

Living the Writerly Life

Grade 2

Un sueño increíble

Una noche fresca me fui a dormir porque mis ojos ya se querían cerrar. Yo estaba muy cansada. También tenía frío y me acobijé. Después empecé a soñar.

Esa noche yo estaba soñando que yo vivía en una casa vieja muy, muy destrosada. Me encontré una varita mágica. Luego el tiempo cambió. Yo estaba en las profundidades del mar. Había muchos peces. Yo apreté la varita en mi mano. Vi una escoba que también era mágica. Me llevé la escoba junto con mi varita. Allé un barco abandonado. Me metí al barco. Mire un esqueleto de un pirata blanco y feo que tenía en la mano una navaja. Quité el esqueleto. Decía algo en el cofre "Barba Negra." Pronto apareció un fantasma. El fantasma gritó Buuuuuuuuu buuuuuuuu! El tesoro dorado del cofre era mio. Nadé y se cambió el tiempo. Salí del mar y yo ya estaba en el año 2020. La gente se veía extraña. Salí corriendo. Mire una casita vieja, abandonada y con agujeros. Entré y mire al mismo fantasma que me decía Buuuuuu buuuuuuuu!

Me desperté y estaba muy, muy asustada. Tenía mucho miedo y frío.

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Teacher Vision Statement:

Students will see themselves as writers and develop a set of skills to communicate effectively to be part of a greater writing community.

Implicit Beliefs: Beliefs that shape curriculum

- We learn to write by writing regularly and by getting informed feedback.
- We develop an awareness of good writing.
- We become better writers by developing stamina and seeing life as a writer does.
- We increase and develop our vocabulary through writing.

Background Information:

This unit is designed to focus on teaching students how to live life like a real writer and to establish the rituals and routines of the Writers' Workshop. Students will grow in their capacity to be members of a responsive literate community. They will learn ways to read the world like writers, and collect ideas with variety, volume and thoughtfulness. They will learn ways to read texts like writers, develop a sense of craft, genre and form in writing. This study requires students to follow rituals and routines that will lead to student independence. This independence will allow the teacher time for individual and small group conferring, which is at the heart of the Writers' Workshop. This study also encourages writing stamina in students by expecting them to write daily in their writer's notebook. It requires students to refine one culminating piece by demonstrating a plan for organization, effective use of language and developing the writer's message.

In this unit of study favorite authors are used, such as Marc Brown and Cynthia Rylant, as our best writing teachers. This unit has been designed to focus on the powerful connection between reading and writing for beginning second graders.

"Reading and writing are flip sides of the same coin. Both rely on language and creating mental images. Both depend on the reader or the writer to construct meaning. Both require practice and experience to become more fluent. Both deepen and take on new dimensions when they are discussed and shared. Being a writer helps support the young reader."

-J. Fraser & D. Skolnick
*On Their Way: Celebrating
Second Graders As They Read
and Write*, pg 97. Heinemann

Teaching Objectives:

To have students develop:

- the habits of writers
- Ways of working independently, productively, and resourcefully in a workshop environment (rituals and routines) and
- An eye and ear for developing an appreciation for the craft of writing



Reasons for the focus on writers' habits and writers' craft:

- Rituals and routines allow students to work independently so that the teacher can confer without interruption
- Studying the lives of mentor authors allows students to practice different writing habits so that they may develop their own writing routines
- Studying the mentor texts introduces students to examples of writing craft that they can study and mimic.
- Suggested authors for the study are Marc Brown and Cynthia Rylant

Time

Day-to-day and over the course of the year

Students write every day, and classroom rituals and routines are built around the writing workshop. The format for the workshop is as follows:

Writer's Workshop:

Opening Ritual

Mini lesson (focused instruction) – 7-10 minutes (10-15 minutes if developing a chart)

Writing time and conferring – 30-40

Closure – 5-10 minutes

Materials needed:

- chart paper & markers
- Writer's Notebooks
- Post-it notes
- Long narrow slips of paper for "spider legs"
- Writing supplies accessible to the students:
 - Sharpened pencils
 - Tape
 - Crayons
 - Scissors
 - Highlighters
 - Pens
 - Variety of Paper

Charts:

The charts suggested in this study are to be used as guidelines for your classroom charts and are not necessarily to be copied exactly. The classroom charts are examples of key ideas that need to be used as tools and written in the students' language. They should be generated by you and your students. Charts are often developed initially, added to and should grow in depth and content as your students develop as writers.

Touchstone Texts/Mentor Authors/Quality Children's Literature:

Touchstone texts are selected by the individual teacher to be used throughout the year in Writers' Workshop. These books are carefully chosen for the variety of crafts used by writers. They are books that you love, that children love to hear over and over again. Quality children's literature is used to introduce students to models of good writing.



The Structure of Writer's Workshop

Mini-Lesson – This is direct teaching to the whole class on a specific topic that usually lasts from ten to fifteen minutes.

Connection - Connecting to previous lessons, touchstone texts, and/or prior knowledge.

Active Involvement- At the end of the mini-lesson students are given the opportunity to try-out the lesson either through partner sharing, writing in their notebook or whole group discussion.

Link – Before you send students off to write, encourage them to use the concepts learned in the mini-lesson during their independent writing time.

Writing time – Students write independently while the teacher is meeting or conferring with students. This writing time should be a minimum of 40 minutes.

Conferring – The teacher has the option of meeting with students individually or with small groups depending on the needs of the class. Keep in mind that when conferring with students you are coaching the writer and not the writing. The purpose of a conference is to develop students as writers. It is not to develop a perfect piece of writing every time. A guiding question could be, “What can I teach this child (one or two strategies) that he or she will be able to use in other pieces of writing as well as the one he or she is currently working on?”

Response Groups – Students can be working with three or four students or with a partner. The purpose of response groups is for students to help each other develop a well-written piece. Response groups are taking place during the independent writing time.

Closure – At the end of the writing time, students meet at the gathering spot to share their writing or some of the strategies that they used. Before students share, reinforce the concept presented during the mini-lesson. This can take the form of:

Popcorn Share- One at a time all students share a sentence or section of their piece of writing.

Author's Chair – The author sits in a chair designated for sharing and reads his or her writing or a section of it. The author may select two to four students who wish to respond to the writing.

Partner Share- Students share with the person sitting next to them. Again students can share entire piece or a section of the writing.



Unit I. Living the Writerly Life Grade 2

Lesson Sequence:

Week 1 – Getting Started with Writer’s Workshop

- Lesson 1 – How to Begin Writers’ Workshop
- Lesson 2 – Introducing the Writer’s Notebook
- Lesson 3 – Sharing Our Stories and Generating Topics
- Lesson 4 – Responding to Stories and “Writers’ Habits” Chart
- Lesson 5 – Noticing Details

Week 2 – Learning from Other Writers

- Lesson 1 – Introduction to Mentor Authors
- Lesson 2 – Mentor Authors # 2
- Lesson 3 – Writing Craft Strategies
- Lesson 4 – Using Sensory Details
- Lesson 5 – Getting Help During Writers’ Workshop

Week 3 – Growing as a Writer

- Lessons 1 and 2 – Writing Habits Rubric
- Lesson 3 – Focus on a Moment
- Lesson 4 – Great Story Beginnings
- Lesson 5 – Spelling Assistance

Week 4 – Growing Our Seed Ideas

- Lesson 1 – Nurturing a Seed
- Lesson 2 – More Nurturing
- Lesson 3 – What Revision Means
- Lesson 4 – Adding Details with Spider Legs
- Lesson 5 – Super Story Endings

Week 5 – Crafting Our Writing

- Lesson 1 – Partner Response Groups
- Lessons 2 and 3 – Drafting – Moving from Notebook to Paper
- Lessons 4 and 5 – Characteristics of Good Writing Rubric

Week 6 – Publishing a Final Piece

- Lesson 1 – Using the Good Writing Rubric
- Lesson 2 – Editing
- Lessons 3 and 4 – Publishing a Piece
- Lesson 5 – Celebrating Our Writing



Writers' Habits Rubric

Meets the Standard/ Ooh-la-la	Almost Meets the Standard/ O.K.	Needs Work to Meet Standard/ So-so	Does Not Meet Standard/ Yikes
Write everyday in your notebook & sometimes at night too	Write most days in your notebook	Write sometimes, but you waste pages & time	Hardly ever write in your notebook
Try out new things in your notebook	Occasionally try new things in your notebook	Try new things only with help from teacher	Never try anything new
Notice everyday things around you & write them down in your notebook to use later	Sometimes you notice interesting things that happen & put them in your notebook	You talk about things that happen but they don't show up in your notebook	Huh?
Get ideas from listening to other writers & apply it to your work	Once in a while listen to other writers	Listens to others with help from teacher	Never listen to other writers
Read a lot & make connections between reading & writing	Sometimes make connections between your reading & writing	Read & make connections with help from teacher	No connection
Set goals for yourself as a writer & stick to them	Set goals but sometimes forget them	Set goals with teacher help	You don't care if you ever get to be a better writer



Writers' Craft Rubric/ Characteristics of Good Writing

Meets the Standard/ Ooh-la-la	Almost Meets the Standard/ O.K.	Needs Work to Meet Standard/ So-so	Does Not Meet Standard/ Yikes
Write a lot about what you know	Write some about what you know	Write a little about what you know	It's all made up
Use sensory images to bring your writing to life	Use some sensory images in your writing	A few sensory images	No sensory images at all
Add details to make your writing clear	Some details	Few details	No details at all
Focus on the important moment	May focus on a moment, but not the important one	"Bed-to-bed"	No focus at all
Conventions are mostly correct & the meaning of the writing is clear	A few errors & a little bit confusing	Lots of errors & confusing	So many errors that the writing loses its meaning



Week 1: Lesson 1: Getting Started with Writers' Workshop

Mini Lesson Goal: Teaching students the structure of Writers' Workshop and how to gather at the carpet

TEKS – 2.1 ABDE, 2.2 AB, 2.3 ABC, 2.4 AB, 2.14 ABCD, 2.18 A, 2.20 B

Materials Needed:

- Teacher's Notebook with entries to share
- Chart paper and makers
- Single sheet of writing paper for each student

Before the Lesson:

Create the schedule chart ahead of time with specific times for each component of the workshop.

Writers' Workshop Schedule	
_____	- _____ Mini Lesson at the carpet
_____	- _____ Writing Time and Conferring
_____	- _____ Closing

The chart on rules for Gathering at the Carpet should be made with the students. It might be similar to the one below.

Gathering at the Carpet
We sit with our legs crossed
We keep our hands to ourselves in our lap
We listen to the person talking or reading
We come quietly to the carpet

Connection:

The rules and procedures during Writers' Workshop should be aligned to other subject area procedures during the day.



Teach:

Students should join the teacher at the carpet area. The teacher explains the structure and each component of the Schedule Chart.

The teacher tells a personal story and talks about how stories are fun to share with others and how to write down the stories so as not to forget them. Introduce your notebook and show how you have recorded your stories, things you have taken notice of, and other interesting things. Explain that each day students will be writing in their notebooks during Writers' Workshop.

Active Involvement:

Begin to chart behaviors for Gathering at the Carpet. This chart could be finished during Closing.

Ask students to share with the class some ideas for their first writing assignment and refer back to the personal story you told. Send students back to their desks to begin writing.

Writing/Conferring Time:

As students write, the teacher will mostly be circulating around the classroom to touch base with students. Brief conversations about their writing or topic selection are appropriate. It is important that the teacher be at the same level as the students when conferring, so kneeling down or sitting in a student chair is helpful.

Closure:

Using an agreed upon signal, gather the students back together at the carpet. Explain that this is the time they will share something from the workshop – sometimes students will read from their work and sometimes partners or small groups will share.

Review the Writers' Workshop schedule. Add to the Gathering Spot chart as appropriate. Have students quickly share the topic they wrote about today.



Week 1: Lesson 2: Introduction to the Writer's Notebook

Mini Lesson Goal: Introducing the Writer's Notebook to the class

TEKS – 2.14 ABCD, 2.18ABCF, 2.19 AE, 2.20 ABCD

Materials Needed:

- Teacher's Notebook with entries to share
- Some kind of notebook for each child (black and white composition books work well)
- Chart Paper and Markers

Before the Lesson:

Think about the way you want your students to maintain their notebooks. Where do you want them kept? How often do you want them to go home? Will the students personalize the cover? Do you want them to skip lines? All of these are teacher decisions you should consider before handing out the notebooks.

Teach:

Show students the writer's notebook that you are keeping. Walk through it showing different types of entries you have made. If you are just starting in your notebook, model for the class how you will begin and maintain your notebook. Talk about the entries you are going to write.

Tell the students that you expect them to write everyday in their notebook and to take care of it. Talk to the students about the routines you have established for accessing and using the notebooks daily. Dismiss students to their desks to begin writing an entry in their notebook.

Active Involvement:

Create a chart with your students similar to the one below that represents the notebook expectations you class values:

Our Notebooks
We write everyday We write at school and at home We write about our lives We try different types of entries We skip lines We date each entry



Link:

Remind students of the personal stories begun yesterday. They may want to write on the same topic or about another personal memory today.

Writing/Conferring Time:

As you circulate around the room, target those students who may be struggling in getting started. Remember the goal is not just to get something down on paper, but to teach the students how to generate their own writing.

Closure:

Using an agreed upon signal, gather the students back together at the carpet. Ask for volunteers to share part of their first notebook entry.

Homework:

An option is to send the notebooks home and ask the students to decorate the covers with photos, quotes, etc. Emphasize the need to bring the notebooks back to school the next day.



Week 1: Lesson 3: Sharing Our Stories and Beginning “We Can Write About...” Chart

Mini-Lesson Goal:

Thinking of ourselves as storytellers and writers.

TEKS – 2.1 ACDE, 2.2 AB, 2.3 ABC, 2.4 ABC, 2.14 ABCD, 2.18 A 2.20 B

Materials Needed:

Chart paper and markers

Connection:

Explain that each of us has many stories to tell. We will be sharing them and writing about them in our notebooks today.

Teach:

Share with students a personal story that will inspire comments, connections, fun. (For example, a time you got into big trouble when you were little.)

Active Involvement:

Model taking turns going around the circle. Each child shares a personal story or a connection to the story you told. Assure students that we all have stories to tell, just like the ones we shared.

Link:

Send students off to their writing quickly so their stories don't escape! Encourage them to write what they shared orally, or something that another child's story reminded them of.

Writing/ Conferring Time:

Students begin a new entry. Remind them to be sure to date each entry and skip lines in notebook. The teacher circulates and publicly confers with individuals and table groups. Make notes in teacher conference binder on what you noticed the students were doing, especially different topics to write about.

Closing:

Gather students on the carpet in a sharing circle. Celebrate any and all attempts to record their own stories, mentioning specific things you noticed during the writing/conferring time. Then post a class chart titled "We Can Write About..." Solicit and record students' ideas and types of topics. It is important to record students' own language on charts.

Possible responses could include:

- Story of a friendship
- Story of my family
- Something that made me happy or sad
- Something I know a lot about
- Something that is important to me

Tell students they will be adding to this chart as they think of new ideas. Remind them to use this chart when they are "stuck" without an idea to write about. Remind them that writers also get ideas from listening to other writers talk.



Week 1: Lesson 4: Responding to Stories and Beginning “Writers’ Habits” Chart

Mini-Lesson Goal:

Using personal connections to literature to generate writing.

TEKS – 2.18 A

Materials Needed:

Arthur's Teacher Trouble. by Marc Brown

Chart paper and markers

Before Teaching:

Arthur's Teacher Trouble must be read aloud to the class at least once before this session. This is a norm for Writers' Workshop when using touchstone books. This allows children to enjoy the books as readers, before examining them for elements of craft. It also allows teacher to sustain the mini-lesson at 7-10 minutes.

Connection:

The teacher explains that she/he loves to read and often gets ideas for things to write about from books she/he has read, like *Arthur's Teacher Trouble*.

Teach:

Revisit *Arthur's Teacher Trouble* through a quick picture walk. Point out that books often give us topics to write about because they remind us of our own experiences. Good writing makes a connection between the reader and the writer. Then share a personal connection to this story. (For example “This reminds me of when I started school and my little sister was always waiting at the door when I came home, ready to bug me about everything I'd learned that day.”)

Active Involvement:

Invite students to share a personal response to either teacher's story or the book.

Link:

Send students off to write about their personal connections to these stories. Remind them of writing options for those who finish an entry: write a new entry, illustrate an entry, reread entries in your notebook.



Writing/ Confering Time:

Students begin new entries. The teacher continues to circulate and publicly confer with individuals and table groups. Use the following questions or comments when conferring.

How's your writing going?

What else could you say about ____?

Tell me about what you've written so far.

Closing:

For today's sharing, instead of reading entries from our notebook, we'll share our thinking about writing. Suggest that students think about all the good habits we are developing as writers. Introduce a new and very important classroom chart titled "Writers' Habits".

Elicit and record students' suggestions. Responses may include:

- Write every day in their notebooks
- Work hard
- Get ideas from listening to other writers
- Read a lot
- Get ideas from books
- Make text to self connections
- Make text to text connections

If students do not suggest these elements its important for teacher to include them as a part of the group. Remind students that we'll be using this chart a lot to help us become good writers. We'll be adding to it as we think of new habits to include.



Week 1: Lesson 5: Noticing Details

Mini-Lesson Goal:

To live like a writer, becoming acutely aware of little details around us as fruitful seed ideas for our notebooks.

TEKS – 2.14 ABCD, 2.18 A 2.19 AD

Materials Needed:

Night in the Country, by Cynthia Rylant

A place for quiet observation of one's surroundings, preferably a school garden or yard

Before Teaching:

Read aloud the book at least one time before this session.

Connection:

Convey to the students that you have something very important to teach them today, a simple, but powerful trick of the writer's trade: Notice the little things in life.

Teach:

Revisit *Night in the Country* by Cynthia Rylant. Point out examples of how just an awareness of little details becomes so powerful in her writing. To live like a writer is to be wide awake to the beauty and wonder of everyday things. We call this "noticings."

Active Involvement:

Ask students which words and phrases from the book are "noticings". Take a few comments (For example: "Night frogs who sing", "a mother pig licks her baby", and "toward morning, one small bird.")

Link:

Ask the students to "try it" in their writing today as we do an outside observation.

Writing/ Conferring Time:

Take the class outside if possible. Circulate to help them settle down, get quiet and calm, and then begin to notice the little things around them, just as Cynthia Rylant did. Write their noticings in their notebook as a new kind of entry.

Closing:

Ask the students to do a "search and share." All look for just one noticing that they wrote today in their notebooks. Then, when all are ready, take turns reading it into the circle. There is silence between the words. Each person decides when to speak, until all have spoken. This is also called a "Quaker Share". It is a little strange at first, but is very effective.

Follow up:

Noticings often become wonderful seed ideas. Encourage students to write them down! Suggest that students take their notebooks home and do another "noticing" tonight. Add "noticings" to the "We can write about..." chart. Add to "Writers' Habits" chart "try new things in their notebooks" and "notice everyday things around them."



Week 2: Lesson 1: Introducing Mentor Authors with Marc Brown

Mini-Lesson Goal:

To learn elements of good writing ("writers' craft") from a favorite author.

To establish a classroom norm of discussing and displaying quotes from authors on writing

TEKS – 2.9 E, 2.14 ABCD, 2.18 A, 2.19 AD

Materials Needed:

Classroom bulletin board space titled "Our Mentor Authors"

Arthur Writes a Story, by Marc Brown

Meet the Authors & Illustrators. Vol. II, by D. Kovacs & J. Preller

Highlighting marker

Before Teaching:

You may want to connect this writing unit to your reading instruction by featuring the series *Henry and Mudge*, by Cynthia Rylant and *Arthur* books, by Marc Brown in your readers' workshop. Both series are easily accessible to second grade readers. You may also feature selected books by these authors in your daily read alouds.

Arthur Writes a Story must be read aloud to the class at least once before this session.

Connection:

Tell the students that since we've been reading books by Marc Brown, you did some research on him that you'd like to share. Read aloud to the class the interview with Marc Brown *in Meet the Authors...* He highlights several areas of his expertise as a writer: storytelling, "noticings", growing seed ideas, and developing characters. These are all areas we will be working on as writers this year. Highlight and post the article on "Mentor Authors" bulletin board.

Teach:

Revisit *Arthur Writes a Story* with a picture walk. Ask the students what message they think Arthur has for us as writers?

Note: Add to "Writers' Habits" chart "Write about things you really know and care about".

Active Involvement:

Use the strategy, "Say something" to elicit student involvement. In the midst of the discussion the teacher calls "Say something." and children turn to whoever is nearby or a long-term say something partner who is seated nearby. They respond to whatever has just been discussed or read.

Link:

Arthur learns to write about what he really knows and what is really important to him. Today let's all try to write on something we really know and care about.



Writing/ Conferring Time:

Students begin writing entries in their notebooks. The teacher continues to circulate and publicly confer with individuals and table groups. Use the following questions or comments when conferring.

How's your writing going?

What else could you say about ____?

Tell me about what you've written so far.

What is most important about what you've written?

Closing:

Using an agreed upon signal, gather the students back together at the carpet. Ask for volunteers to share their notebook entry from today.



Week 2: Lesson 2: Mentor Author # 2

Mini-Lesson Goal:

To develop an understanding of mentor authors and the various writing crafts studied so far
TEKS – 2.9 E, 2.14 ABCD, 2.18 A, 2.19 AD

Materials Needed:

Chart paper and markers

Post-it Notes

Teacher selected Touchstone texts, preferably by one of the Mentor Authors, that contain strong story elements – suggested text is *The Relatives Came* by Cynthia Rylant

Connection:

Alert the students that you have something really important to discuss today. Point out to them that as second graders they are reaching a milestone as writers- the ability to "multi-task", to transcribe the words in their minds more easily and also think about the ways to craft their words. Can kinders do this? Can first graders? No. Second grade is the perfect time to focus on the craftsmanship of writing. We will be learning a lot of effective writers' techniques this year.

Teach:

Let's think about what lessons we've learned about how to write. Cynthia Rylant showed us how to notice the little everyday things around us. That is an element of writers' craft. Marc Brown taught us to concentrate on what we really know and care about. That is an element of writers' craft too. Now we're going to learn some more craft techniques from Cynthia Rylant.

Read aloud *The Relatives Came*. Ask the students what they noticed about the story, the way the author wrote it. Model for the students using sticky notes the elements of the story you want to highlight.

Begin to record the writing craft techniques noted in this book on a chart entitled "Characteristics of Good Writing" similar to those below.

Characteristics of Good Writing

Has a great beginning

Has logical sequence

Has details or words that paint a picture

Has a good ending

The story makes a circle

The author uses "funny" words together like hugging time

Active Involvement/Writing Time:

The teacher explains that there are a variety of books out on the students' desks for them to explore. In small groups, the students read and discuss the story elements they find in the books. Have them use sticky notes to mark the examples of writer's craft/story elements they find.

Closure:

Students return to the gathering spot to talk about their findings. Add any additional writing craft techniques to the chart.



Week 2: Lesson 3: Writing Craft Strategies

Mini-Lesson Goal:

To develop insights into author's craft and to "try-it" in the student's writing

TEKS – 2.14 ABCD, 2.18 AB, 2.19 AD, 2.20 B

Materials Needed:

The Relatives Came by Cynthia Rylant

Chart paper

Transparency sheet

Overhead projector

Connection:

Review the Characteristics of Good Writing Chart created in the previous lesson.

Teach:

Reread *The Relatives Came* and review the various writing craft techniques Cynthia Rylant uses and that were observed or recorded on the chart.

Using a transparency sheet or chart paper, the teacher models writing a notebook entry as a "try-it" for one of the writing craft techniques listed on the chart.

Active Involvement/Writing Time:

Students return to their desks to write a "try-it" craft technique on their own. The teacher circulates and assists those students who may be struggling with the concept of trying to write like one of the mentor authors.

Closure:

Students return to the gathering spot to share the retelling of a few of their stories. Be sure to help students identify the writing craft or characteristic of good writing they used.



Week 2: Lesson 4: Using Our Senses to Add to Our Writing

Mini-Lesson Goal:

To use the five senses to make the world come alive for the reader

TEKS – 2.8 ABC, 2.14 ABCD, 2.16 B

Materials Needed:

The Relatives Came, by Cynthia Rylant

The Big Book of Picture-Book Authors & Illustrators, by J. Preller,

A labeled collage made from magazine clippings showing the five senses

Before Teaching:

Prepare the collage and read aloud *The Relatives Came* at least once before this session

Connection:

Cynthia Rylant is a master of writing craft. Today let's notice how she uses the five senses to make her story come alive for us.

Teach:

Reread *The Relatives Came* asking children to pause and note when the sensory images are very strong. Which senses does she use to describe things? Introduce the collage as a way for kids to remember to try using their senses in their writing today just like Cynthia Rylant does.

Active Involvement/Writing Time:

Before sending the students off to do their writing, ask them to “envision their work”. “Picture yourself using your senses in your writing today. How will you get started? Which senses will you use? Raise your hand when you can clearly picture what you'll do.” One by one, as hands go up, send them off to get started.

Notes:

Many of us rely primarily on the sense of sight. Encourage the students to try out the other senses too- smelling, touching, tasting, feeling that have a lot of untapped power.

In *The Big Book of Picture-Book Authors & Illustrators* Cynthia Rylant highlights several of her key experiences; a love of storytelling and family stories, writing about pets and people she knows, and the habit of just roaming around with a watchful, listening attitude. Add the highlighted article to the “Mentor Authors” bulletin board.

Add “use sensory details” to the Characteristics of Good Writing chart.

Closure:

Bring students back together at the gathering spot, having them bring their notebooks with them. In a Popcorn Share, ask students to select a sentence or phrase from their entry today that demonstrates the use of sensory details in their writing.



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Week 2: Lesson 5 Getting Help During Writers' Workshop

Mini-Lesson Goal:

To build problem solving skills and independence during writing time
TEKS – 2.1 ABCD, 2.2 A, 2.3 ABC, 2.4 AB, 2.14 ABCD

Materials Needed:

Chart paper and markers

Before Teaching:

Be sure that the students understand the three major components of the Writers’ Workshop block (mini lesson, independent writing time and closure/sharing time) and the purposes of each.

Connection:

The structure of Writers’ Workshop will support individual writers while other writers are working. It will continue to run smoothly and effectively, allowing the teacher to confer as needed and for learning to be fostered, supported and extended.

Teach:

Remind the students that during writing time you will not always be available to talk with them about their work or immediately help them. They need to know what to do while they are waiting for a conference with you. Pose this question to the whole group: How have some of the writers in the class solved the problem of getting help when the teacher was not available?

Write “Getting Help During Writers’ Workshop” on the chart paper. Record responses on the chart as students give possible solutions to the problem. Some of the responses may be similar to the chart below.

Getting Help During Writers’ Workshop
<ul style="list-style-type: none">• Use resource materials and books in the classroom (Word Wall, dictionaries, etc.)• Ask a neighbor• Use the print/charts in the classroom• Use books to see how another author has used a writing craft technique• Use a prearranged signal (card with name on desk) to get the teacher’s attention

Active Involvement:

Have students continue to add to the chart as needed and as other “helps” are discovered.

Writing/Conferring Time:

Students return to their desks to continue writing entries in their notebooks. Remind students to refer to the chart when you’re busy.

Closure:

Bring students back to the gathering spot and talk about the ways students helped themselves today during writing time.



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Week 3: Lessons 1 and 2: Writing Habits Rubric

Mini-Lesson Goal:

To introduce the creation and use of a rubric that students will use to assess how they are doing and to set goals for themselves

TEKS – 2.19 ABCDE

Materials Needed:

"Writers' Habits attribute chart

Chart paper and markers

Before Teaching:

Prepare the grid for the rubric with four columns. One will be entitled "Meets the Standard" (far left), next will be "Almost Meets the Standard," then ""Needs More Work to Meet the Standard", and last will be "Does Not Meet the Standard" (right hand column). You and your class may substitute more kid-friendly labels such as "Ooh-la la!," "O.K.," "So-so" and "Yikes" in place of the above four, as long as the meaning of each column is clear. You may also leave blank a fifth column on the far left, for "Exceeds the Standard" which may be filled in later as the class gains sophistication.

Connection:

Tell the class that today they are going to create a tool that will help us decide if we're really doing our best in writing. It will help us become the best writers we can be.

Teach:

Bring the "Writers' Habits" attribute chart close to the gathering spot. Revisit it and discuss if we all still agree that these are the habits that good writers need to have. Begin the rubric construction by eliciting from students all the attributes from the chart. They will be listed in the "Meets the Standard" column. When you look at this column you'll be able to see easily what doing a good job looks like. Next, work on the "Does Not Meet the Standard column". Fill in the opposites of the first column here. The attributes in this column should be things no one in this class would be caught dead doing! Be sure to use kids' own language. The middle two columns are the trickiest, but most important because that is where most students will be. The "Almost" column represents work that could meet the standard, if a little more effort, or conferring were added. The "Needs More Work" column represents work that needs support or may have several things missing. (See the sample rubric at the beginning of this unit of study.)

Active Involvement:

Rubric construction is hard work! It will take up most of the workshop time for a day. (It may even take two sessions.) So, the teacher will have to really work to help students maintain focus. Visualization, partner talk, and stretch breaks will all help. Stick it out! It gets easier the more you do it.

Closure:

At the close of the session ask students to take a quick estimate of how they are doing on developing the habits of writers. Remind them that they can use this rubric everyday to assess themselves and set their own goals for living the life of a writer.

Follow Up:

The "Writers' Habits" rubric replaces the "Writers' Habits" chart. On days such as today when there is no class time to write, students must take their notebooks home and continue the norm of daily writing.



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Week 3: Lesson 3: Focus on a Moment

Mini-Lesson Goal:

Second graders often get stuck in the “bed- to- bed” type story. Everything happens with little detail or significance. “Focus on a moment” is a simple and very effective antidote.

TEKS – 2.18 C, 2.19 AD

Materials Needed:

Chart paper and markers

Teacher's notebook with various entries

Connection:

Tell the students that you have noticed that a lot of second graders write the kind of stories where they try to tell everything that happens in a day. Let's try something new.

Teach:

Write the word “moment” in the middle of the chart paper. Solicit meanings from the students or examples of where they have heard this word before. (Responses may include: a minute, a short time, uno momento por favor, a happy moment, a scary moment, etc.) Record their responses. Add that a moment is a “little slice of time.” Have students stretch out their hands to show a whole day. Then pull them together to show a little bit of time. Writers sometimes focus on just one moment. Then they tell all about it. They write that moment the long way. The teacher shares a significant moment in his/ her life (For example: “The first moment I held my baby daughter”). Describe that moment the long way for the students.

You may want to read a touchstone book to the class that demonstrates telling about a particular time period.

Notes:

Add “Focus on a Moment” to the Characteristics of Good Writing chart.

My Fathers Hands by Joanne Ryder and *Birthday Presents* by Cynthia Rylant are good examples of “focusing on a moment.”

Active Involvement:

Turn and tell a partner about a moment in your life that was significant. Try telling it the long way in your notebook today.

Writing/Conferring Time:

Students return to their desks and begin writing in their notebooks. As you circulate, encourage students to reread some of their notebook entries in order to find a topic that they can write about as a moment in time.

Closure:

Conduct an Author’s Chair sharing at the end of Writing Time. Either select two students or ask for volunteers to read their entry that demonstrates the craft technique of focusing on a moment in time.



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Week 3: Lesson 4: Great Beginnings

Mini-Lesson Goal:

To become familiar with a variety of ways to begin a piece of writing

TEKS – 2.18 C, 2.19 ABCDE

Materials Needed:

Chart paper and markers

Teacher's notebook with various entries as examples

Touchstone texts that demonstrate a variety of beginnings

Mentor Author's books that demonstrate a variety of beginnings

Before the Lesson:

Preview the variety of texts to determine the ways authors have crafted their “great beginnings.”

Try to write some sample entries in your notebook that have “great beginnings.” It is important to find a variety of techniques/craft examples of different ways to start a story. Be prepared to read some of the examples from the Touchstone texts or Mentor Author's works.

Connection:

Students will note how authors use a variety of “great beginnings” to support their texts.

Teach:

The teacher will read only the “great beginnings” of selected texts and samples from his/her own notebook. Create a chart similar to the one below to identify with the students the various techniques authors have used.

Great Beginning	Title of Book	Technique Used
-----------------	---------------	----------------

Active Involvement:

Students will help identify the various beginning techniques from the texts.

Link:

Tell the students that today you expect them to try some of the author's craft techniques listed on the chart for beginnings in their notebook entries.

Writing/Conferring Time:

Students return to their desks and begin writing in their notebooks. As you circulate, assist and praise those students who are attempting to experiment with a variety of beginnings.

Closure:

Bring the students back to the carpet and ask selected students to read their attempts at writing “great beginnings.”



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Week 3: Lesson 5: Spelling Assistance

Mini-Lesson Goal: Students will establish routines to follow when spelling assistance is needed.

This will create responsible, independent spellers.

TEKS – 2.16 ABCD

Materials Needed:

Chart paper and markers

Dictionaries

Word Wall

Teach:

Explain to the students that sometimes authors use words in their writing that they do not know how to spell. Discuss with the students that there are certain things they can do to help them find the correct spelling of a word.

On chart paper write, “Things I Can Try When I Don’t Know How to Spell a Word.” Ask students to give you their input and then list the responses that may be similar to those below.

Use the Word Wall

Ask a spelling expert for help (classmate or teacher)

Use a dictionary to look up the word

Try to sound out the word

Write smaller words you hear in the word

Read around the room to see if you can locate it

Use a book in the classroom as a resource

Notes:

Dictionaries and other resource books should be kept in an area that students can easily access as needed.

Remind students that they should try one or more of the spelling strategies prior to asking you for help.

Active Involvement:

The students will share ideas for inclusion on the spelling strategies chart.

Writing/Conferring Time:

Students return to their desks and begin writing in their notebooks. As you circulate, encourage students to use the strategies on the chart if they need spelling assistance.

Closure:

Bring the class back together at the carpet. Ask students to share the strategies they may have used to help with spelling an unknown word today.



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Mini-Lesson Goal:

Choosing an entry that is important enough to work on for a week.

TEKS – 2. 14 ABCD, 2.18 C, 2.19 AD

Materials Needed:

Chart paper and markers

Sticky notes

Teacher's notebook with sample entries

This Year's Garden by Cynthia Rylant

Before the Lesson:

Have students reread all the “seeds” or entries in their notebooks.

Read *This Year's Garden* prior to the lesson.

Connection:

Revisit This Year's Garden with a quick retell. Tell students that today we will be choosing some seeds of our own to plant and help grow. Writing Seeds.

Teach/ Active Involvement:

Ask the students what happens to a regular seed? (It grows.) What does it need to grow? (Water, sun, soil, and care) A writing seed is like a regular seed. It is a piece of writing you are going to take care of for a week. Over the week, your seed idea will grow as you think about it more and add more information.

Your important job today is to look for a piece that will be your seed. You must keep two things in mind.

1. Is it important enough to work on for a week?
2. Can you imagine that piece/topic/idea “growing” or expanding?

The teacher will establish a purpose for developing strategies to “add to” or “nurture” a seed idea from the writer’s notebook.

Create a “Ways to Nurture a Seed Idea” chart similar to the one below with student input.

Ways to Nurture a Seed Idea
<ul style="list-style-type: none">• Make a really long list of words that your seed idea reminds you of• Choose one word from your seed idea and write off that• Draw a picture that tells more about your seed idea and uses lots of details• Find a photo or object that reminds you of your seed idea and write more• Research your seed idea (interview someone, look something up in a book, etc.)• Talk to a partner about your seed idea and see what questions he/she might have



Notes:

Add "Ways to Nurture a Seed Idea" to the Writing Habits chart.
The following books are good resources to use during this lesson:
What Do Authors Do? By Eileen Christelow
Amelia's Notebook series by Marissa Moss
This lesson may take two days to complete.

Active Involvement:

Have students choose one of the strategies to "nurture a seed idea" from one of their notebook entries.

Writing/Conferring Time:

Students return to their desks and attempt a "try-it" based on one of the strategies from the chart. Many students may struggle with this idea. Use the Touchstone texts and your own notebook examples to provide additional mini lessons or during your conferences with students.

The following questions may be helpful during conferences.

1. Tell me more about _____
2. What else do you know about _____?
3. What else could you say about _____?
4. Is there anything unusual about _____?
5. Why did you choose this idea?
6. Ask any questions about any part that is not clear.

Closure

When time is up, students return to the gathering spot and share their "before and after" seed writing. Have students identify the strategy they used to expand their writing or "nurture" their seed idea.

Day Two:

1. Repeat the steps in the mini lesson from the previous day.
2. Have students choose a different strategy to nurture another seed from their notebook.
3. Demonstrate with your own writing another strategy for nurturing a seed idea.
4. Continue to share "before and after" seed writing during closure.



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Mini-Lesson Goal:

To enable young writers to more easily add to their stories
Kindergarten and first grade students typically revise their work by adding on to the end. Second grade students will be able to make decisions about where in the text to add on.

TEKS – 2.14 ABCD, 2.18 C, 2.19 ADE

Materials Needed:

Lots of long narrow strips of lined paper
Lots of tape or staplers
A volunteer student and his/her entry copied onto an overhead transparency
Overhead projector

Connection:

The selected student has agreed to share a piece of writing with us that he/she wants to add some things to, to make it better. Let's help him/her do that.

Teach:

The student reads his/her piece aloud as class reads along on overhead. He/she then tells what needs to be added. Teacher transcribes the additions on long, skinny strips of paper. Explain that these are called "spider legs" and that they have been added to the Writers' Workshop supply area. Next, ask the writer exactly where the additions should go in. The student rereads the piece and decides where to insert the changes. The teacher models how to tape or staple the spider legs into the entry.

Let students know that writers call this "revision."

Add "add details at any point in a piece" to "Writers' Craft" chart.

Active Involvement:

Students may have questions or comments about the process of adding to the writing in this way.

Link:

Remind students that as they reread some of their notebook entries, they may want to make changes to their writing using the spider leg strategy.

Writing/Conferring Time:

Students return to their desks to continue working on their seed idea by adding details.

The teacher circulates and conducts informal knee conferences with students.

Closure:

Bring students back to the carpet area and invite any students who used the spider leg strategy for adding details to their writing today to share the "before and after" written selection.



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Mini-Lesson Goal:

To generate a class definition of revision.

TEKS – 2.14 ABCD, 2.18 C, 2.19 AD

Materials Needed:

Chart Paper and Markers

Connection:

Review the strategies you've taught related to revision, or revisiting an idea to make changes in the meaning. Those might include adding details with spider legs from yesterday and nurturing a seed idea.

Teach/ Active Involvement:

Explain the difference between revision and editing to students. Include the points that revision helps you become a better writer by adding details to your writing or taking out unnecessary information, it helps make your writing message clear. Editing is what you do when you look for misspelled words to correct, to make sure you've used capital letters correctly, to make sure you've used the correct punctuation, etc.

Create a chart with student input on Revision Strategies that might be similar to the one below.

What We Do When We Revise Our Writing
<ol style="list-style-type: none">1. We read our pieces again.2. We think about the reader.3. We try to clear up confusion.4. We add or take out information5. We move sentences around.6. We try to become better writers.

Link:

Remind students to use this chart to help themselves when they are not sure what they should do when it's time to revise their work.

Writing/Conferring Time:

Students will return to their desks to continue working on their seed idea using the revision strategies to help them improve their writing.

The teacher conducts knee conferences focusing on revision strategies for the seed idea.

Closure:

As students return to the gathering spot, invite those students who may have used one of the revision strategies to share what they did.



Week 4: Lesson 5: Super Story Endings

Mini-Lesson Goal:

Students will see how using a variety of endings can lead to more interesting writing to grab or hold the reader's attention.

TEKS – 2.14 ABCD, 2.18 C, 2.19 AD

Materials Needed:

Chart Paper and Markers

Narrative Touchstone books that students are familiar with and that have distinct endings

Connection:

Tell students that you've noticed many of them using more details in their writing, that they've been trying to vary the beginnings of their stories and now you want to look at different ways to end stories.

Teach/ Active Involvement:

Remind students that all good stories have endings. Use the Touchstone books to model how authors end their stories in different ways. Read aloud some of the various endings. Read an entry from your notebook that demonstrates a distinct story ending.

Create a chart of different types of endings that might be similar to the one below.

Story Endings	
	<ul style="list-style-type: none">• Emotion• Action• Repeating the beginning for a circle story• Dialogue

Link:

Remind students to use this chart to help themselves when they need an idea for a way to end a story.

Writing/Conferring Time:

Students will return to their desks to continue working on their seed idea using the story endings chart to help them improve their writing.

The teacher conducts knee conferences focusing on revision strategies for the seed idea.

Closure:

Ask students to share the ending of their story and to identify the strategy they used.



Week 5: Lesson 1: Partner Response Groups

Mini-Lesson Goal:

Students will learn to engage in a brief dialogue with other students about an aspect of their writing.

TEKS – 2.1 BCDE, 2.19 B

Materials Needed:

Chart Paper and Markers

Before the Lesson:

Think about the procedures you want to set up for students to work together in small groups for the purpose of responding to each other's writing, for getting help with revision and for peer editing. The chart below is a sample.

Connection:

The purpose of this lesson is to establish a ritual of how to interact in a response group to exchange ideas, thoughts and feelings about writing. This ritual helps with management and keeps students focused on the task. Teachers can eavesdrop and learn valuable information about students and their concepts about writing.

Teach/ Active Involvement:

Tell students that they will practice a way to have a conversation with one or more classmates about their writing. Introduce the Response Group Chart by explaining each procedure.

Response Group Procedures
<ol style="list-style-type: none">1. Only three or four students may join a Response Group at any one time.2. Students will meet in a specified quiet area of the room waiting quietly and reading their piece while others arrive.3. Students will sit close together in a circle, either on the floor or at a designated table.4. Students will put pencils and papers down while listening to one another read.5. Everyone reads and then gets feedback on their writing.6. Everyone returns to their seats quietly after responding to each member of the group.

Ask for volunteers to model how to sit in a response group. Tell them to face each other and sit close enough to be able to talk quietly. Point out that when a group sits this way they can see each other and listen easily to each other.

Rehearse partner talk. Give specific directions for sharing. For example, "Talk to your partners about the seed idea you are working on. Describe your favorite part and tell why you like it."



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Help students think about their responsibilities as listeners and contributors by asking partners to

comment on the process. Questions too prompt this discussion might include:

How did you know your partner was listening?

What did you do to keep the conversation moving along?

Link:

Remind students that response groups can be a good way to generate topics or just to share a piece of writing with a friend. Remind students that your expectation for the conversations during response groups is to study and learn from each other.

Writing/Conferring Time:

Students will return to their desks to get their notebooks. Assign response group partners and send students to the designated areas of the room for response groups. Tell students that the task during this response group time is for each person to read his/her seed idea and to get feedback from their classmates.

The teacher will monitor the response group activities to make sure that students are on task, to provide assistance as appropriate and to suggest the kinds of feedback responses that are appropriate.

Closure:

After conversing in response groups, bring the students back together at the gathering spot. Ask for volunteers to share their feelings about reading their pieces and getting feedback from peers.



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Mini-Lesson Goal:

Moving from notebook to draft paper. Rereading entries and choosing what is important to include in a published piece.

TEKS – 2.14 ABCD, 2.18 BC, 2.19 ACE

Materials Needed:

Writing paper

Chart paper and markers

Teacher’s seed idea entry on overhead transparency in the form following the “Drafting Strategies” chart

Overhead projector

Before Teaching:

Students should have selected a seed idea that they have been working on for the past few days.

They will use this seed idea to begin their draft copy. Have the Writing Process Steps chart available for reference to show the stage of the writing process you are beginning.

Prepare the chart of drafting procedures.

Drafting Strategies

Reread my chosen seed idea

Think about what I’ve written

Date my draft copy

Skip lines as I write

Write on one side of my paper

Do not erase; cross out instead

Use revision strategies to make my writing better

Connection:

We’ve been growing these ideas in our notebooks for several days. Now it is time to move into our first real “draft.” We are on our way to publishing a final, polished piece of writing.

Teach:

Using the Writing Process chart as a reference, tell students that we are in the drafting stage of the Writing Process. Explain the drafting strategies or procedures you want followed. Then model how to begin writing a draft from a nurtured seed idea using one of your notebook entries displayed on the overhead projector.

Review the drafting strategies once more before sending students to their seats for writing time.



Active Involvement:

Students will follow the drafting strategies/procedures to begin writing their draft.

Link:

Remind students that they will be writing their drafts on separate pieces of writing paper which will be stored in their “Work in Progress” writing folders.

Writing/Conferring Time:

Students will begin writing their first draft copies.

As you circulate and monitor the drafting process, many students may struggle with the organization and actual writing tasks needed to complete a draft. Conduct individual conferences or small group repeat mini lessons to help facilitate the process.

Closing:

This was a complex task. Focus on a "process share", talk about how it went organizing and thinking about the work, not so much on the actual writing.

You will definitely need an extra day or two for all students to finish their drafts.

Notes:

If your students are having trouble with sequencing their writing you may need to review beginning- middle- end. *Arthur Writes a Story* by Marc Brown is a good book to use for this.



Week 5: Lessons 4 and 5: Creating a "Characteristics of Good Writing" Rubric

Mini-Lesson Goal:

To create a rubric of the elements of good writing

TEKS - 2.19 ABCDE

Materials Needed:

"Writers' Craft" attribute chart

Chart paper and markers

Before Teaching:

Prepare the rubric grid and headings as done for the Writing Habits Rubric. See the sample Characteristics of Good Writing sample at the beginning of this unit.

Connection:

Remind students of process of making first rubric for "Writers' Habits." Today's focus will be on pulling together all the elements of writers' craft we have been learning and turning them into a new rubric. We will use the first one as a tool to help us develop this one.

Teach/ Active Involvement:

Bring the "Characteristics of Good Writing" attribute chart close to the gathering spot. Revisit it and discuss if we all still agree that these are the elements of good writing that all authors include in their writing. Begin the rubric construction by eliciting from students all the attributes from the chart. They will be listed in the "Meets the Standard" column. When you look at this column you'll be able to see easily what good writing needs to look like. Next, work on the "Does Not Meet the Standard column". Fill in the opposites of the first column here. Be sure to use students' own language. The middle two columns are the trickiest, but most important because that is where most students will be. The "Almost" column represents work that could meet the standard, if a little more effort, or conferring were added. The "Needs More Work" column represents work that needs support or may have several things missing. (See the sample rubric at the beginning of this unit of study.)

Active Involvement:

Rubric construction is hard work! It will take up most of the workshop time for two days. So, the teacher will have to really work to help students maintain focus. Visualization, partner talk, and stretch breaks will all help. Stick it out! It gets easier the more you do it.

Closure:

At the close of the session ask students to take a quick estimate of how they think their writing measures up to the rubric standards. Remind them that they can use this rubric everyday to assess themselves and set their own goals for living the life of a writer.

Follow Up:

The "Good Writing" rubric replaces the "Good Writing" chart. On days such as today when there is no class time to write, students must take their notebooks home and continue the norm of daily writing.



Week 6: Lesson 1: Using a Rubric to Assess Our Writing

Mini-Lesson Goal:

Focusing on one element at a time in the Writers' Craft rubric.

TEKS – 2.19 ABCDE

Materials Needed:

Characteristics of Good Writing Rubric

Before Teaching:

Students will bring their pieces to the carpet for this activity. Make sure they have enough room to look at their work carefully, without interfering with each other.

Connection:

Rubric making is such hard work, but now that we are done building this tool we can look at it with fresh eyes. Let's look at this grid going across just one element of writer's craft- adding details.

Teach/ Active Involvement:

Lead students to review what adding details looks like in each column. Discuss who thinks their piece is "ooh-la-la", "o.k.", "so-so," and "yikes" Ask them to read an example from their writing and explain their thinking on these self-assessments. Suggest that if the writer wanted to move his piece from "o.k." to "ooh-la-la" he/she could use the rubric as a guide to do that.

Link:

Tell students that the task today is to use the Rubric on their own just as you did together at the gathering spot. "Adding details" is suggested because it has been the focus of several days of instruction.

Writing/Conferring Time:

Students return to their desks to begin evaluating their draft writing against the Characteristics of Good Writing rubric.

Circulate to confer with students and assist them in the evaluation process. The following questions may be helpful.

1. Did you say what you really wanted to in this piece?
2. How do you feel about your story?
3. Where have you used sensory images in your writing?
4. How could you make your beginning/ending different to meet the standard?
5. Have you focused on one moment in time?

Closure:

At the close of the session ask students to take a quick estimate of how they think their writing measures up to the rubric standards. Suggest that students give their piece one last look for revision before final publication.



Week 6: Lesson 2: What Editing Means

Mini-Lesson Goal:

Students will begin to understand what editing means.

TEKS – 2.18 D

Materials Needed:

Chart paper and markers

Connection:

Discuss the importance of knowing what to do in order to edit a piece of writing. Point out that editing, correcting spelling, punctuation and grammar usage, is a courtesy to the reader and something that the Mentor Authors do.

Teach/ Active Involvement:

Explain to students the difference between revision and editing. Introduce the chart, “What We Do When We Edit.” Explain each item on the chart. (See sample below)

What We Do When We Edit
<ol style="list-style-type: none">1. We read our pieces again by ourselves or to a partner2. We check the punctuation3. We check for misspelled words4. We check for capital letters5. We check for complete sentences

Writing/Conferring Time:

Have students work in pairs or in triads to read their pieces and use the chart to help guide them in the editing of their work.

Circulate to confer with students and assist them in the editing process. The following questions may be helpful.

1. Have you reread your draft writing?
2. Have you checked for (misspelled words, punctuation, capital letters, etc.)
3. Does your writing read like you talk?

Closure:

At the close of the session ask students to share how they worked together and which editing strategies they used.

Notes:

You may want to set up a routine in your classroom of using only blue pens for revisions and only red pens for editing. This reinforces the distinction between the two (revision- content, editing- mechanics). It also allows both students and teacher to see at a glance if they are attempting these challenges and how extensively.



Week 6: Lessons 3 and 4: Publishing a Final Piece

Mini-Lesson Goal:

Students will write the final copy of their work.

TEKS – 2.18 F

Materials Needed:

Chart paper and markers

Art or bookmaking supplies

Connection:

Remind students that this piece will be available for others to read and that they will have a feeling of accomplishment while sharing their final product.

Teach:

Review with students the writing process steps they've been through: planning, drafting, revising, editing and now publishing. Review the Good Habits and Good Writing Rubrics.

Discuss several publishing options with the students such as displaying the writing on a bulletin board or on the wall outside the classroom, creating a class book, sharing the piece formally in Author's Chair, etc. It is helpful to have a sample of what the class book might look like or to give concrete ideas about what the display might look like.

Note: Writing the final draft for publication and creating the final product will take at least two days to complete.

Active Involvement:

Students offer their opinions on the way they want to publish their final products. You may want to allow the students to vote on their choice or you may want to direct the publication choice this time.

Writing/Conferring Time:

Based on the method selected for publishing, students return to their desks and take out their draft piece to begin rewriting for final publication. If they will be creating a display, you may have construction paper available for them to create a frame for their writing, or sentence strips which can be illustrated by the students and used to frame the entire class's written pieces.

If they will be sharing individually in Author's Chair, they can practice or rehearse telling their story to themselves or a neighbor.

If you are creating a class book, you'll want to have a cover prepared ahead of time that you can add a title to during class. You may want to collaboratively create a dedication page for the book. Collect the students' writing and bind the pieces together to form a book.

Circulate and assist students as necessary with the final product and publication process.

Closure:

Use a process share to have students talk about what they are doing in this final phase of the writing process.



Week 6: Lesson 5: Celebrating Our Writing

Mini-Lesson Goal:

Sharing a student's published work in a special way helps students see the purpose for writing and celebrating the process and effort needed to bring the piece to publication.

TEKS – 2.3 ACD

Materials Needed:

Students' published pieces

Connection:

Explain to students that real authors have book signings and often give interviews when they publish a new book. It is always a festive celebration. We too will be celebrating the publication of our first pieces of writing for the year.

Teach/ Active Involvement:

There are many ways to celebrate the publishing of student work. It can be as simple as students sharing in Author's Chair or as complex as inviting parents to an Author's Night. Discuss with your students various options for your classroom celebration. The important thing is that students have an appreciative audience with which to share their writing.

