telling life stories that others can relate to
- Writing in a variety of genres
- Writing for a variety of audiences
- “Showing” rather than “telling”
- Describing people
- Omitting unnecessary words, such as and, then, or very
- Writing with voice
- Writing effective leads, titles, and endings
- Adding information to improve clarity
- Deleting information for clarity and conciseness
- Enhancing meaning through illustrations

Convention Mini-Lessons

- Managing space on the page
- Using left-to-right and top-to-bottom progression
- Inserting spaces between words
- Using capital letters to start sentences
- Using periods to end sentences
- Differentiating between complete and incomplete sentences
- Using capital letters for proper nouns
- Using exclamation points, question marks, and commas to separate items in a series

- Conferencing with students during writer’s workshop
- Writer’s checklist

Summative Assessment

- Not applicable

**District-Wide
Common Assessment**

 **learning experiences****COMPONENT****REQUIRED****SUGGESTED****Suggested Resources/
Learning Experiences**

Benchmark Writing: Making Sense of the Writer's Workshop

Owl Moon by Jane Yolen
Shortcut by Donald Crews
Fireflies by Julie Brinckloe
The Relatives Came by Cynthia
Rylant
The Kissing Hand by Audrey Penn
Bunny Cakes by Rosemary Wells
The Carrot Seed by Ruth Krauss

Content Literacy

Technology / Media

Differentiation / Intervention

Conferencing with individuals or small groups as needed.

 **content-specific components****COMPONENT****REQUIRED****SUGGESTED**

COMPONENT

REQUIRED

SUGGESTED

