

Living the Writerly Life

Grade 1

The Movies

One day I went to the movies at the mall. I went to see Pigles Big Movie. First we went to get the candy. My brother got a chile candy. At first I didn't want a candy but when we came in, I said "mom can you buy my the all flavorz beans She said we'll see So she bought me the bag. After that we went to see the movie. It was funny but then uh oh the beans were all over the floor. They sounded like marbel rolling down down the floor. It was an acsident. My mom bought me some more and I said thanks.

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Grade 1: First Unit of the School Year

Teacher's Vision Statement:

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

Implicit Beliefs *Beliefs that shape curriculum*

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

Time *Day –to –day and over the course of the year*

Writing Workshop:

- * Focused instruction and/or Mini Lesson

10-15 minutes

- *Work time and conferring

25-35 minutes

- *Closure

5-10 minutes

Background Information:

This curriculum is designed to be the first unit of study taught in first grade for Writers Workshop. Its intent is to help students develop an awareness of what authors do to write well. Writing daily, along with specific mini- lessons and teacher-student conferring, will allow students to develop their skills and awareness of the “writerly life”. The first unit includes building a classroom community, establishing rituals and routines, teaching strategies in writing and skills. Many mini- lessons will be slightly longer than the suggested 7-10 minutes in order to initiate and practice many of the essential rituals and routines of the Writers Workshop.



Background Information

The unit requires for the teacher to begin a writer's notebook of personal entries along with her students and use it as a model during various mini-lessons.

The unit requires students to choose two notebook pieces from their own entries to revise and publish. These two published pieces will be due at the end of the fourth and seventh weeks of the unit. This unit of study may be extended up to eight weeks depending on the needs of the students based on teacher observation. Lessons are placed in sequence and built upon the previous ones, but can be altered as needed. Please be sure to read the entire unit of study before beginning.

In order for students to have an awareness of what good writing consists of they must be enriched with good literature. Due to time constraints, it is highly recommended these books be read aloud daily outside of the Writers Workshop. Students need to hear and enjoy these books at least a few times before they are used in a mini lesson. The teacher will have chosen which books to use for this unit of study.

Spelling and other conventions are addressed during the skill block of the Language Arts program. To strengthen the students' awareness of vocabulary and spelling, a "Word Wall" and print rich environment should be visible in the classroom.

Charts that are outlined in this unit are only examples of key ideas that need to be incorporated and generated by the students. Charts are developed initially and then added to over time. The charts and rubric created in this study need to be posted and used as a reference throughout this unit.

Some lessons for second language learners and students in Spanish or English Immersion Programs may need to be repeated and adapted. For those learners more emphasis on developing student vocabulary and providing written models may be necessary.

Conferring Time is an excellent time to best meet individual or small group needs. The establishment of individual writing goals can help both the student and teacher to develop a sense of priority and continuity.

Teaching Objectives:

To have students develop:

- * skills to work independently and interdependently
- * the habits of a writer
- * how to listen and read like a writer
- * an enriched vocabulary



Reasons for Focusing on Writing Habits:

- * Allows for the rituals and routines in Writers Workshop to be firmly established in the classroom.
- * Allows for the development of initial skills and strategies that lead to independence
- * Allows for a focus on oral and written fluency
- * Allows for students to see authors as mentors

Materials needed:

- Teacher's own notebook with teacher made entries written ahead of time
- Touchstone and/or picture books-a variety of grade level narratives
 - Guidelines for Selecting Touchstone Texts (See Appendix)
- Art supplies for student illustrations
- Student notebooks- can be 20-25 sheets of loose- leaf paper with lines and space for an illustration above (lines can be on the back); may be put in pocket folders with 3 holes, or student notebooks can be store-bought bounded books
- ABC Mini-Chart or Rebus ABC chart (for reference)
- Chart paper
- Markers
- Pencils and erasers
- Conference Binder to record conference notes of each student's progress and writing goals

Note: Please see attached rubrics for examples of end-of-unit rubrics for Good Writers (Habits of Writers) and Characteristics 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 of a section of the writing.



Lesson Sequence for Grade 1 Unit of Study:

Each week in the unit of study has a focus as well as a series of sequenced mini- lessons to follow through. Teachers need to keep in mind that some lessons will require more than one day to adequately complete with a class.

Week One: Getting Started

Lessons:

- 1. Establishing Rituals and Routines**
- 2. Retelling a Story and Quiet Time**
- 3. Keeping a Writer's Notebook**
- 4. Gathering Ideas**
- 5. The Tools we Use to Write and Baseline Writing Sample**

Week Two: Habits and Routines

Lessons:

- 1. Good Writing Habits**
- 2. Good Listening Habits**
- 3. Gathering for Author's Chair**
- 4. Getting Help During Writers' Workshop**
- 5. Personal Stories and Spelling Assistance**

Week Three: Telling Our Stories

Lessons:

- 1. Story and Picture Match**
- 2. What to do When You Think You Are Done**
- 3. Rereading Your Own Work**
- 4. Using literature to Get Ideas**
- 5. Illustration Rubric**

Week Four: Developing a Rubric and First Publishing

Lessons:

- 1. Selecting a Seed Idea and Adding Details**
- 2. Writing Habits Rubric**
- 3. Continue to Develop Writing Habits Rubric**
- 4. Revision and Descriptive Language**
- 5. Publishing Our First Piece**

Week Five: Learning the Writer's Craft

Lessons:

- 1. What Makes Good Writing**
- 2. Sequencing of Events**
- 3. Good Beginnings**
- 4. Good Endings**
- 5. Positive Responses to Writing**



Week Six: Growing as a Writer

Lessons:

- 1. Response Partners**
- 2. Characteristics of Good Writing Rubric**
- 3. Finishing the Good Writing Rubric**
- 4. Planning and Drafting**

Week Seven: Publishing a Second Piece of Polished Writing

Lessons:

- 1. Revision**
- 2. Using a Rubric to Assess Your Work**
- 3. Editing**
- 4. Publishing Our Work**
- 5. Celebrating Our Writing**



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Establishing Rituals and Routines
Week One
Lesson 1

Mini Lesson Goal: To become familiar with the Writer’s Workshop schedule and how to gather at the rug.

TEKS – 1.1 ABDE, 1.2 AB, 1.2 ABC, 1.4 AB, 1.17 ADF, 1.18 CDE, 1.19 A

Rationale:

In order for students to be successful in their writing development, specific procedures and routines must be taught, practiced and reinforced at the beginning of the unit of study.

Materials needed:

- Teacher’s notebook with entries to share
- Chart paper and markers
- Single sheet of writing paper for each student

Before the Lesson:

Chart 1

This schedule is to be made on chart paper ahead of time and includes specific times for each component of the workshop. The chart can also be made in the shape of a circle/pie graph to show how the hour of Writer’s Workshop is divided into different segments.

*It is optional to have both Silent and Quiet Writing Times or just label it Writing Time

<p>Writer’s Workshop Schedule</p> <p>___ - ___ Mini Lesson at rug area</p> <p>___ - ___ Silent Writing Time at seats*</p> <p>___ - ___ Quiet Writing Time and Conferring*</p> <p>___ - ___ Closing</p>

Chart 2

This chart can be made with the students:

<p>Gathering at the Rug:</p> <p>-We sit with our legs crossed</p> <p>-We keep our hands to ourselves in our lap</p> <p>-We listen to the person talking</p> <p>-We raise our hand when we want to speak</p>
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Connection:

The pie chart or graph is like the kind of graphs you might make in mathematics and it relates to telling time on a regular clock.

Teach:

Students join the teacher at the rug area. 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 (called noticings) and interesting things. Explain that each day students will think about and write their own stories during Writer's Workshop.

Explain the structure and each component of Chart 1, the Writer's Workshop schedule; the Mini Lesson, Writing Time and Closing.

Active Involvement:

Begin to chart behaviors for Gathering at the Rug (Chart 2) This chart can be finished at 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 off to their desks to write/draw their ideas on paper.

Link:

For Lesson 1 and Lesson 2, students will use a single sheet of writing paper, with the student's name and date written on it.

Writing Time/Conferring Time:

The students write/draw at their seats. The teacher helps individual students start, and checks on the progress of each student, making encouraging comments, such as: "You're working hard as a writer. Writers work hard!" Make notes in Conference Binder of the different types of writing topics.

Closing:

At the rug, review Writer's Workshop schedule and what they did during each component of the workshop. Finish Chart 2 if needed. Students sit in a circle and quickly share what they chose to write about that day. Emphasize that they will always be able to pick their own topic.



Retelling a Story and Quiet Time
Week One
Lesson 2

Mini-Lesson goal: Students will think of themselves as writers and storytellers by telling their own stories.

TEKS – 1.1 ABCDE, 1.2 AB, 1.3 ABC, 1.4 D, 1.18 C

Rationale:

We all have stories to tell, mostly from personal experience. Telling and hearing each other's stories provide the seeds for our writing.

Materials:

- Posted charts from Lesson 1
- Chart paper and markers
- Single sheet of writing paper for students

(Make this chart with the students)

What we do during (Silent) Writing Time:

- Stay seated
- Think, imagine and WRITE
- Let your pencil “talk” for you
- Respect other writers (sh-h-h!)

Connection:

Briefly, review the schedule of Writer's Workshop (Chart 1). Have students quickly self assess how they did with regard to the Gathering at the Rug (Chart 2). Add any appropriate behaviors you expect to see.

Teach:

Explain that interesting things happen to us and we all have different experiences and stories to tell. Each day we will write, draw, and tell our stories, just like real writers. Tell a personal story by modeling the method of sharing called “turn and talk” with a selected student. Then ask students to find a partner nearby and do a short “turn and talk” and tell a short personal story using a soft, inside voice.

Active Involvement:

Have students practice “turn and talk” as storytelling. Some students then share their ideas with the class. Ask students to think about the (Silent) Writing Time and create rules that can help them work hard to write their stories. Chart the rules, like the chart example above.



Link:

Tell students to write/draw the same story they shared during the “turn and talk” time. Students go back to their seats, respecting the (Silent) Writing Time Rules.

Writing /Conferring Time:

Circulate and talk briefly with students about their ideas for writing. Use the following questions in “knee conferences” with various students. Knee conferences are conducted by bending down to the student’s level, or you may sit beside a student, to engage in conversation with the student about his/her writing.

1. How’s your writing going?
2. Tell me about your picture.
3. What is your story about?

Make notes in Conference Binder of different topics the students chose and anecdotal notes on such things as skills students have, strengths, weaknesses, etc. for later teaching points. Praise those who are focusing and respecting the (Silent) Writing Time Rules.

Closing:

Students return to the rug with their writing and sit with a partner for a “turn and talk” sharing session. Then have some students share some of the different topics that were written about. Ask students to reflect on the (Silent) Writing Time and add any additional rules to the chart.



Keeping a Writer's Notebook

Week One

Lesson 3

Mini-Lesson Goal:

Students will learn to keep a Writer's Notebook as a place to gather seed ideas for writing.

TEKS – 1.17 ABCDEF, 1.18 BCDE, 1.19 A

Rationale:

Many writers use a notebook as a special place to keep ideas for longer writing pieces, to experiment with writing craft techniques, to record “noticings” from the world around them, to pose questions, to record memories or to respond to a piece of literature. All of these kinds of entries are seed kernels for extended writing assignments.

Materials:

Student notebooks-one per child

Teacher's Notebook with teacher made entries written ahead of time

Chart paper and markers (Chart is made with students)

How to use our Writer's Notebook:

- Date every entry
- Use the front and back of the paper
- Do not erase, draw a single line through
- Make a picture to match the writing
- Reread notebook entries

Connection:

Just as the students orally shared and wrote their stories on a single sheet of paper, they can use a special notebook to record their stories, memories, observations, wonderings, poems and interesting language, all of which can become seeds that can grow into future writings. A suggested piece of literature to use as a sample is *Amelia's Notebook* by M. Moss.



Teach:

Hold your Writer's Notebook close to your heart and ask the students to guess what special thing you are holding. Share your notebook and read some of the entries. Talk about why your notebook is special and what kind of seed ideas are in it. Explain why they are called seed ideas and how they can grow into longer writing pieces.

Active Involvement:

Build a chart on Keeping a Writer's Notebook (see example above) with the student's input. Pass out notebooks and explain how they can later decorate them to be very special (optional). Then have them turn to a partner and share what they plan to write in their notebook today.

Link:

Some students may need help in thinking about a topic. Remind the students of their own stories they told and wrote about yesterday. Have them think back to the closing of Writer's Workshop yesterday when other students shared the stories they wrote about. This may spark an idea for writing today.

Writing/Conferring Time:

Students return to their seats, label their notebook with both their name and the date and then begin writing. Call their attention to the items just charted on how to use their Writer's Notebook.

Observe and praise those who are using their notebook appropriately and observing the (Silent) Writing Time rules. Circulate and conference with students you have not conferenced with earlier. Some sample questions to use are:

1. How's your writing going?
2. Tell me about your story or picture.
3. What is your story about?
4. What else can you add to your story?

Select a few notebooks that demonstrate the appropriate use of the notebook as noted on chart to be shared during the Closing.

Closing:

Students return to the rug as the teacher praises those who are following the Gathering Zone Rules. The teacher shares some notebooks that were used appropriately. Point out the different kinds of entries, including pictures, that were recorded. Remind students how special their notebook will become to them. (Students can decorate notebooks later or at home.)



Gathering Ideas Week One Lesson 4

Mini-Lesson Goal: Students will learn strategies for gathering ideas to write about in their Writer’s Notebook.

TEKS – 1.19 AC, 1.18 BCDEF

Rationale:

Sometimes writers get stuck for an idea. Many writers keep lists of possible writing topics. Other writers get ideas from books they read. Still other writers get ideas from making observations about the world around them or from experiences they’ve had.

Materials Needed:

- Large chart paper and markers
- Chart: With four boxes: (make boxes big enough to write in)
- (Prepare chart ahead of time but complete with students)

Ideas for Writing

What happened . . .

Reminds me of . . .

Something from my own life Something I know a lot about Something I notice or that is important (at home, at school, etc.) Something that makes me happy/sad	

Connection:

Talk about keeping a notebook and how ideas for writing come from our own life. Tell the class about some of your noticings, things you have found interesting from books and from people you have talked with and included in your notebook.

Teach:

Explain how ideas come from our own lives-something we know, something that is important to us, something that we know how to do and something that makes us feel sad or happy. Begin the chart by writing a few ideas under the appropriate headings.
 E.g.: our families, our friends, school, how to play soccer, a rainy day

Active Involvement:

Elicit ideas from the students and add ideas under the appropriate headings. Explain how the chart will be on the wall as a resource for anyone who needs an idea for their writing. (This chart should be added to over time.)



Link:

Tell students they can choose an idea from the chart or another idea of their choice. Ask some students to share their ideas with the group.

Writing/Conferring Time:

Students return to their seats, locate their notebook and then begin writing.

Circulate and conference with students you have not conferenced with previously. Some sample questions to use are:

- 1 How's your writing going?
- 2 Tell me about your story or picture.
- 3 What is your story about?
- 4 What else can you add to your story?
- 5 How could you use the chart to help you with an idea?

Closing:

End writing time by having students return to the rug, bringing their Notebooks with them, as the teacher praises those who are following the Gathering Zone Rules. Use a “popcorn” share strategy where each student will briefly share the topic they wrote about today in their Notebooks.



Baseline Writing Sample and Tools for Writing

Week One

Lesson 5

Mini-Lesson Goals:

Students will understand the how the writing materials are organized in the room and how to use them during Writers' Workshop.

Students will compose a piece of writing to be used as a Baseline Writing Sample for their Writing Portfolio.

TEKS – 1.1 ABD, 1.3 ABC, 1.4 ABC, 1.18 BCDEF, 1.19 BC

Rationale:

In order for Writers' Workshop to run smoothly and effectively, individual writers must be able to find and use any materials or tools they might need independently.

Baseline writing samples are used to measure growth in students as authors and writers. The sample, written on the same subject, is given three times during the year: beginning, middle and end. Writing on the same subject ensures continuity and fairness in judging the actual growth in writing skills and development of individual students. A baseline writing sample should be given without formal instruction, other than to briefly discuss the topic as a pre writing activity.

Materials:

- Writing paper (with lines and space for an illustration)
- Items for making illustrations
- Pencils/pens/markers/crayons
- Storage bins/baskets/boxes for writing folders or notebooks
- Any other supplies needed for writing time

Before the Lesson:

Establish the location of supplies and materials for Writers' Workshop in your classroom. Consider the procedures needed for students to access and return the materials at the end of Writers' Workshop.



Connection:

Explain how they will be growing as a reader and writer this year and that you would like to see how they can write today without any help from the teacher or their friends. Today will be very different from the Writer's Workshop schedule and that it will also occur at two other times in the school year- in the middle and at the end of the year. Explain that you want to see how they grow as a writer and by asking them to write alone today and then two other times in the year, you can see their growth.

Teach:

Model for the students how to properly access and use the various supplies and materials for writing. Point out where each item is to be stored and how it is to be used. Have 2 or 3 students practice accessing and returning materials in a fish bowl demonstration so that all students understand the expected procedures.

Dismiss students one at a time to get a piece writing paper, a pencil and any other supplies they will need for illustrating their story. Explain how they will be asked to write a story about something that happened with their family. Tell them that they may also make an illustration for their writing piece if they choose.

Writing Time:

Send students back to their seats to write and illustrate. They can use the entire Writer's Workshop period to complete the assignment. Collect when done for later scoring and analysis of strengths and limitations.



Good Writing Habits

Week Two

Lesson 1

Mini-Lesson Goal:

Students will begin to think of themselves as writers and understand what good writing habits are.

TEKS – 1.4 ABC, 1.17 ABCDEFG, 1.18 BCDEF, 1.19 ACDE, 1.20 ABCDE

Rationale:

Good writers use specific writing behaviors, or habits, that help them write well. As teachers, we want our students to notice and emulate these behaviors so that they will become good writers also. It is important to capture on a chart the observations students have about what good writers do. The chart will be an on-going creation in the classroom that will serve as a guide and learning tool for the students.

Before the Lesson:

Spend some time researching a favorite author or an author of one of the Touchstone Texts you’re using during this unit of study. Try to find an interview with the author where he/she talks about the writing habits or routines he/she follows. Use this as background information to share with your students.

Generate your own list of expected writing behaviors or habits. Use the sample chart as a stimulus for ideas or talk to a colleague to get his/her ideas as well.

Materials:

- Favorite author, his/her photo, an interview (if possible) and a selection of his/her books
 - Chart paper and markers
- Chart is an example and not all items will be on chart initially but can be added over time. (Chart is to be made with students)

Good Writing Habits
<ul style="list-style-type: none">• Write every day in our Writer’s Notebook• Try out new ideas in our Notebook• Get ideas from each other, from books, from noticing the world around us• Write quietly during Silent Writing Time• Work hard• Sometimes write with a partner• Read lots books



Connection:

Share a favorite author's books and photo and talk about how hard the author had to work to write and illustrate so many different books. Talk about why this author is so special. Share some of his/her writing habits from the author interview. Talk about the similarities between the author and the kinds of writing experiences you've had so far in your classroom, such as writing daily, writing about personal experiences, etc.

Teach:

Talk about what it takes for an author to write so many books. You can also talk about your own writing habits. Tell the students that you are going to create a chart together that lists what good writers do. It will be a tool to use during Silent Writing Time to help the students become better writers.

Use the following questions to elicit responses to record on the chart.

- 1 What do we do every day during Writer's Workshop?
- 2 Where do we keep our writing ideas?
- 3 Do we always work alone?
- 4 What happens at the end of Writer's Workshop?
- 5 What are some ways we make our writing better?
- 6 How do we make our writing the best it can be?

Active Involvement:

Chart together the habits of good writers, i.e. what good writers do. The chart should be in the students' own language. Chart can grow longer, over time, as more discoveries are made about their own writing habits.

Link:

Remind students to practice using the good writing habits just discussed and recorded on the chart tablet.

Writing/Conferring Time:

Students return to their seats, locate their notebook and then begin writing. They may be finishing a previously begun piece or starting a new story.

Circulate and conference with students you have not conferenced with previously.

Periodically call attention to a student who is demonstrating some of the writing behaviors the students identified and wrote on the chart. Make notes in conference binder on these students for later reference.

Closing:

End writing time by having students return to the rug, bringing their Notebooks with them, as the teacher praises those who are following the Gathering Zone Rules. Use a "popcorn" share strategy where each student will briefly share one of the good writing habits he/she used today during Silent Writing Time.



Good Listening Habits

Week Two

Lesson 2

Mini-Lesson Goal:

Students will develop good listening habits and learn the procedures for Author’s Chair.
TEKS – 1.1 ABCDE, 1.2 AB, 1.3 ABCE, 1.4 ABC

Rationale:

Talk about how important it is to become a good listener so one can get new ideas for writing as well as learn new things from others. Good listeners are also respectful of their classmates.

Materials:

- Simple, easy to read book
- Writing Habits Chart from Lesson 6
- Chart paper and markers
- (Chart is to made with students)

What Good Listeners Do:

- Listen to learn
- Listen with our ears, our brains and our heart
- Look at the speaker to show respect
- Be prepared to make a connection and ask a question

Connection:

Review with students what good writers do. Explain how the Author’s Chair is also a place during the Writer’s Workshop where the students can practice being good listeners.

Teach:

Tell students that they will be practicing their listening skills as you read the book. Read the book aloud and stop to observe how students are sitting and watching you. Praise the behavior of those who are attentive and exhibit good listening behaviors, being specific with the behaviors you want students to use. For example, you might point out students whose eyes are on you, whose hands are to themselves, whose feet are criss-cross, etc. Continue reading. Stop again to acknowledge good listening behaviors.

Active Involvement:

Discuss what they think are good listening habits and why. Chart their responses. Ask them to think about what they will write about and then turn to a partner and listen to their writing idea for the day and then share their idea.



Writing/Conferring Time:

Students return to their seats, locate their notebook and then begin writing. They may be finishing a previously begun piece or starting a new story.

Circulate and conference with students you have not conferenced with previously. Periodically call attention to a student who is demonstrating some of the listening behaviors the students identified and wrote on the chart. Make notes in conference binder on these students for later reference.

Closing:

End writing time by having students return to the rug as the teacher praises those who are following the Gathering Zone Rules. Suggest that students think about all the good listening habits they noticed during the time you read the book and while they were writing. Take volunteers to share out some of the habits observed and add to the chart if appropriate.



Gathering for Author's Chair

Week Two

Lesson 3

Mini-Lesson Goal:

Students will learn the routine for gathering daily to share their writing.

TEKS – 1.1 ABCDE, 1.2 AB, 1.3 ABCE, 1.4 ABC, 1.5 ABC, 1.9 AC, 1.18 C

Rationale:

Sharing his/her writing in a special way helps the student see the purpose for writing, celebrate the process and the effort and helps develop a community of writers and authors.

Materials:

- Chart Tablet and Markers
- A special chair designated as “Author’s Chair”

Connection:

Tell students that real writers write stories and books to be read and enjoyed by people like us. They write for an audience. Real writers also have many opportunities as they develop a story to share it with others in order to get more ideas for additions or changes. In Writers’ Workshop the students will have a special time at the end of the writing time when they will have a chance to share their stories with their classmates. They will listen to each other’s work, make some comments about it and ask any questions they might have about the piece.

Teach:

Explain to students that they will create a chart of how Author’s Chair will work.

Active Involvement:

Ask students for ideas on how they might gather, share and respond to their classmates’ stories. Record responses on the chart tablet, guiding the discussion so that the following suggestions are included:

- Walk quickly and quietly to the rug to find your place
- Use good listening habits
- Give the author a compliment on his/her writing
- Ask questions we might have about the story
- After the author reads his/her story, show our appreciation (clap, thumbs up, etc.)



Link:

Tell the students that during silent writing time you'll be speaking with and choosing some writers to begin Author's Chair today.

Writing Time:

Send students back to their desks to begin writing or drawing their stories for the day. Circulate and conduct "knee conferences" using the following questions.

- How's your writing going?
- Tell me about your story.
- Do your words and picture match?
- Could you add more details to your story?

Closing:

End writing time by calling students back to the rug. Praise those students who are following the Gathering Zone rules. Remind students to look at the chart created earlier for the procedures for Author's Chair.

Have the one or two students pre-selected to share, sit in the Author's Chair. With the first student, model the kinds of responses you want students to give during Author's Chair, such as "I like the way you included details in your story," or ask a relevant question that would help the student clarify or extend his/her story.



Getting Help During Writers' Workshop
Week Two
Lesson 4

Mini-Lesson Goal:

Students will continue to share their stories and learn ways to get help during Writers' Workshop.

TEKS – 1.1 ABCDE, 1.2 AB, 1.4 AB, 1.9 AC, 1.18 C

Rationale:

Often the teacher is conferring with other students and cannot get to every child right away when they need help or have a question. So that students begin to develop independent problem solving strategies, it is important to establish alternatives to waiting for the teacher to come to the student.

Materials:

Example of a “teacher made” short, **unfinished** notebook entry **made ahead of time** on chart paper

*Optional-prepare 5X7 colored cards with student name on one side and “I Need Help!” on the other side for each student

Chart and markers

(Make this chart with the students)

Getting Help During the Writer's Workshop
<ul style="list-style-type: none">• Use classroom charts• Use the Word Wall• Use mentor author books• Put colored help card on table• Ask a neighbor

Connection:

The teacher shares a story from his/her personal life and asks students if they have a short story they would like to share with the group.



Teach:

The teacher shows students an unfinished notebook entry, based upon the story just shared and reads it aloud. Talk about how sometimes we don't know a word, how to spell it or say it in a certain way. Talk about how important it is to be able to find a way to work through the problem so we can continue with our writing. Explain that when the teacher is having a conference or helping another student, it is important to find ways to get help. Stress that one of the goals of Writer's Workshop is to become independent writers.

Active Involvement:

Together brainstorm and chart ways of getting help when the teacher is not available. If you use the colored cards, pass them out and have students keep them in the pocket folder notebook until they need the help.

Writing/Conferring Time:

Students return to their seats, locate their notebook and then begin writing. They may be finishing a previously begun piece or starting a new story.

Circulate and conference with students you have not conferenced with previously. Periodically call attention to a student who is demonstrating some of the "getting help" behaviors the students identified and wrote on the chart. Make notes in conference binder on these students for later reference.

Closing:

End writing time by having students return to the rug as the teacher praises those who are following the Gathering Zone Rules. Suggest that students think about all the "getting help on your own" behaviors they noticed during silent writing time. Take volunteers to share out some of the habits observed and add others to the chart if appropriate.



Personal Stories and Spelling Assistance

Week Two

Lesson 5

Mini-Lesson Goal:

Students will tell more personal stories and learn how to use the Word Wall as a writing tool.

TEKS – 1.4 ABCD, 1.19 AC, 1.18 CDEF

Rationale:

Students need to learn independent strategies for seeking assistance with spelling questions and problems.

Materials:

Word Wall Display in the classroom

Chart from Lesson 4: Getting Help During the Writer’s Workshop

Connection:

Reread the “getting help” chart from Lesson 4. A Word Wall displays grade level high frequency words and word families to show spelling patterns and other specialized vocabulary as determined by the teacher.

Teach:

Using the overhead projector and a transparency sheet or on a chart tablet, demonstrate writing a sentence and using the Word Wall to find a word you don’t know how to spell. Tell students that throughout the year you’ll be adding words to the Word Wall to help improve their writing and so that they can learn new words.

Active Involvement:

Using an interactive writing strategy, have one or two students practice writing a sentence and using the Word Wall as a reference.

Writing/Conferring Time:

Students return to their seats, locate their notebook and then begin writing. They may be finishing a previously begun piece or starting a new story.

Circulate and conference with students you have not conferenced with previously. Periodically call attention to a student who is using the Word Wall as a writing tool. Make notes in conference binder on these students for later reference.

Closing:

End writing time by having students return to the rug as the teacher praises those who are following the Gathering Zone Rules. Ask for volunteers to share out some of the ways they got help with spelling and using words in their writing today.



Story and Picture Match

Week Three

Lesson 1

Mini-Lesson Goal: To show how pictures carry meaning and how they should match the text.

TEKS – 1.5 ABCH, 1.18 CDEF

Rationale:

In our own writing, when the illustration and text don't match, the story doesn't make sense and is hard to understand. This is an important concept to teach and reinforce in developing young readers and writers.

Materials:

- Touchstone Text/Picture books with great illustrations and simple text as appropriate examples
 - *Officer Buckle and Gloria* by Peggy Rathmann
 - *The Important Book* by Margaret Wise Brown
 - Books by Kevin Henkes
 - Books by Dav Pilkey
 - Books by Mem Fox
- Sample of your own writing and an illustration
- Selected student writing as exemplars

Connection:

Rereading to check for the picture and story match is directly related to one to one correspondence in learning to read. Learning this concept in writing and practicing it will reinforce good reading habits as well.

Teach:

Reread pages of the previously read Touchstone Text that clearly illustrate a strong picture story match. Talk about how this helps you read and understand the story. Point out that when the pictures and story match it's like walking hand in hand or like a baseball and a glove, they go together.

In our own writing too the story and the picture must match. Share examples of student writing that have a strong picture and story match. Read one of your own stories and draw a picture to go with it on a chart tablet or on the overhead projector as a demonstration to reinforce this concept.



Active Involvement:

Tell the students to ask themselves the following questions today as they are writing their stories. You may write them on a chart tablet or the chalkboard for reference.

1. Do my words match my picture?
2. Does my picture match my words?

Writing/Conferring Time:

Students return to their seats, locate their notebook and then begin writing. They may be finishing a previously begun piece or starting a new story.

Circulate and conduct knee conferences with students. Use your Conference Binder for conferencing points with specific students. Ask the questions, “Do your words/story and picture match? Does your picture match your words/story?”

Select one or two students who have strong examples of a story matching their pictures to share in Author’s Chair during closing.

Closing:

End writing time by having students return to the rug as the teacher praises those who are following the Gathering Zone Rules.

Refer to the previously created chart for the procedures for Author’s Chair. Invite the selected students to share their story and picture with the class.

Model again the kinds of compliment comments or questions you want students to ask during Author’s Chair. Praise those students who follow the rules for Author’s Chair.



What to do When You Think You're Finished

Week Three

Lesson 2

Mini-Lesson Goal:

Students will understand the procedures to follow when they have finished a piece of writing.

TEKS – 1.1 ABD, 1.3 ABC, 1.4 AB, 1.18 C

Rationale:

During Writers' Workshop students will be writing on self-selected topics and will be writing at different paces so that some finish their writing earlier than others. Students need to know what their options are when they have completed a writing piece so that writing time is sustained and productive for all students. All students deserve to have the opportunity to write and not be disturbed or disrupted during writing time.

Materials:

- Chart Tablet
- Markers

Connection:

Refer to the charts you created previously on Silent Writing Time, What Good Writers Do and Getting Help during Writers' Workshop.

Teach:

Explain that today you'll be creating another chart to use as a tool during Writers' Workshop. Bring students together at the rug. Have students reread the previously created charts and talk about how they use them during writing time.

Begin a discussion on the options during writing time and record student responses on a chart tablet. Ask the question, "What are some things you can do if you think you've finished a piece of writing or your story? The chart might include the following:

- Reread my story to check for the picture and words matching
- Reread my story to see if I can add some more details to it
- Start another story
- Add details to my illustration
- Check the chart on What Good Writers Do and ask myself if I have done all of those things
- Have a conference with the teacher



Active Involvement:

Students will share suggestions to add to the chart.

Writing/Conferring Time:

Students return to their seats, locate their notebook and then begin writing. They may be finishing a previously begun piece or starting a new story.

Circulate and conduct knee conferences with students. Use your Conference Binder for conferencing points with specific students. You may also use the following questions as starters for the brief conferences.

1. How's your writing going?
2. What is your story about?
3. Tell me about your writing.

As you move around the room, notice those students who are finished and using one or more of the suggestions from the chart you created on what to do when they complete a piece of writing. Praise those students using specific references to the expected behaviors.

Closing:

End writing time by having students return to the rug as you praise those who are following the Gathering Zone Rules.

Refer to the chart you created today on what to do when you're finished writing. Ask specifically selected students to share with the class what they did when they were finished with their writing.



Rereading Your Own Work

Week Three

Lesson 3

Mini-Lesson Goal:

Students will learn the importance of rereading their own writing to increase writing fluency.

TEKS – 1.9 ACD, 1.10 A, 1.18 C, 1.19 CD

Rationale:

It is essential that the students develop the habit of rereading their writing every. Good writers reread their writing many, many times. They do this to see if it makes sense, to add details or more information, to clarify something or to edit the piece.

Materials:

An incomplete notebook entry on chart paper for the lesson-**prepared ahead of time**

Markers for making corrections and adding on.

Chart-What Good Writers Do (be sure to have previously added “reread own writing” to chart)

ABC Mini-Chart

Connection:

Refer back to the chart: What Good Writers Do. Talk about how writers always reread their work and then make changes and add to their piece.

Teach:

Read your piece of writing to the class. Use a Think Aloud strategy of self-questioning to demonstrate the importance of rereading your work. For example, “I wonder if I should add something more to this piece so that it (add details that describe more explicitly). I could say . . .” Then, reread your writing with the class, orally adding any details you’ve “thought about.” Talk about how adding details help paint a picture in the reader’s mind. Then, write your “thought about” additions to your piece of example writing. Ask the class what else you might add to this piece of writing to make it better. With the class, write more, each time rereading and thinking aloud of the additions needed. Model how to use the words in the room, use the Word Wall and the ABC Mini-Chart as well.



Active Involvement:

Students will actively participate in helping you reread and revise your piece of writing.

Writing/Conferring Time:

Send students to their desks to reread all of their notebook entries and choose one they would like to work on to add more writing. Encourage students to lengthen their story and/or improve their drawing.

Circulate and conduct knee conferences with students. You may want to use the following questions to help students remember to reread and think about what to add.

1. Will you please quietly reread your story to me?
2. What could you add to the story to help the reader feel like he/she is there with you when (something took place, is happening, etc.)
3. How will the reader know from looking at this picture (where you were/what happened)?

As you move around the room, notice those students who are finished and using one or more of the suggestions from the chart you created on what to do when they complete a piece of writing. Praise those students using specific references to the expected behaviors.

Closing:

End writing time by having students return to the rug as you praise those who are following the Gathering at the Rug Rules.

Refer to the chart you created today on what to do when you're finished writing. Ask specifically selected students to share with the class what they did when they were finished with their writing.



Using Literature to Get Writing Ideas

Week Three

Lesson 4

Mini-Lesson Goal:

Students will learn that authors use books to get ideas for their writing.

TEKS – 1.19 AC, 1.18 CDEF

Rationale:

When your students can see that authors do many things to get ready to write, to plan their writing, they will begin to do some of those same things. Reading lots and lots of books can give young authors ideas for their own writing.

Materials:

Familiar books or Touchstone Texts you have read to your students
Touchstone Book to read aloud which is rich in details or relevant ideas such as the Arthur series by Marc Brown
Chart-What Good Writers Do (Writing Habits)
Chart-Things to Write About

Connection:

Reference the chart: What Good Writers Do. Talk about how authors read many books to get ideas. When authors read a book and think they might want to write about a similar idea or if a book has a particularly good beginning or ending or if there is a phrase in a book that might become a seed idea writers record these ideas in their Writer's Notebook.

Teach:

Show students some familiar books and tell them that authors often read many books before being able to write and finish the book they're working on. Tell the class how books can make us think about new things or think about in a different way something we already know. Connect these familiar books with some of the suggested categories listed on the idea chart as concrete examples.

Read aloud a Touchstone Book and model for students how reading the book sparks an idea for you as a writer. Demonstrate how to make an entry in your Writer's Notebook in reference to the book.



Active Involvement:

Using the Things to Write About Chart, add more categories (e.g. places, memories, things I do, things I see or hear, objects, people I know)

Link:

Students may spend time today during Writing Time rereading familiar books as a tool to make entries in their Writer's Notebooks.

Writing/Conferring Time:

Send students back to their desks to reread familiar books, to make entries in their Notebooks, to begin a new story or to continue working on a story previously begun.

The teacher confers with students and focuses on helping students gather ideas for writing and recording them in their Notebooks.

Closing:

Students do what is called a "popcorn share" naming their writing idea for the day and saying briefly why it was chosen. Tell students that this type of sharing is called a "popcorn sharing" and this will be used during other Writer's Workshops. Mention that what they shared are all great seed ideas for their writing today.



Developing an Illustration Rubric Week Three Lesson 5

Mini-Lesson Goal:

Students will help create an Illustration Rubric to use as a tool to improve their writing.

TEKS – 1.22 ABC

Rationale:

A rubric is a set of criteria that students use in order to evaluate and improve their work, whether it is a story or an illustration.

Materials:

- Chart Tablet
- Markers
- Touchstone Texts to use as examples of the characteristics you want students to use for their illustrations

Connection:

Review other charts you've created and explain that today you'll be creating a rubric chart that will help them improve their drawings.

Teach:

Divide the Chart Paper into four columns and place the heading titles (suggestions are: Super, Good, Okay, Needs Improvement) at the top of each column. Ask the class to look at the chart and the headings and decide on what characteristics or attributes would make a "Super" illustration. List these attributes down the side of the paper. Include no more than five. These might be, "details, use of color, space on the page, etc. Use Touchstone Texts as models to come up with the various attributes. Then, fill in the attribute squares under the "Super" column with phrases that describe the degree to which the attributes are evident in a drawing.

Once you've completed the "Super" column, move to the "Needs Improvement" column and continue the same process for filling in the attribute descriptions. Then complete the two middle columns.

Note: The development of this rubric will probably take two days to complete.



Active Involvement:

Students contribute ideas for the attributes and descriptors.

Writing/Conferring Time:

Send students to their desks where they will take one of the drawings in their Writer's Notebook out to compare with the class generated Illustration Rubric.

Circulate around the room helping students examine their drawing and use the rubric to evaluate the quality of their work. Encourage the students to make changes to their drawing so that it will meet the higher standard.

As you conference with students, select two or three students whose illustrations meet one of the top rubric categories or whose drawings were changed to meet the standard to share during Author's Chair.

Closing:

End Writing Time by asking the students to return to the rug for Closing. Have the selected students share their illustrations during Author's Chair. Point out again how to use the Illustration Rubric to improve their drawings.



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Selecting a Seed Idea and Adding Details

Week Four

Lesson One

Mini-Lesson Goal:

Students will select a Seed Idea for Publishing

TEKS – 1.22 AC

Rationale:

Students need to understand that all writing in the drafting phase can yield some pieces that are put away and a few that are published. Helping students understand the selection for publishing process is what is important.

Materials needed:

- Teacher’s notebook with varied entries
- Small “sticky-notes” (post- its)
- Student’s Writer’s Notebooks

Connection:

Let the students know you’ve noticed they have been learning a lot about writers and writing. They are now ready to publish their first piece of writing in first grade!

Teach:

Gather students at the rug area and invite them to bring their Writer’s Notebooks with them. Tell students the day has come for choosing a “seed” idea to publish. Explain that the entries in their notebooks are like seeds from a plant. Some will be chosen to grow, like seeds, into published works for others to read. Notebook entries, like seeds, need work and care in order to grow. They will choose one entry they are willing to work on for the next few days. This can either be called “polishing a piece” or “revising and editing a piece”.

Model with your notebook how to choose an entry. Do this by rereading entries and thinking aloud:

- E.g. “Oh, I remember when I wrote this one.”
- “Wow, I wrote a lot about that!”
- “That was a special one.”

Talk about why the entry is important to you and think aloud how you might add more details to the piece to make it better. Mark the entry with a sticky- note. Talk aloud about what is involved in the process of polishing, or revising, and how to make those changes. Emphasize that polishing or revising is not “just copying the piece again.”



Active Involvement:

Students will reread their Notebook entries and select a piece to work on for publishing.

Writing/Conferring Time:

Have students reread entries in their Writer’s Notebooks and choose one to work on for publishing. Students should mark their entry with a “sticky note”, then tell a partner which entry they plan to polish/revise and publish and why. Tell students to think about how they will add more to their writing to make it better. Explain that in the next few days when they feel they are ready to “publish”, they will rewrite their polished/revised piece onto a clean sheet of paper. Their illustration can be the last step before the piece is finished.

The teacher continues with confer with students on selection, adding details and conventions as needed. You may use the following questions to help students select and revise their piece of writing for publication.

1. What part of your story do you like best and why?
2. Do you have enough information? Not enough? What can you do?
3. How does this piece sound when you read it quietly out loud to yourself?
4. Show me the part that is most (exciting, funny, important, etc.)
5. What else can you add to your story?
6. What do you need help with?

Closing:

Do a “Popcorn Share” on which piece they chose **or** what they did to improve their selected piece that day (e.g. added details, fixed words, made it clearer, etc.)



Writing Habits Rubric Week Four Lessons Two and Three

Mini-Lesson Goal:

Students will work with the teacher to create a rubric that uses the attributes from the chart What Good Writers Do (Writing Habits). Rubrics should be in the student's language.

TEKS – 1.22 ABC

Rationale:

In order to conceptualize a writerly life, students need to learn and practice the habits good writers use. Developing a rubric to show what good writers do helps establish the routines and standards for writing development in your classroom.

Materials:

Chart: What Good Writers Do (Writing Habits)

Large chart paper to build rubric and markers

Illustration Rubric

Connection:

The teacher talks about how the students are growing as writers and the great writing habits they show consistently in Writer's Workshop. Review the chart: What Good Writers Do from Week 2.

Teach:

Talk about how a rubric is like a chart that can help us see what our strengths are and gives us an idea on how we can improve. Explain that they will be working together on a rubric showing good writing habits. The class will have to decide together what to call the different headings of the rubric (e.g. WOW, Great, Needs Work, Getting Started)

Divide the Chart Paper into four columns and place the heading titles at the top of each column. Ask the class to look at the chart and the headings and decide on what characteristics or attributes of a "Wow" writer, or what a Wow writer does. List these attributes down the side of the paper. Include no more than five These might be write, write about . . ., reread to . . ., talk and listen to other writers, revise, etc. Then, fill in the attribute squares under the "Wow" column with phrases that describe the degree to which the attributes are evident or observable.

Once you've completed the "Wow" column, move to the "Getting Started" column and continue the same process for filling in the attribute descriptions. Then complete the two middle columns.

Note: The development of this rubric will probably take two days to complete.



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Active Involvement:

Students and teacher work together to label the headings of the rubric and then decide on the descriptors for each cell.

Link:

Review the Illustration Rubric created earlier as a model.

Writing/Conferring Time:

Students go off to seats to continue polishing/revising their selected pieces for publishing.

The teacher holds many short conferences that focus on one or two areas for the student to improve on. When students are done polishing/revising, they can begin their clean copy and the illustration.

Closing:

End the Writing Time by gathering students together at the rug. Review the Writing Habits Rubric and ask for volunteers to share the behaviors or actions they took today that would characterize them as Good Writers.



Revision and Descriptive Language

Week Four

Lesson Four

Mini-Lesson Goal:

Students will better understand the meaning of revision by learning to use descriptive language.

TEKS – 1.19 CD, 1.18 CDEF, 1.20 ABC, 1.21 AB

Rationale:

Revision in writing is different from editing. Revision means “revisiting or reviewing” the piece to make it better. Editing is analogous to proofreading for convention errors. When you revise you may reread the writing on your own or with a partner, clear up confusion, add or take out information or details, use different words, or move things around.

Materials:

- Chart Tablet
- Markers
- Other charts created as tools for writing

Connection:

Remind students about the lesson when they selected their piece of writing to publish and how you showed them how to add details or more information to their writing.

Teach:

Tell the students that today they’ll be learning some different ways to make their writing better. This is called using descriptive language. You’ll be creating several charts that will be added on to throughout the year. Start by writing the word “nice or good” at the top of a chart paper. Use a simple sentence as an example, “We had a nice time at the park.” Ask the students to brainstorm with you other words they could use that mean the same as “nice or good.” List these on the chart paper and explain that they can use the words on this chart when they reread and revise their writing to make it better for publishing

Continue this same charting process to create charts for sensory words, color words and action verbs and other descriptive adjectives.

Link:

Tell students that today during Writing Time you’ll be conferencing with them as they revise their writing to use some of the words from the charts you’ve created together.



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Writing/Conferring Time:

Students go off to their seats to continue polishing/revising their selected pieces for publishing.

The teacher holds many short conferences that focus on one or two areas for the student to improve on. Remind the students to use the charts to help them write more descriptively. When students are done polishing/revising, they can begin their clean copy and the illustration.

Closing:

End the Writing Time by gathering students together at the rug. Review the Descriptive Writing Charts and ask for volunteers to share some of the ways they used them to improve their writing today.



Publishing Our First Piece

Week Four

Lesson Five

Mini-Lesson Goal:

Students will publish and celebrate their first finished piece of writing.

TEKS – 1.19 ACD

Rationale:

Publishing is the motivating force that keeps writing exciting. It allows children to write for a variety of audiences and to try various writing craft techniques. Publishing provides a purpose for revising and editing. Publishing helps build pride and confidence in writers and truly invites students into the writerly life.

Materials:

- Selected student writing pieces
- Art or bookmaking supplies (optional)

Connection:

Students have been working on revising their selected piece of writing and drawing an illustration to go with it now for a few days. It is time to formally publish and celebrate their writing efforts.

Teach:

Gather the students together on the rug and explain that today they will finish making any changes to their selected writing piece and illustration, and have a chance to formally publish their work by sharing it in Author's Chair. Review the rules for Author's Chair from the chart created previously. Model the kinds of responses you want students to make when a class member shares his/her writing. This might include how to give a compliment, "I liked _____ in your writing/picture." You may also want to model how to give a positive non-verbal response such as applause, thumbs up or high five signs.

Active Involvement:

Students will make final changes to their writing and/or practice reading their story to share during Author's Chair.



Writing/Conferring Time:

Have students return to their desks to work on the finishing touches of their selected writing piece and illustration. Set a shorter time limit today for Writing Time. If students have finished revising their writing, they may practice alone or with a partner reading their story.

Closing:

End Writing Time by gathering the students at the rug for Author's Chair. Review the chart rules for Author's Chair and quickly remind the students about how to listen respectfully and how to respond when an author finishes reading his/her work.

Follow the established rules for Author's Chair so that all students have an opportunity to share their first published piece of writing.



What Makes Good Writing

Week Five

Lesson One

Mini-Lesson Goal:

Students will discuss and describe the characteristics of good writing.

TEKS – 1.22 ABC

Rationale:

Good writing has many common characteristics that students need to become familiar with in order to become better writers themselves.

Materials Needed:

A previously read touchstone book that illustrates one or more of the characteristics of good writing

Chart paper with the heading “Good Writing Has...”

(The completed chart may look like this by the end of the week):

Good Writing Has ... Lots of details * A sequence of events * An ending * A beginning *

*Beside each entry on the chart, the teacher read some photocopied examples of each of the items taken from books and post them on the chart as models. These are added one at a time to the chart following Lessons 1-4 for Week 5.

Connection:

Tell your students they have been learning about and practicing the *habits* of good writers. Today, they will begin to focus on the *characteristics* of good writing; that is, what makes a piece of writing “good.”

Teach:

Refer to specific passages in a previously read touchstone book that illustrates use of details. Point out the many details that make the book interesting to read. e.g. particular words, events, descriptions of characters and places.... Tell your class that writers purposefully use lots of details to tell good stories. Begin a chart entitled “Good Writing Has:” Add the word *details*.



Active Involvement:

Have students turn and talk to the person next to them and relate some of the details they liked or remembered from the example book.

Link:

Tell students that today during Writing Time you'll be looking for their use many details in their writing. Remind them to use the descriptive language charts and familiar books as tools to help them add details to their writing.

Writing/Conferring Time:

Send students to their desks to continue writing in their Writer's Notebooks.

Circulate around the room and conduct knee conferences with students focusing on their use of details in their stories. Use your Conference Binder to make notes as appropriate. Use the following questions or statements to conference about the craft of adding specific details to your writing.

1. Can you tell me more about . . .
2. How is this _____ important to your story?
3. Show me the exciting (or other descriptor) part.
4. Can you think of a different way to say this?
5. I don't understand what you meant when you wrote . . .
6. What other words could you use to describe . . .

Select one or two students who have used details effectively in their writing to share during Closing.

Closing:

End Writing Time by gathering students back on the rug. Ask the selected students to share their writing with the class. Model a response that compliments the students for using specific details in their writing to make it better.



Sequencing of Events

Week Five

Lesson Two

Mini-Lesson Goal:

Students will learn the importance of sequencing of events in their writing.

TEKS – 1.12 CE, 1.18 CDEF

Rationale:

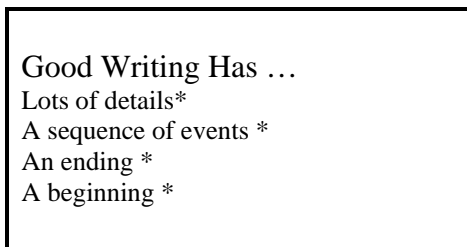
Learning to write stories with logical, sequential order is an important concept for young writers. By hearing many stories read aloud and having discussions about the sequence of events in them, they will begin to internalize this important aspect of story elements.

Materials:

A previously read touchstone book that illustrates one or more of the characteristics of good writing – focus today on sequence of events

Chart paper with the heading “Good Writing Has...”

(The completed chart may look like this by the end of the week):



*Beside each entry on the chart, the teacher read some photocopied examples of each of the items taken from books and post them on the chart as models. These are added one at a time to the chart following Lessons 1-4 for Week 5.

Connection:

Tell your students that today they will continue to learn about the *characteristics* of good writing and add to the classroom chart.

Teach:

Refer to specific passages in one or more previously read touchstone books that illustrate a logical sequence of events. Ask what the story would be like if the author had put the events out of order. Tell your class that writers purposefully put events in time order so that the story makes sense and is easy to follow. Add to the chart entitled “Good Writing Has” the words *sequence of events*



Active Involvement:

Have students turn and talk to the person next to them and retell events in logical order from the books referred to.

Link:

Tell students that today during Writing Time you'll be looking to see if the events in their stories are in sequential order. Remind them to use the descriptive language charts and familiar books as tools to help them understand correct sequence of events in their writing.

Writing/Conferring Time:

Send students to their desks to continue writing in their Writer's Notebooks.

Circulate around the room and conduct knee conferences with students focusing on sequence of events in their stories. Use your Conference Binder to make notes as appropriate.

Use the following questions or statements to conference about the craft of adding specific details to your writing.

1. What happened first, next, etc. in your story?
2. Does that make sense?
3. When did _____ happen?
4. What happened before _____? After _____?
5. Don't look at your writing, just tell me what happened in order.

Select one or two students who have events in sequential order in their writing to share during Closing.

Closing:

End Writing Time by gathering students back on the rug. Ask the selected students to share their writing with the class. Model a response that compliments the students for using sequential order effectively in their writing to make it clear and easy to understand.



Good Story Beginnings

Week Five

Lesson Three

Mini-Lesson Goal:

Students will begin to see how a good beginning or lead can make their writing more interesting to the reader and grab their attention.

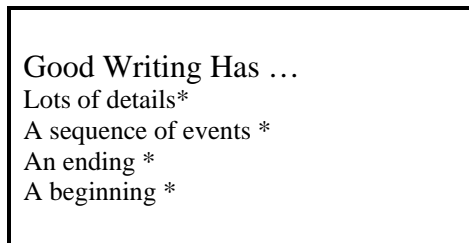
TEKS – 1.18 CDEF, 1.19 C

Rationale:

Hearing powerful beginning lines from stories read aloud or from favorite familiar books will help young writers learn to emulate the technique in their own writing. Emerging writers can become aware of how a strong lead or beginning can improve a piece of writing.

Materials:

Several touchstone books that illustrates one or more of the characteristics of good writing – focus today on strong, powerful beginnings
Chart paper with the heading “Good Writing Has...”
(The completed chart may look like this by the end of the week):



*Beside each entry on the chart, the teacher read some photocopied examples of each of the items taken from books and post them on the chart as models. These are added one at a time to the chart following Lessons 1-4 for Week 5.

Connection:

Tell your students that today they will continue to learn about the *characteristics* of good writing and add to the classroom chart.

Teach:

Refer to specific passages in one or more previously read touchstone books that illustrate strong, powerful beginnings. Talk about what it is in the writing that grabs your attention. How did the author do that? What kind of words did he/she use?



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Share some examples from student writing that begin in interesting and/or unusual ways. Model with your own writing, how to begin a story in a variety of ways. Talk about how interesting or unusual beginning lines make the reader want to read on or read more.

Add to the chart entitled “Good Writing Has” the words *good beginnings*.

Active Involvement:

Have students turn and talk to the person next to them and retell events in logical order from the books referred to.

Link:

Tell students that today during Writing Time you’ll be checking to see if the beginning lines in their story are strong, powerful or can be improved. Remind them to use the descriptive language charts and familiar books as tools to help them write great beginnings to their stories.

Writing/Conferring Time:

Send students to their desks to continue writing in their Writer’s Notebooks.

Circulate around the room and conduct knee conferences with students focusing on the beginning lines in their stories. Use your Conference Binder to make notes as appropriate.

Use the following questions or statements to conference about the craft of adding specific details to your writing.

1. Is there another way you could start your story?
2. What charts or books in the classroom could help you choose some other words to begin your story?
- 3.

Closing:

End Writing Time by gathering students back on the rug. Use the “popcorn” share strategy so that each student reads only his/her beginning line in the story they were working on today.

Remind students to use the various resources in the room as tools to help them become better writers.



Good Story Endings

Week Five

Lesson Four

Mini Lesson Goal:

Students will learn to appreciate the importance of varying the endings to their stories to make them more interesting to the reader.

TEKS – 1.18 CDEF, 1.19 C

Rationale:

Good writing needs to have a beginning, a middle, and an end. Just as the favorite books students read or love to hear read aloud have a definite story structure, so too their writing needs to have a recognizable structure. Sharing many touchstone texts that have powerful, surprising, emotional, or unusual endings will serve as models for young writers.

Materials:

A previously read touchstone book that illustrates one or more of the characteristics of good writing – focus today story endings

Chart - Good Writing Has...

*Continue to add some examples of good endings to chart started in Lesson 21

Connection:

Tell students you have noticed many of them using more details in their writing, that several are sequencing their events in their pieces and many have tried writing powerful beginning lines to grab the reader! Tell them you have noticed that many of them are having difficulty with ending their piece.

Teach:

Tell students that all good stories have endings. Use selected touchstone books to show how authors end their stories in different ways. Read aloud the different endings. You may also share other endings to stories, e.g. We had a good time, Then we went home. You may also share students' notebooks that have distinct endings.

Add *endings* to the above chart.

Active Involvement:

Have students reread previous notebook entries (either at the rug area or at their desks). Tell students to choose an entry where they could add an ending. Have them turn to a partner to share the entry where they might add that ending.



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Link:

Tell students that today during Writing Time you'll be checking to see if the endings in their story are strong, powerful or can be improved. Remind them to use the descriptive language charts and familiar books as tools to help them write good endings to their stories.

Writing/Conferring Time:

Send students to their desks to continue writing in their Writer's Notebooks.

Circulate around the room and conduct knee conferences with students focusing on the endings in their stories. Use your Conference Binder to make notes as appropriate. Use the following questions or statements to conference about the craft of adding specific details to your writing.

1. Is there another way you could end your story?
2. Let's look at how (a favorite author from touchstone text) ends his/her story as a way to give you an idea.
3. What happened right before _____? Was that all?

Select one or two students who have especially strong endings to the stories they've written to share during Closing.

Closing:

End Writing Time by gathering students back on the rug. Invite the selected students to read their stories and compliment them on the way they ended their story. Talk about the structure of beginning, middle and end for all stories again.

Remind students to use the various resources in the room as tools to help them become better writers.



Positive Feedback Week Five Lesson 5

Mini Lesson Goal:

Students will learn how to positively respond to each other's writing.

TEKS – 1.22 B

Rationale:

Students must use language that is respectful of other writers. To build a safe and secure environment, it is important to begin with compliments so that young writers will feel more trusting to share their work. You can also model compliments during Conferring Time and in Author's Chair.

Materials:

Previously read touchstone books
Students' notebooks

Connection:

Tell the students you have noticed them talking about their writing with their peers. Tell them that most writers talk about their own writing to learn what other people think and to get new ideas. This helps the writer improve his/her writing. This is called "feedback".

Teach:

Tell students that writers like to receive compliments about their work. This helps them want to write more stories people like to hear.

Read aloud the touchstone book. Model giving "I like" compliments using the book. Explain how it is important to include the reasons for the compliment. For example- "I like the details the author used"; "It makes the story more interesting to read", "I like the words (give the specific words) the writer used, because they describe how the place looked."

Active Involvement:

Have students raise their hands to give compliments about the book and their reasons. Tell students to turn and tell to a partner another compliment with reasons about the book.



Link:

Suggest to students while they are writing they share their work and use “I like” to compliment each other’s work at their desks. Tell them they will have a chance to give compliments to the writers who share during Closing/Author’s Chair.

Writing/Conferring Time:

The teacher actively models complimenting students on their work during conferences and monitoring.

Closing:

Select some students to share their writing in the Author’s Chair. At the end, debrief by asking the students how they felt receiving positive feedback or compliments on their writing.



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Response Partners

Week Six

Lesson 1

Mini-Lesson Goal:

Students will learn the procedures for meeting with Response Partners in order to get feedback on their writing.

TEKS – 1.22 B

Rationale:

Growth comes as writers struggle and grapple with ideas to say what they want to say in the way they want to say it. A writer reads his/her piece of writing and then asks for and receives feedback on the writing. Suggestions may be given, and then the writer decides how to proceed.

Having students share their writing with Response Partners helps them see that the teacher is not the only audience they write for, nor is the teacher the only one they can conference with about their writing.

Materials:

- A piece of your own writing or a sample student's writing
- Chart Tablet
- Markers

Connection:

Tell students that Response Partners, or peer talk is like the conferences individual students have with you during writing time. It is an opportunity to discuss, explore and think about your writing.

Teach:

Gather students at the rug. Tell them that they'll practice a way to have a conversation with a classmate about their writing that will help them become better writers. Explain that you'll be creating another chart with these procedures to be used as a tool during Writers' Workshop.

Have students sit face to face and knee to knee with a designated partner on the rug. Remind the students to use quiet or whisper voices. Tell them that each person will have a chance to talk during this practice time. Decide on a signal to use that will end the practice time for Response Partners. Give specific directions for students to talk for one minute with each other about a favorite book. Tell the students that you'll signal them in 30 seconds to switch partners. Remind them to use good listening skills.



After practicing Partner Talk, begin to write on the chart paper what the procedures will be for Response Partners. For example, you may list things such as:

- Sit face to face, knee to knee
- Use quiet voices
- Read my piece of writing to my partner
- Talk only about our writing
- Give a compliment to my partner
- Listen to each other
- Ask questions about my partner's writing

The teacher should then pick a student to model having a conversation about a piece of writing. The teacher asks the student to read his/her writing aloud. Then the teacher should begin giving feedback with a compliment. Remind the students to always begin the conversation with a compliment, "I liked . . . about your story." Then, model how to ask a question about the writing. "I didn't understand the part about . . ., or what did you mean by . . .?"

Active Involvement:

Students will practice the kind of talk needed for Response Partners time that will be scheduled during Writers' Workshop.

Link:

The charted procedures for Response Partners help with classroom management and help keep students focused on the writing tasks.

Writing/Conferring:

Send students back to their desks to get their Writer's Notebook. Assign Response Partners and designate a place in the room where they will sit to talk about their writing. Have students go to the assigned areas with their Notebooks. Students should select an entry from their Notebook to share during Response Partners time.

Set a time limit for Response Partners and decide on a signal that will be used to end Response Partner talk. Circulate around the room providing assistance as need with following the procedures listed on the chart.

Closing:

End Writing Time by signaling that Response Partners time is over. Have students quietly return to their desks. Ask students to volunteer to share what they liked about Response Partners talk time.



Rubric for Characteristics of Good Writing

Week Six

Lessons Two and Three

Mini-Lesson Goal:

Students will discuss and identify the characteristics of good writing by developing a rubric that will be used to evaluate their writing.

TEKS – 1.22 A

Rationale: A rubric is a set of criteria that allows students to evaluate and revise their writing or behavior. The rubric is specific to the assignment or desired behavior and is developed with the students' collaboration. Rubrics are posted in the classroom where students can easily have access to them.

Materials:

Chart-Good Writing Has... from Lessons 1-4, Week Five

Large paper for rubric and marker

Rubric from Writing Habits

(See example of rubric at the end of the unit)

Connection:

Review other charts you've created and explain that today you'll be creating a rubric that will help them improve their writing.

Teach:

Divide the Chart Paper into four columns and place the heading titles (suggestions are: Wow, Great, Needs Work and Getting Started) at the top of each column. Ask the class to look at the chart and the headings and decide on what characteristics or attributes would make a "Wow" piece of writing. List these attributes down the side of the paper. Include no more than five. These might be, "details, sequence of events, beginnings, endings." Use Touchstone Texts, classroom charts and writing samples as models to come up with the various attributes. Then, fill in the attribute squares under the "Wow" column with phrases that describe the degree to which the attributes are evident in a piece of writing.

Once you've completed the "Wow" column, move to each of the other column headings and continue the same process for filling in the attribute descriptions.

Note: The development of this rubric will probably take two days to complete.

Active Involvement:

Students contribute ideas for the attributes and descriptors.



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Link:

Review the Illustration Rubric and Good Writing Habits rubric created earlier as a model.

Writing/Conferring Time:

Students go off to their seats to continue writing in their Notebooks.

The teacher holds many short conferences that focus on the characteristics of good writing that are present in the student's writing. Record notes in your Conference Binder as appropriate.

Closing:

End the Writing Time by gathering students together at the rug. Review the Characteristics of Good Writing Rubric and ask for volunteers to share from their Notebooks a piece of writing that they think meets the standard.



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Planning and Drafting

Week Six

Lesson Four

Mini-Lesson Goal:

Students will understand the two initial stages of the writing process: planning and drafting.

TEKS – 1.18 CDEF, 1.19 ABC

Rationale:

Writing is an ongoing process that involves constant decision making by the author on how to communicate a written message. Students will begin to conceptualize the work they do during each phase of the writing process and understand the purpose for each phase. Then, through the various writing experiences at each phase, they will understand how it all comes together to produce clear, coherent written messages.

Materials:

“Sticky notes” (post- its)

Loose- leaf paper for drafting

Chart:

The Writing Process	
Plan:	*Add specific examples and info. for each
Draft:	*
Revise:	*
Response:	*
Edit:	*
Publish:	*

**Only Plan and Draft will be added to the chart this lesson and space must be left between each sub-heading so that explanations and examples can be added.

Connection:

Tell students that authors follow a process by which they create and eventually publish their writings. Remind them of the steps they followed to publish their first piece of writing a few weeks ago.



Teach/Active Involvement:

Tell students that they will follow the same process as a real author to polish/revise and publish their work, and this is called the Writing Process. Authors begin with a plan and then move on to a draft. Discuss ways authors **Plan** their writing- e.g. making a list, talking with others, rereading their entries, then add these examples to the chart. Talk about how important it is to have a good, clear plan to help us write.

Explain **Drafting** is when authors start writing once they have a good idea. Explain how important it is to get our ideas on paper so we don't forget them. Tell students drafting is adding on to a good idea and making it longer and more detailed. Explain that a draft piece of writing doesn't have to be perfect – have all the words spelled correctly, have all the sentences perfect, etc. Help them understand that once a draft is written, then they will conference with a partner and you, the teacher, to make it better.

Explain how important it is to practice each stage of the writing process many times to become better writers. Tell students that their written entries are ready to grow into longer pieces, just like seeds can grow into plants.

Demonstrate how to take a piece of selected writing, reread it and develop a plan for composing a longer draft. For example, use a piece of your own writing on the overhead to show how you might make a list of ideas to add as details to the writing. Another example might be to check the charts in the room on descriptive language and write down some of the words you could replace in your writing.

Writing/Conferring:

Students are sent off to their desks with a “sticky note” to reread their existing notebook entries and to mark the piece they would like to polish/revise.

Tell them to reread the selected entry and then make a list as a plan to use for revising their entry.

Closing:

End the writing time by gathering the students back at the rug area. Review the chart on Planning and Drafting. Ask for volunteers to talk about how they began to plan for revising their selected piece of writing today.



Planning and Drafting

Week Six

Lesson Five

Mini-Lesson Goal:

Students will understand the two initial stages of the writing process: planning and drafting.

TEKS – 1.18 CDEF, 1.19 ABC

Rationale:

Writing is an ongoing process that involves constant decision making by the author on how to communicate a written message. Students will begin to conceptualize the work they do during each phase of the writing process and understand the purpose for each phase. Then, through the various writing experiences at each phase, they will understand how it all comes together to produce clear, coherent written messages.

Connection:

This is a continuation of Lesson Four on Planning and Drafting. Today many students will be ready to begin composing a Draft of their selected Notebook entry.

Teach/Active Involvement:

Review yesterday's lesson points on Planning and Drafting. Tell students that today, during writing time many of them will begin drafting a longer piece of writing from the entry they selected to revise and publish.

Reteach the concept of **Drafting**, when authors start writing once they have a good idea. Explain how important it is to get our ideas on paper so we don't forget them. Tell students drafting is adding on to a good idea and making it longer and more detailed. Explain again that a draft piece of writing doesn't have to be perfect – have all the words spelled correctly, have all the sentences perfect, etc. Help them understand that once a draft is written, then they will conference with a partner and you, the teacher, to make it better.

Demonstrate how to take a piece of selected writing, reread it and make it into a longer draft. Use a piece of your own writing on the overhead to show how you might change some of the words in your sentences or how you might add details or new sentences to make the writing better.



Writing/Conferring:

Students are sent off to their desks to work on composing a new draft piece of writing from the Notebook entry they selected yesterday, using their plan for writing.

Circulate around the room conducting knee conferences on planning and drafting. Use some of the following questions in your mini-conferences.

1. Can you read me your original Notebook entry?
2. What ideas do you have in your plan (list) to help you draft a longer piece?
3. Where or how could you get some more information to add to this piece?
4. What else can you tell me about _____?
5. Are there some other _____ words you could use here?

You may want to select one or two students who have good examples of a plan for extending their writing or who have begun a good draft to share during Closing.

Closing:

End Writing Time today by gathering the students back at the rug area. Invite the selected students to share what and how they used their plan for composing a draft piece of writing.



Drafting and Revision

Week Seven

Lesson One

Mini-Lesson Goal:

Students will continue working on a draft piece of writing to revise and publish

TEKS – 1.18 CDEF, 1.19 CDE

Rationale:

Writing is an ongoing process that involves constant decision making by the author on how to communicate a written message. Students will begin to conceptualize the work they do during each phase of the writing process and understand the purpose for each phase. Then, through the various writing experiences at each phase, they will realize how it all comes together to produce clear, coherent written messages.

Materials:

Selected student writing

Connection:

Review the Writing Process Chart created last week. Today students will work on revising their writing.

Teach/Active Involvement:

Review the teaching points on Drafting. Reteach the concept of Revising from Week Four, Lesson Four. Demonstrate how to revise a piece of writing with one of your own on the overhead. Tell students that some of them will be ready to revise their selected piece of writing for a final time today.

Writing/Conferring Time:

Send students to their desks where they will continue to work on their selected piece of draft writing.

Circulate around the room helping students reread their writing, add details, make changes in words and sentences, examine the beginning and ending of their piece and check for logical sequence of events as appropriate.

Use the following questions as you conference with students.

1. Tell me about your story.
2. What else can you tell me about _____?
3. How could you add details to this piece to make it better?
4. Are there some other words you could use here?
5. Is there another way to begin your draft? Another way to end the piece?
6. What happened before/after _____?

Closing:

End Writing Time by asking the students to return to the rug for Closing. Have volunteer students share what and how they revised their draft writing today.



Editing Week Seven Lesson Two

Mini-Lesson Goal:

Students will continue working on a draft piece of writing to revise and publish.

TEKS – 1.18 CDEF, 1.19 CDE

Rationale:

Writing is an ongoing process that involves constant decision making by the author on how to communicate a written message. Students will begin to conceptualize the work they do during each phase of the writing process and understand the purpose for each phase. Then, through the various writing experiences at each phase, they will realize how it all comes together to produce clear, coherent written messages.

Materials:

Selected student writing

Connection:

Review the Writing Process Chart created last week. Today students will work on editing their writing.

Teach/Active Involvement:

Review the teaching points on Drafting and Revising. Explain that the final step in the Writing Process before publishing is Editing. Tell students that today they will be editing their writing by checking the spacing between their words. Demonstrate how to use your fingers to make sure you've left enough space between the words.

Writing/Conferring Time:

Send students to their desks where they will continue to work on their selected piece of draft writing.

Circulate around the room helping students check the spacing of the words in their stories. Some students may still be revising their draft. Encourage them to finish as much as possible of their story today.

Closing:

End Writing Time by asking the students to return to the rug for Closing. Have volunteer students share what and how they revised their draft writing today.



Using a Rubric to Assess Your Work

Week Seven

Lesson Three

Mini-Lesson Goal:

Students will use the Characteristics of Good Writing rubric to assess their writing.

TEKS – 1.22 A

Materials:

The rubric for Characteristics of Good Writing
Pre-selected student writing pieces with nearly completed drafts

Connection:

Tell students that authors work hard to make their writing better.

Teach:

Refer to the rubric for Characteristics of Good Writing. Remind the class that this rubric helps us to become better writers by showing us how well we are doing with each of the characteristics of good writing. Tell the class that they can improve their writing by matching it to the rubric, and seeing what their piece has and what is missing.

Using the fishbowl technique, the class watches a small group of students demonstrate how to use the rubric to assess their work. Have these students sit in front of the rubric, holding their writing. Each student takes a turn reading a characteristic from the rubric (e.g. details) and assigns himself or herself a score, and says why. Explain the scoring system of 1 as low or “Getting Started,” and 4 as high or at the “Wow” standard. The teacher explains to the class the reason for the score, e.g. “Stuart is a “4” on details, because he has lots of details.” Let the class know that since they are not yet finished with their work, they could be anywhere from a “1” to a “4.” Remind the class that the goal is for them to work hard on their writing and to use the rubric to remind them what all good writing contains.

Active Involvement:

Tell the class to bring their current writing piece to the rug area. Have them notice each of the characteristics on the rubric, one at a time, and match their work to the rubric. They can either do this by themselves or talk with a partner.

Closing:

End the class by reminding the students of all the tools they have to help them become better writers: the illustration rubric, characteristics of good writing rubric, the various charts, a response partner and you.



Publishing Our Writing Week Seven Lesson Four

Mini-Lesson Goal:

Students will formally publish and complete the second piece of published work.

TEKS – 1.18 CDEF, 1.19 CDE

Rationale:

Publishing is the motivating force that keeps writing exciting. It allows children to write for a variety of audiences and to try various writing craft techniques. Publishing provides a purpose for revising and editing. Publishing helps build pride and confidence in writers and truly invites students into the writerly life.

Materials:

- Selected student writing pieces
- Art or bookmaking supplies

Connection:

Remind students of the experience with publishing their first piece of writing during Week Four.

Teach:

Gather students at the rug area. Review with students the writing process steps they've been through: planning, drafting, revising, editing and now publishing. Review the rubrics on Good Writing Habits and Characteristics of Good Writing.

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 will be 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.

Active Involvement:

Students offer their opinions on the way they want to publish their finished pieces. 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 seats and take out the piece they've been working on. 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 student's writing and bind the pieces together to form a book.

Circulate around the room assisting students as needed with the publishing tasks.

Closing:

End writing time by gathering the students back together at the rug. Have students show and read their published writing to the class.



Celebrating Our Writing Week Seven Lesson Five

Mini-Lesson Goal:

Students will participate in a celebration ceremony of their published writing.

TEKS – 1.22 A

Rationale:

Establishing the ritual of celebrating our writing together in some public way on a regular basis builds a sense of community in your classroom. The celebrations can be large or small, formal or informal. They help support your students' growth as writers. They foster a feeling of confidence and pride in young writers.

Materials:

- Selected student writing pieces

Before the Lesson:

Invite special guests to share in the writing celebration. This may be campus administrators, an upper grade “buddy” class or parents.

Teach:

The teacher will provide a brief overview of the purpose for the celebration and pertinent background information on the writing experiences the students have had to bring them to this publishing stage.

Active Involvement:

Students share their selected piece of writing with the invited audience.

If time permits, students may take the opportunity to explain to the visitors how Writers' Workshop functions in the classroom. They may also point out the various charts that have been created as tools to help them become better writers.

Closing:

The teacher and students thank the visitors for coming to their Celebration of Writing.



Characteristics of Good Writing First Grade

	4 Wow!	3 Great (At Standard)	2 Needs Work	1 Getting Started
Details	Lots of details that help you see a picture in your mind	Some details; Picture is not clear	Might have details	Probably no details
Sequence of Events	Events are in order and flow together	Events are in order	Events are not in order	Only 1 event
Endings	Clear ending	Has an ending	Sort of has an ending	Just stops
Beginnings	Grabs the reader's attention	Has a beginning	Beginning is not clear	No beginning



Good Writing Habits First Grade

	4 Wow!	3 Great (At Standard)	2 Needs Work	1 Getting Started
Write (Take writing seriously.)	Everyday at school and at home	Everyday at school	Almost everyday	When the teacher tells me to write
Write About... (Lots of Things!)	Lots of different ideas	Different ideas	A few different ideas	Need to be given choices
Reread To... (Read my writing over and over.)	Add and make changes to my piece	Add to my piece	Sometimes add to my piece	Do not reread
Talk and Listen to Other Writers (Share ideas.)	Give compliments; sometimes ask a question	Give compliments	Talk to peers but do not give compliments	Do not talk to peers about writing
Revision (What can I do As a writer?)	Add necessary details	Add details	Sometimes add details	Need to add details



