

# Launching Writing Workshop

## Unit Introduction

### NOTE

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages. Sometimes, in the process of revising, original lessons were deleted or moved and new lessons added. Lesson numbers were not changed, but the pages were renumbered to be sequential in each unit.

### Unit Overview:

This is the first unit in the Second Grade Writing Units of Study. This unit gives you the opportunity to roll out your expectations and procedures gradually, help students build writing stamina, and re-teach as necessary. It culminates with an opportunity for students to publish a piece of writing. You may want to establish criteria for publishing.

To incorporate the Common Core State Standard W.2.6, to "use a variety of digital tools to produce and publish writing," throughout the year you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Celebration at the end of the publishing process is an important way to let students know we value their writing. It is something to look forward to and can motivate students to do their best work. Celebrations can be as simple as sharing writing with a partner or as elaborate as an author's tea with parents. It is entirely up to you. Try different ways to celebrate at the end of each unit and have a marvelous time with your students as you write together through the year.

Student Goals for this Unit:

1. View themselves as authors and members of a community of writers:
  - understand where writers get ideas
  - tell, draw, and write stories from their lives
  - share ideas and writing with peers
  - begin to identify the audience
2. Use classroom rituals and routines to establish habits of independent writers:
  - develop writing stamina
  - start a new piece when the last one is finished
  - know how to access the materials and tools in the classroom

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## Launching Writing Workshop (L1) Why Writers Write

### Minilesson Teaching Point: Why do writers write?

Teacher and students generate a list of reasons why people write.

### Standard(s):

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Materials:

- Chart paper
- Markers
- Samples of writing (cards, to do list, journals, vacation share, emails, signs, posters, recipes, directions, letters, book jackets. etc.)
- (Optional) You may want to put the poem from the connection section below on sentence strips or a poster and display. (There is a copy you can enlarge on p. L-5.)

### Connection:

*“Today boys and girls we will begin our **Writing Workshop**. Writing Workshop will be our time to think, talk, and write about our ideas. You all have amazing ideas and wonderful experiences to share. When we begin Writing Workshop, we say:*

*I have stories . . . I have pictures . . .  
And they’re sleeping in my head.  
I wake them up . . . I write them down.  
Then I share them with my friend.*

### Teach (modeling):

*Think of a time when you’ve seen someone writing. Maybe it was a time when you saw a grown-up making a list or maybe they were sending an email or writing in a journal. Maybe there was a time when you yourself were writing to a friend or making a card (get well, valentines, birthday etc.). Make a picture in your mind of the many different times you’ve seen friends and family writing. Turn and talk.”*

ELD: “I wrote a/an \_\_\_\_\_.”

“I wrote a/an \_\_\_\_\_ because \_\_\_\_\_”

“My \_\_\_\_\_ wrote a/an \_\_\_\_\_.”

“My \_\_\_\_\_ wrote a/an \_\_\_\_\_ because \_\_\_\_\_.”

*Writers, today we will start on our journey by thinking about and discussing reasons writers write. Here are some examples of writing that I brought in to share.” Share the samples you brought in pointing out specific characteristics of each. Now let’s make a list of the reasons people write.”*  
Teacher records student responses on chart paper.

### Active Engagement (guided practice):

*“Look at all of the reasons people write. As a class let’s reread the list we’ve created.*

*Be thinking about one or two you might like to try.”*

Read the web together. Turn and talk.

**Bridge to Independent Practice:**

*“Today as a class we are going to begin our journey as writers. Choose one of the ideas from the list and tell someone what you are going to write.”* Pop-up share and then send students off to write. Have paper, markers, etc. available for students to write.

**Closure:**

Bring students back together with their writing and form a circle.

*“Writers, let’s share all of the great writing we did today.”* Turn and talk.

Survey the class. *“If you made a letter today, hold it up etc.”*

Extension: At home, students can be detectives and notice people writing/examples of writing. The next day revisit the class list and add new ideas.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Quote borrowed from Denver Public Schools Website

# Writing Workshop

*I have stories . . .*

*I have pictures . . .*

*And they're sleeping in my head.*

*I wake them up . . .*

*I write them down.*

*Then I share them with my friend.*



## Launching Writing Workshop (L2) Finding Ideas

### Minilesson Teaching Point: Where do writers get their ideas?

Students understand that authors get their ideas from personal experience.

Prior to lesson, spend time each day reading personal narrative books, commenting on where the author got his/her ideas.

### Standard(s):

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Materials:

- **Pre-read** My Rotten, Red Headed Brother, by Patricia Polacco or another book that describes something that happens in the author's life
- A variety of personal narrative books, perhaps all by the same author
- Chart paper and markers

### Connection:

*"We have been reading many different books. We read (book title) by (author) and we read My Rotten, Red Headed Brother by Patricia Polacco. To get us thinking about where authors get their ideas, let's remind ourselves that many of Patricia Polacco's books are about her experiences growing up. This one was about her older brother, Richie." Review the story.*

*"Did that book remind you of someone you know? Turn and share who that person is and tell something about them." Turn and talk.*

ELD: "It reminded me of \_\_\_\_\_ because \_\_\_\_\_."

*"Today writers we will be thinking and discussing how writers get their ideas.*

### Teach (modeling):

*Authors get their ideas from things they know a lot about or things that happen to them. Think of something you know a lot about. You might be picturing your cat or dog, or a place you like to go (the beach, Goodwill, park). Picture that something in your mind and tell yourself what it is. Now turn and share with your neighbor." Turn and talk.*

ELD: "I know a lot about \_\_\_\_\_."

Share some other examples of books

### Active Engagement (guided practice):

*"As a writer I am picturing books we have read and I am thinking of many places I can get ideas. I am picturing places I've been, things I've done and people I know. Let's make a list of ideas we are thinking about." Generate a list of ideas to include: family members, hobbies, vacations, holidays, other books etc.*

### Bridge to Independent Practice:

*"Writers, today we'll be writing about someone or something you are very familiar with. Use this list to give you an idea of what to write about. Remember that knowing something well makes writing easier. Think about what you're going to write about. Now turn and talk."*

ELD: "I am going to write about \_\_\_\_\_ because \_\_\_\_\_."

Take a status of the class as you dismiss students to write. Ask children what they're going to write about.

**Closure:**

Bring students back together. As time allows, ask students to share what gave them the idea for their writing i.e. *"I got my idea from...."*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Tomie dePaola, Vera Williams, Cynthia Rylant, David Shannon, Patricia Polacco



## Launching Writing Workshop (L3a)—Topic Lists

**Minilesson Teaching Point:** Create a topic list for classroom and personal use.

Teachers and students generate a list of topics for use in writing workshop.

**Standard(s):**

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Chart paper and markers

**Connection:**

*“We have talked about why writers write and where writers get ideas. Today we are going to learn a way writers keep track of their ideas.”*

**Teach (modeling):**

*“Today, writers, we will begin thinking about and discussing **topics** (ideas) we want to write about this year. Writers, think of three **topics** or ideas you might want to write about. It could be a favorite some place you’ve been. It could be something you are really good at doing or it could be someone in your life you know a lot about. Make a picture in your mind of the things you’re thinking of. Now turn and talk about your ideas with another writer.”* Turn and talk.

ELD: *“I think I want to write about \_\_\_\_\_.*

*“I think I want to write about \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.”*

*“Writers get ideas from other writers so let’s make a list of some of the ideas you’ve shared.”*

Teacher records student responses on chart paper.

Optional: Include pictures as additional support or use a variety of pen colors.

**Active Engagement (guided practice):**

*“Writers, look at all of the good ideas we came up with. When I look at our list, I see that a lot of us came up with **topics** that go together. I noticed that we’ve included a lot of (favorites, pets, sports, people, etc.). Help me look at this list and find items that are in the same category. I’ll circle the ideas for each category in a different color. Let’s start by circling all the pets with the blue marker.”*

Look at list and circle common themes using a different colored marker for each category. Have students tell you which ones belong together.

**Bridge to Independent Practice:**

*“Writers, as you go off to write today you may want to make a list of **topics** you could write about.”*

**Closure:** *“Writers, if you made a list of topics, please hold up your list.”* Ask a few students to share a topic from the list they wrote.

**Preparation for tomorrow:** Topic web (Teacher should prepare a sample web using the categories from Day 1’s chart for Day 2’s independent practice.)

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching Writing Workshop (L3b) Topic Webs

**Minilesson Teaching Point:** Create a topic web for classroom and personal use.

**Standard(s):**

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Chart paper and markers
- Topic web template (sample follows this lesson)

**Connection:**

*“Yesterday we learned that writers make **lists** as one way to get ideas for writing. We also sorted our list into related ideas or **topics**.”*

**Teach (modeling):**

*“Today, writers, let’s go back to the **list** we made and sorted and remind ourselves of the topics we created. Instead of a **list**, some writer’s use a **web** to organize their thinking.”* Show topic web template and model, thinking aloud, how to choose a specific **topic**, placing it in the center of one of the webs.

*“When I look at our list, I see that ‘people’ is one of our **topics**, things we are interested in writing about. I will write the **topic** ‘people’ in the middle of this web.”* Point to the place you will write the heading and write it there. *“Now I am thinking of specific people I might want to write about. I will write each person on a different spoke of this web. I’m interested in writing about my mother so I’ll list ‘Mom’ here. I also think I’d like to write about my good friend ‘Janel’ so I’ll write her name here. Those are the only people I am really interested in writing about right now so I’ll leave the other spokes blank. I can add other people later.”*

**Active Engagement (guided practice):**

*“Let’s practice completing the rest of these **topic webs** together.* Distribute copies of the topic web template. Have students pick the next topic from the list. Model writing the topic on the next blank web. Engage children in a discussion about possible ideas for some of the spokes on that web, leaving blanks for them to add their own ideas later. Continue with additional webs if you feel students need it. . . *Stop and think of a **topic** you want to write about. Turn and talk.*

ELD: *“I am going to write about my \_\_\_\_\_ (person).”*

Have students share out.

*“Write your topic in the center of the next web. Now think of two or three things that are important to you about that topic that you want to share with a reader. Turn and talk.”*

ELD: *“I want to tell about \_\_\_\_\_.”*

*“Now write each of your ideas on a different spoke. Remember, you don’t have to fill all the spokes now. The purpose of this topic web is to remind you about topics you are interested in writing about.”*

**Bridge to Independent Practice:**

*“Today you may want to complete another topic web or add some more ideas to the webs you’ve already started. Before you head off to write, tell me what you will write about today.”*

**Closure:** *“Raise your hand if you added to your web. Raise your hand if you wrote about an idea from your web.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

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

## Topic Web




## Launching Writing Workshop (L4) Writing Tools

**Minilesson Teaching Point:** Introduce students to the writing tools in the classroom or writing center. *This lesson may be taught over several days explicitly modeling how to use each tool.*

### Standard(s):

**Materials:** Varies by classroom. Some examples include:

Pencils	Markers
Date Stamp	Post its
Stapler	Variety of paper choices
Glue Sticks	Crayons
Pencil Grips	Spacers

### Connection:

*“We know that writers have lots of ideas to write about but they also have special **tools**. Today I want to teach you where to find supplies you’ll need as a writer and how to take care of them.”*

### Teach (modeling): Routines vary by class

*“Every writer needs \_\_\_\_\_ to write. We keep these \_\_\_\_\_”* (name a variety of writing tools and where they can be found in the classroom).

### Active Engagement (guided practice):

Teacher will have students practice the routine for getting writing tools.

*“Let’s pretend that it’s the beginning of writing time and you’ve decided what to write about and you are ready to go to your seat. What **tools** are you going to need for writing? When I call for table helpers, the helpers will quickly and quietly gather the supplies for your table. Let’s watch and see how quickly and quietly they do this because, remember, we don’t want to waste a minute of our writing time together.”*

Demonstrate and practice the procedure you’ve decided upon for your classroom.

### Bridge to Independent Practice:

Demonstrate and practice the procedure with all of the students in the class. It is important that everyone has the opportunity to practice the procedure.

Give students an opportunity to write.

### Closure:

At the end of the writing session, practice the procedure for putting writing tools back in their place.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Lucy Calkins...Launching the Writers' Workshop Session 3



## Launching Writing Workshop (L5) Writing Folder

**Minilesson Teaching Point:** Introduce students to writing folders and how they will be used during writing workshop.

**Standard(s):**

**Materials:**

- Writing Folder for each student
- Location i.e. tub for storing writing folders
- Samples of ‘finished and unfinished pieces’

**Connection:**

“Writers you have all been writing down your wonderful ideas. Now we need a place to put your writing. Authors have a special spot to keep their writing so they know where to find it.”

**Teach (modeling): Type of folder and included items will vary according to your style and student needs.**

*“Here is the **folder** that I use to keep track of all of the pieces I’ve written. Think about the things that we’ve used in writing so far. Tell yourself one thing that might be in my **folder**. It might be something to help me with spelling or it might be something that helps me find a **topic** for my next piece. Turn and tell a neighbor something that might be in my **folder**.”*

ELD: “A \_\_\_\_\_ might be in my teacher’s **folder**.”

*“Let’s look at my **folder** to see what’s included.”*

*“I see that my **folder** has all of these great **tools** to help me as a writer but I need to add my writing pieces that I have worked on.”* Demonstrate/model putting finished work in one pocket and unfinished in the other.

**Active Engagement (guided practice):**

*“Now because you have joined the world of writers, you are going to have your own **writing folder**.”* Pass out student folders.

*“Let’s take a look at the parts (sections) of your **folder**.* Teachers may want to include: topic lists, word choice papers such as: ‘vigorous verbs and amazing adjectives’, ‘What to do Next’ list.”

Have students add their finished/unfinished pieces to their folders.

**Bridge to Independent Practice:**

Dismiss students for writing.

**Closure:**

At the end of the writing session, practice the procedure for putting pieces carefully into their folders and then putting the folders into the Writing Folder tubs.

The next day you will need to introduce the procedure for accessing Writing Folders.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching Writing Workshop (L6) Getting Started— Day 1

THIS IS AN OPTIONAL LESSON FOR EMERGENT WRITERS WHO NEED TO DRAW.

**Minilesson Teaching Point:** Demonstrate to students how to begin their writing piece.

**Standard(s):**

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Day 1 Materials:**

- Chart paper and markers

**Day 1 Connection:**

*“Today writers we will begin to think about and discuss how writers start a new piece. One way to begin is by drawing a picture. Creating a picture helps bring us back to that moment. Think of a time when you celebrated with your family, maybe it was a birthday, maybe you visited someone special, or maybe you went on a trip. Make a picture of that time in your mind and tell yourself who was there, what you were doing, what sounds you heard, and how you felt at that time. Doing this helps us get ready to write our story. Turn and talk about the picture you made in your mind.”*  
Turn and Talk

**Day 1 Teach (modeling):**

Choose a common experience to draw and then label, for example, a party, a walk, a picnic, or the zoo. *“I was picturing my last birthday party.”* Tell the students about the experience that you have chosen. Teacher draws on chart paper and labels objects and people. Be sure to model spelling for students.

**Day 1 Active Engagement (guided practice):**

*“You’ve all just heard my story about my birthday. What should I include in my picture so the reader feels like (s)he is there?”* Teacher draws on chart paper following the students’ suggestions. *“Another way to remember words that we want to include in our story is to label our picture.”* Teacher labels the picture modeling spelling strategies, for example, blending sounds and using spelling tools.

**Day 1 Bridge to Independent Practice:**

*“Today writers you will draw and label the picture you created in your mind about that special time. Writers remember to include things that will the reader feel like he or she was there.”*

**Day 1 Closure:**

Bring students back together. *“Find the person you turned and talked to at the beginning of writing workshop and share your labeled picture. Make sure you are listening to your partner. You can show you are listening by looking at your partner and keeping your hands quiet.”* Turn and Talk

**Day 1 Reflection:**

## Launching Writing Workshop (L6) Getting Started—Day 2

### Day 2 Materials:

- Labeled Drawing from Day 1

### Standard(s):

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Day 2 Connection:

*“Today writers we will use the labeled drawing we created yesterday to write sentences to go along with our picture. Let’s remind ourselves of the picture we created yesterday and what happened in the story.”*

### Day 2 Teach (modeling):

*“As a writer I want to ask myself how I want my story to begin. I know that my story happened last summer so I’m going to start my story there.”* Model writing the story including the labels from your picture. *“As a writer I want to reread my story to remind myself of what I have written and to be sure that I have included all of the information from my picture.”* Model the strategy.

### Day 2 Active Engagement (guided practice):

Pass out labeled pictures. *“Yesterday you did a great job labeling your picture. Take a minute to look at your picture and remind yourself of the story you told your partner. Now, writers, it’s time to think about how you want to begin your story. Turn and talk to your neighbor about how you will begin your story. Turn and Talk.*

### Day 2 Bridge to Independent Practice:

*“Take a minute to organize your thoughts about your picture. Tell yourself the words that you will write to match the picture. Doing this helps us get ready to write our story.”* Teacher excuses students to begin independent practice.

### Day 2 Closure:

Bring students back together. *“Find a different partner and read your favorite part of the story.”*

### Reflection:

### Resources & References: (adapted from, acknowledgments)

## Launching Writing Workshop (L7) Quiet Environment

**Minilesson Teaching Point:** Introduce the need for a quiet environment during Writing Workshop.

**Standard(s):**

**Materials:**

- Looks Like/Sounds Like Chart (include eye, ear, hand drawings)
- markers
- camera

**Connection:**

*“When writers write they need to be in a space where they are comfortable and can think about their writing and put their writing down on paper.”*

**Teach (modeling):**

*“Today we are going to get a picture of what our **writing workshop** should look like, sound like, and feel like. If \_\_\_\_\_ (principal, visitor etc.) were to walk into our room during **writing workshop**, what would she/he see.”* Make a list of things a visitor would see. *“Now let’s think about what our **writing workshop** sounds like. What would \_\_\_\_\_ hear if (s)he came into our room during writing?”* Make a list of things visitor would hear. Be sure to include quiet voices.

*“Now let’s talk about how it feels to be a part of our **writing workshop**.”* Add ideas to chart. Emphasize feelings of acceptance, success, tolerance, and listening to others.

**Active Engagement (guided practice):**

*“Now that we’ve decided what **writing workshop** should look like, sound like and feel like, we’re going to practice. Everyone will have a chance to be both the writer and observer.*

Divide class into 2 groups. The first group will write while the others look for characteristics from the chart. Have the observers share what they noticed.

Switch groups.

Review poster and add additional observations.

Take pictures of each group engaged in Writing Workshop. Pictures will be added to poster later.

**Bridge to Independent Practice:** *“Now, writers, remember what you saw, heard, and felt as you worked and as you watched others work. Let’s all work together to make our classroom a comfortable place to write.”*

**Closure:**

*“Look at everything we noticed during **writing workshop**. Tomorrow we will put into practice how we want our **writing workshop** to look, sound and feel.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching Writing Workshop (L8) What To Do When Finished

**Minilesson Teaching Point:** Introduce students to procedure for what to do when finished.

**Standard(s):**

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Poster of choices: Reread piece of writing, add on or change piece, read it to a friend, start a new story (sample following this lesson)
- A sample of writing to share

**Connection:**

*“I have noticed that there are times when some of you are unsure of what to do when you are finished with your writing. Today we will look at some choices to help guide you when you think that you’re finished with a piece.”*

**Teach (modeling):**

Look at poster of choices with students. Focus on choice one . . . reread your writing.

*“The first choice on our poster is ‘reread my writing to make sure that others will understand.’”*  
Model rereading a sample of writing by pointing to each word as you read it aloud.

*“As a writer you want to ask yourself ‘does my writing make sense...can others understand what I wanted to say?’ If it doesn’t, you need to change your story or add more details. Let’s look again at our poster of choices—‘add on or change my writing.’”*

Model adding on and changing (for example: inserting missed word, adding details, taking out a word or phrase).

*“Another choice on our poster is ‘read my writing to a friend.’ Writers often share their writing with friends for help or ideas.”* Model reading to a friend and show how to offer a compliment specific to what he/she wrote.

*“The last idea on our poster is ‘start a new piece of writing.’ You might want to use your **topic web** for a new idea.”*

**Active Engagement (guided practice):**

*“Take a piece of writing out of your folder. Let’s pretend you have just finished writing this piece and you have looked at our poster of choices. Let’s practice the first choice, ‘reread my writing to make sure others will understand it..”* Give students time to read their writing to themselves.

*“Thumbs up if you think your writing makes sense. Thumbs down if it needs some more work for others to understand your message. Now let’s practice ‘Read my writing to a friend.’ Partner up and take turns reading your piece aloud. Remember to give the reader a compliment.”*

Share out some of the compliments.

**Bridge to Independent Practice:**

*“Now it’s time to write. Make a picture in your mind of what you are going to write about today.”*

Your **topic web** can help you make a choice. I'll be watching to see what you do when you think you are finished." Dismiss students using established procedures for getting materials.

Remind students to use poster of choices as they finish a piece of writing.

After students are seated, reinforce the quiet space introduced in Launching Lesson 7: Quiet Environment. *"Remember that writers do their best thinking when they have a quiet space."* Teacher refers to the chart created in Launching Lesson 7: Quiet Environment.

**Closure:**

At the end of the writing session, survey the class to share the options that they chose from the poster. *"I saw a lot of good choices being made during writing today. Raise your hand if you reread your writing . . ."* Continue through choices listed on the poster.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**



# If I think I'm finished, I can . . .

- Reread my writing to make sure others will understand.
- Add on or change my writing.
- Read my writing to a friend.
- Start a new piece of writing.



## Launching Writing Workshop (L9) Adding and Changing

**Minilesson Teaching Point:** Introduce students to adding to their story and making changes.

**Standard(s):**

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- A previously written piece (could be the same piece used in lesson 8)

**Connection:** *“Yesterday, we learned about things to do when we think we’re finished. One of the choices is ‘reread your writing to make sure that others will understand it.’ Today we are going to learn how to add to our writing and make changes if we decide others will not understand our writing.”*

**Teach (modeling):**

*“It’s important that I **reread** my writing to be sure it makes sense and I have included the important details. As I reread, I want to keep my readers in mind and think about the questions my readers might have. I want to ask myself what else might readers want to know. What else can I add to create a clear picture of what is happening in my story? Let me show you how this works.”* Teacher rereads the previously written piece. *“After **rereading**, I often decide to add or change words. As I read this, I see that I wasn’t very specific about (my birthday cake). I want to add more information. Writers have a special symbol to remind themselves how to add information in the right place. If I want to be more specific about the (cake) I can use something called a **caret**. Using the **caret** will allow me to add more information to describe (the cake).”* Teacher models how to use a **caret** to insert another word to describe (the cake, for example, “chocolate” cake). Please be sure to model more examples of using the **caret** to add more information.

*“Another way writers decide where to add and make changes is to ask themselves ‘What questions will readers have about my writing?’ For example, ‘My reader might want to know....’”* Model questions pertinent to the example you read and how to add information to answer those questions.

**Active Engagement (guided practice):**

*“Writers, now we are going to choose a piece of writing from our folder and carefully **reread** it to ourselves in a quiet voice. As you read, ask yourself if there are any words that you need to add to help the reader understand what you are trying say. Point to the place in your writing that you are going to add a word. Then turn and talk to a neighbor.”* Turn and Talk.

ELD: *“I am going to add \_\_\_\_\_ (what kind of..., what color..., how many...)”*

*“Now read your piece to your partner. Partners, as you listen think of a question you have about the writing.”* (This is one of those times you will want to make sure each partner has a turn.)

Students read their pieces and ask questions. *“Now, writers, use a caret to insert additional information to answer your partner’s question.”*

**Bridge to Independent Practice:**

*“Today you may find a place to use a caret to add or make changes so readers get your message clearly..”*

**Closure:**

Bring students back together. Teacher asks students to turn and talk to a neighbor about what they added to their piece. Turn and Talk.

ELD: *“I added more information about \_\_\_\_\_.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching Writing Workshop (L10) Partner Sharing

**Minilesson Teaching Point: Introduce students to sharing their work with another student.**

**Standard(s):**

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- A completed piece of writing
- Poster describing your particular expectations for partner sharing (see sample on next page)

**Connection:**

*“Authors share their writing with others to help improve their writing. Today we are going to practice **partner sharing**. In a **partner share** two students talk about their writing.”*

**Teach (modeling):**

*“Today we are going to talk about what **partner sharing** looks like and sounds like.”* Teacher shares the specific **partner sharing poster** she/he prepared.

### Partner Sharing

**Looks Like:**

- *Partners decide who will go first. (Teacher and class decide how this will look.)*
- *Partners sit hip to hip while reading each other’s work.*
- *Partners listen closely to one another to be sure that they understand and speak up when they do not.*
- *Partners sit knee-to-knee while talking about each other’s writing.*

Teacher models each part with a student as their partner.

*“We have learned what **partner sharing** will look like and now we will learn what to say to each other.”* These are questions and comments you will use throughout the year when you are **partner sharing**.

**Sounds Like:**

- *“Can you speak up?”*
- *“What does \_\_\_\_\_ mean?”*
- *“I like what you said because \_\_\_\_\_.”*
- *“I wonder about \_\_\_\_\_ because \_\_\_\_\_.”*

Teacher models each part with a student as their partner.

**Active Engagement (guided practice):**

*“Writers, now it’s your turn to practice how its going to look and what you are going to say during **partner sharing**.”* Teacher partners students and walks them through the steps in the process. It is important to support students in deciding who goes first.

**Bridge to Independent Practice:**

*“Writers, be prepared to share a piece of writing with a partner at the end of our writing time today.”*

**Closure:**

Bring students back together in a circle. Have them practice partner sharing. Discuss together what went well during partner sharing.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

# Partner Sharing

## Looks Like:

- *Partners decide who will go first.*
- *Partners sit hip to hip while reading each other's work.*
- *Partners listen closely to one another to be sure that they understand and speak up when they do not.*
- *Partners sit knee-to-knee while talking about each other's writing.*

## Sounds Like:

- *“Can you speak up?”*
- *“What does \_\_\_\_\_ mean?”*
- *“I like what you said because \_\_\_\_\_.”*
- *“I wonder about \_\_\_\_\_ because \_\_\_\_\_.”*





## Launching Writing Workshop (L11) Word Choice: Amazing Adjectives

**Minilesson Teaching Point: Introduce students to word choice: Amazing Adjectives**

**Standard(s):**

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**Materials:**

- One collection of items students can look at and use amazing adjectives to describe (enough for each student to have one) such as leaves, shells, rocks, beads, scraps of fabric or anything that children can identify theirs when mixed with the others
- A small collection of items that are similar and yet have individual differences (different items than the class collection—above—or you will give away the descriptive words during modeling)
- Chart Paper
- Tape

NOTE: You may want to take your class for a leaf walk and collect leaves prior to this lesson.

**Connection:**

*“Earlier we worked on adding **details** to our writing so our readers better understand what we want to communicate. Sometimes we are trying to describe something that is not very different from something else so we need to search carefully for very specific descriptive words.”*

**Teach (modeling):**

*“Our job as writers is to create a picture for our readers. When we write a story we want our readers to have a clear picture of what is happening in the story. **Adjectives** are the words we use to describe **nouns**. **Adjectives** can be **amazing** because they can describe something so exactly that you can pick out the exact item from a collection of similar items. For example, when I went to the beach last weekend, I found some shells.”* (If you have an ELMO, you can put the shells under it and display them on the screen, if not, try to use larger shells students can easily see.) *“Here are six shells I found.”* Choose one shell and hold it up. *“Think of one **adjective** that describes this shell. Turn and tell a neighbor one **adjective** that **describes** my shell.”* Turn and Talk.

ELD: (ELL students should have a visual of adjectives to choose from.)

*“The shell has \_\_\_\_\_.”* (characteristics)

*“The shell is \_\_\_\_\_.”* (size, color ...)

Have students share some of the amazing adjectives they used to describe the shell.

*Now I am going to choose a different shell and I’m not going to tell you which one I’m thinking about. I will use **adjectives** to describe the particular shell I am thinking about.”* Write adjectives on the chart paper as you say them. Start with more general adjectives that could describe all or most of the shells and talk with students about whether or not they can identify the particular shell yet. Get more and more specific as you progress (round, flat, smooth, rough, tiny, large, bumpy, white, pink, pointy, spiral, design, spots, stripes, multiple peaks, three dots . . .). After students

have determined which shell you were thinking about, discuss which adjectives were the most helpful in determining the identity of the shell. Ask if students can think of any more amazing adjectives to describe the shell.

**Active Engagement (guided practice):**

Pass out items (different from those used above) to partners. *“Think of some **amazing adjectives** to describe the item you are holding. Tell your partner.”*

Have students share the amazing adjectives they used to describe their items. Start a poster of amazing adjectives. Encourage students to keep an amazing adjectives list in their writing folder adding to it as they find amazing adjectives in mentor texts, etc.

**Bridge to Independent Practice:**

*“Today when you are writing, pay close attention to the **adjectives** you choose. Put a line under any **amazing adjectives** you use in your writing. We’ll share them later.”* Teacher dismisses students to work on a piece of writing that will include **amazing adjectives**.

**Closure:**

Share **amazing adjectives** with a table partner. Do a “**pop up share.**” Have students share one **amazing adjective** they heard. This lesson is intended to be an introduction to adjectives

This lesson is intended to be an introduction to **amazing adjectives**. Provide opportunities over time for students to recognize and infuse **amazing adjectives** in their writing and in literature.

Future Minilessons on adjectives might include:

Choose a noun (ex. car) have class web possible adjectives to describe noun.

Mystery Bags...have class feel object in a bag. List words that describe the object.

Book Bag Detective...use independent reads have students use sticky notes to identify adjectives.

Add a Word...use sticky notes to add adjectives to “simple text” books ex. D. Crews

Continue to build class list of **Amazing Adjectives** from writing sessions.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

See Resources for Word Choice books

If You Were a Writer by Joan Lowry Nixon is an excellent resource for word choice lessons.

## Launching Writing Workshop (L13) Spelling Tools

**Minilesson Teaching Point:** Introduce students to spelling tools to use independently.

**Standard(s):**

L.2.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Materials:**

- Basket, tub or toolbox containing the spelling tools available in your classroom. You might include:
  - A representation of a Class Word Wall
  - A few books from classroom library (to demonstrate finding specific vocabulary etc,)
  - A class list of names (for taking surveys, addressing letters, etc.)
  - Theme word lists . . . i.e. family words, locations etc.(add pictures for ELL)
  - Scott Foresman ELL posters (pre-labeled)
  - Scott Foresman Amazing Words poster
- Chart paper labeled ‘Spelling Tools’
- Teacher created worksheet with four labeled sections to represent spelling tools. Pictures with labels are recommended.

**Connection:**

*“We have been using spelling strategies in our daily writing. Today writers, we’re going to talk about some **tools** we can use to help us with spelling. A **tool** is something we use to help us with a job. If you wanted to hang a picture, you use a hammer as the **tool** to pound the nail into the wall. A pencil is a **tool** you use for writing. Here are some **tools** that writers use to help them spell.”*

**Teach (modeling):**

Bring out basket, tub, or large toolbox filled with the tools for spelling. On a piece of chart paper record examples of the tools as you pull them out and explain them.

Pull out mini of class word wall. *“One of the tools we can use is the class **word wall**.”* Point out class word wall. *“For example if you wanted to know how to spell the word ‘said’ you would look at the class **word wall** and find the letter ‘s’ because it is the first letter sound in the word ‘said.’ There are a lot of words under the letter ‘s’ so we want use our spelling strategy of **stretching a word** and listen for other sounds in the word. When I say the word ‘said’ I hear a ‘d’ on the end so I look for a word that starts with the letter ‘s’ and ends with a ‘d.’”* Model locating word ‘said.’

Continue to preview each of the resources and how to use them.

**Active Engagement (guided practice):**

*“Now writers you will have an opportunity to explore these **spelling tools**. Let’s keep track of some of the words you find.”* Distribute a paper that is divided into four parts labeled with each resource. *“As you use the different **spelling tools**, write a word you find in each section. Let’s practice doing one together.”*

Put a basket or tub that contains these tools on each table.

Give students time to locate words in each of the resources.

Share with a partner.

**Bridge to Independent Practice:**

*“Writers now it’s your turn to use one of the **spelling tools** during Writing Workshop. Turn and tell your neighbor which **spelling tool** you will use today. You might want to try more than one.” Turn and talk.*

ELD: *“I will use \_\_\_\_\_ (list the spelling tool choices you presented).*

Dismiss students to begin writing.

**Closure:**

*“Raise your hand if used the word wall. Raise your hand if you used a theme list. Raise your hand if you used a Scott Foresman poster.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching Writing Workshop (L14) Let's Publish! (Optional)

### Minilesson Teaching Point:

Students will be introduced to the process of publishing a story. You will need to spend several days on the independent practice portion of the lesson.

### Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Materials:

- Poster 'How to Publish a Story'
- Publishing box or basket
- Sample of personal writing (visible for whole class work)
- Student samples ready to use with the publishing process

### Connection:

*"Writers, over the last few weeks we've been working hard at getting our thoughts and ideas down on paper. You have been writing some exciting stories that you should all be proud of. When you think you've written one of those extra special stories with words that create pictures, the next step is to publish your writing."*

### Teach (modeling):

*"Here is a poster to guide us through this process."* Read and discuss poster with students.

### Active Engagement (guided practice):

*"Writers often share their work with other writers to make sure their meaning is clear and creates a picture in the reader's mind. Today, I'm going to read you a piece of my writing and you will help me make my writing ready for publishing."*

Use the 'How to Publish a Story' poster with a piece of your writing. Emphasize reading the story with a friend and making changes.

### Bridge to Independent Practice:

*"Writers, now you will have the opportunity to publish. Look through your writing folder for a piece that you are especially proud of and would like to publish. Now share that piece with a writing partner."* Students read the piece and then make necessary changes.

Gather students back to the carpet. *"After writers have made changes to their writing, they take their writing to another person who looks at it with a fresh set of eyes. This person is called an **Editor**. The **Editor** and writer work together as a team to improve the author's writing. In our room, I am the **Editor** and I have a special place for you to put your work. While I work with a few of you each day, the rest of you will continue writing on your own. This will give each writer uninterrupted time with the **Editor**."*

**Closure:**

It takes several days to go through the editing process with each writer. As students finish with the **Editor**, they continue with the steps on the Publishing Poster.

Others continue working independently.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Lesson adapted from Literature Based Minilessons to Teach Writing by Susan Lunsford; Scholastic Professional Books

Author: A True Story by Helen Lester is an excellent resource to introduce this lesson.

# How to Publish

1. Choose a piece of writing you have completed and are eager to share.
2. Write the dedication page and the about-the-author page.
3. Read the piece with a friend and answer any questions.
4. Conference with the “Editor” (teacher or designated adult).
5. When the piece is just right, it will be typed.
6. When you receive the typed copy, it’s time to add any illustrations and make your cover.





# Launching Writing Workshop(L15a) Let's Celebrate! Day 1

## Day 1 Minilesson Teaching Point:

Celebrate the students as writers.

## Standard(s):

## Day 1 Materials:

- Student writing samples that have been revised and edited
- Photographs of students
- Bulletin board titled 'We Are Writers, Yes We Are!' or title of your own choosing
- Juice and snacks (optional) party hats☺

## Day 1 Connection:

*"Writers, over the last few days we've been working hard to **publish** our special pieces of writing."*

## Day 1 Teach (modeling):

*"As writers we have been keeping our audience in mind and now we want to share our writing with others. When an author's writing is **published**, a bookstore invites that author to come share his/her work. People come to the store for a 'Reading'. Now you are the author ready to share your piece of writing. Let's make a list of important things for us to keep in mind as we are sharing."*

Brainstorm list to include: reading in a clear and loud voice, looking at the audience, practice reading your story several times for fluency. *"These are all things for the author to keep in mind. The audience also has an important part in this 'Reading.' Let's make a list of things the audience is responsible for during the reading."* Brainstorm list to include: showing support for the author by: looking at the author, having quiet hands and bodies, attentive listening, and positive comments and questions.

## Day 1 Active Engagement (guided practice):

Teachers have students practice each role, both author and audience.

## Day 1 Bridge to Independent Practice:

Students should practice rereading pieces of writing to build confidence and fluency.

Teacher need to have a plan in mind for those few students who may have difficulty sharing their piece this early in the year. One suggestion might be to have writers practice sharing and then have a peer or teacher share the piece tomorrow.

## Day 1 Closure:

Bring students to carpet. Check in with students to see how it felt to be in the role of author and audience. Talk went well and what they might need more helpful.

**Day 1 Reflection:**

**Day 1 Resources & References: (adapted from, acknowledgments)**

## Launching Writing Workshop (L15b) Let's Celebrate! Day 2

### Day 2 Minilesson Teaching Point:

We want to celebrate the fact that we are all writers.

### Standard(s):

### Day 2 Materials:

- Divide students into heterogeneous groups of four for 'Author Circles'
- Set up room with chairs in circles...move desks aside
- Student writing samples that have been revised and edited
- Photographs of students
- Bulletin board titled 'We Are Writers, Yes We Are!' or title of your own choosing
- Juice and snacks (optional) party hats☺

### Day 2 Connection:

*"Yesterday we practiced sharing our work and being a respectful audience. Today is our opportunity to celebrate our successes as writers."*

### Day 2 Teach (modeling):

Review posters and suggestions from yesterday's closure.

*"Remember writers, today is a celebration of our hard work. It is important that we work together to be respectful and responsible so this is a safe place for all writers to share. Take a minute to tell yourself what your job is as the author. Now take another minute to remind yourself what your job is as a member of the audience."*

### Day 2 Active Engagement (guided practice):

Not applicable for Day 2.

### Day 2 Bridge to Independent Practice:

Dismiss students to their Author Circles. Set up an order for sharing.

### Day 2 Closure:

Bring students together in celebration. Share a snack if desired.

'Here's to a great year of writing!'

Talk about how it feels to be an author.

Post writing and author pictures on bulletin board.

### Day 2 Reflection:

**Reflection on Unit:**

**Day 2 Resources & References: (adapted from, acknowledgments)**

# Mentor Texts

## Launching Writing Workshop

### **Books referenced in Launching:**

Lesson 1: You Have to Write by Jane Wong

Lesson 11: If You Were a Writer by Joan Lowry Nixon

Lesson 12: The Napping House by Audrey Wood

In a Small, Small Pond by Denise Fleming

In a Tall, Tall Grass by Denise Fleming

Lesson 16: Author: A True Story by Helen Lester

### **Personal Narrative:**

#### Author Recommendations

Patricia Polacco

Tomie de Paola

Cynthia Rylant

David Shannon

Vera Williams

Aliki

# End of Unit Checklist: **Launching**

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating  <b>STUDENTS</b>		Understands where writers get their ideas	Tells, draws, and writes stories from own lives	Shares ideas and writing with peers	Begins to identify their audience	Develops writing stamina	Starts a new piece when appropriate	Knows how to access materials and tools	Engages in a quiet and productive writing space
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