

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.

The lessons in this unit are designed to establish procedures that will be used during writing workshop and to begin a narrative unit. The lessons fulfill expectations for CCSS although certain words need to be added or changed to strengthen alignment.

Current Language	CCSS Language
personal narrative	real narrative
imaginative narrative	imagined narrative
“specific” words, phrases, and clauses	“precise” words, phrases, and clauses
narrative “elements”	narrative “techniques”

To incorporate the Common Core State Standards W.4.6, W.4.8, which describes the use of technology 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.

Student Goals:

1. Students will apply classroom systems, routines and procedures of the writing workshop by:
 - Establishing habits of independent writers throughout the writing process
 - Creating and learning to use resources, and applying them to independent writing
 - Writing daily
2. Students will come together as a community of writers by:
 - Developing writing stamina in a productive, quiet writing space
 - Collaborating and responding respectfully and thoughtfully
 - Understanding where writers get their ideas (i.e. notebooks, conversations, personal experiences, mentor texts, etc.)
 - Exploring exemplary writing (mentor texts and student models)

3. Students understand that as writers they will:
 - Explore topics and ideas they find meaningful (prewriting)
 - Compose a first draft (drafting)
 - Extend and rework selected writing (revising)
 - Edit and proofread their work (editing)

Unit Overview:

Welcome to a new journey in writing!

Professional writers attribute their success to hard work over many years. The same is true for our intermediate students. We want our students to understand, from the first day of school, that writing is a process. So we begin the school year energized---ready to grow as writers and thinkers.

The goal of the Launching Unit of study is to establish routines and procedures. The unit's lessons set expectations and provide careful modeling of the behaviors in action. Students are introduced to the routines of the Writing Workshop and organization of the writing notebook. An anchor chart, "What do Good Writers Do?" begins a year-long focus on learning from mentor authors.

One of the first things we want to show students is that authors consider many topics before they write. The *Prewriting* stage of the writing process is about thinking or 'brainstorming' to generate ideas, and identifying purpose and audience. Opportunities for read aloud and discussion show that a student's own life is a great place to begin when searching for ideas. Students create an 'Idea Bank' in their writing notebooks with brainstorming lists and sketches.

One of the greatest challenges students have is narrowing their topics. Bed-to-bed stories are merely lists of events and void of any elaboration or detail. Students learn that they have many stories within a big topic. They don't need to tell everything about the topic in one story. In these lessons the teacher models how s/he narrows the topic using an inverted triangle to 'zoom in' on one specific happening.

The *Drafting* stage provides an opportunity for students to write daily. These short pieces of writing take less time and allow students to learn and practice specific writing skills and craft. Students practice writing with 'stamina' and learn strategies to apply when 'getting stuck' while writing.

Finally, the *Revising* and *Editing* lessons focus on procedures and routines that foster independent practice. Students learn that revision means taking another look at the writing and 'making changes to make the writing even better'. Lessons teach students how to follow a **Revision Checklist** as a guide in making changes to a draft. An **Editing Checklist** teaches students to take the responsibility to reread and be their own first editors. The editing list is purposefully limited in scope. Class editing develops with each unit of study; it is a tool that keeps writers focused on what they have learned. In concluding this unit, students *publish* a short piece and reflect on their experience and learning.

Launching Writing Workshop

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Teacher Resources

Scott Foresman Fourth Grade Resources

TQW – Teaching the Qualities of Writing, JoAnn Portalupi and Ralph Fletcher

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Launching Writing Workshop (L1) Why Writers Write

<p>Writing Teaching Point(s):</p> <ul style="list-style-type: none"> • Introduce students to the expectations and routines of Writing Workshop and organize Writing Notebook. • Teacher and students generate a list of why we write. • Students write baseline sample for the year.
<p>Standard(s): W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p>Materials:</p> <ul style="list-style-type: none"> • Mentor texts: <ul style="list-style-type: none"> ○ <u>What Do Authors Do?</u> by Eileen Christelow (Gr.2 teachers received this book along with the Gr.2 Writing Units of Study binder) ○ <u>Grandpa’s Scrapbook</u>, SF Below Level Reader, Unit 1 Week 3 ○ <u>The House in the Mail</u>, SF On Level Trade Book, Unit 1 • Writing notebooks and pencils • Chart paper and markers
<p>Connection:</p> <p><i>“Each day during Writing Workshop we will gather as a class to think, talk and write about our ideas. Every one of you has important ideas and wonderful experiences to share. We will use our writing to explore and share many of these ideas.</i></p> <p><i>Today we will begin learning about Writing Workshop. In our discussion we will start to think about why writers write and what good writers do. Then you will have an opportunity to write about an event from your summer.”</i></p> <p><u>Note:</u> Classroom management expectations and components of writing workshop could be explained to students at this time. See Introduction to Writing Units of Study, Grade 4 binder.</p>
<p>Teach (modeling):</p> <p><i>“Look around the classroom, do you see any writing? Writing is everywhere. We use it for many purposes and write for many audiences. Think about a time when you’ve seen kids or adults write. Let’s brainstorm a chart listing all the uses of writing and the possible audiences.”</i></p> <p>Suggested brainstorm on chart paper. Ideas generated by students.</p>

Why do we write?	Who is the audience?
To tell a story	Our friends, teachers, parents
To tell about someone	Our friends, teachers, parents
To share ideas	Our friends, teachers, parents, other students in our school
To feel better	Ourselves
To thank someone	A donor, gift-giver, friend
To teach people something	Younger students, friends, people new to your school

“We will begin our year of writing by telling stories and sharing ideas about ourselves, just like real authors do. Real authors also follow a writing process and work on a piece of writing for many days. I’m going to read aloud the book, What Do Authors Do? by Eileen Christelow. As I read, listen for times when the writer uses a writing notebook, brainstorm ideas, writes a draft and makes changes to stories.”

Read main text of What Do Authors Do? while briefly skimming over the graphics for the students. Point out occasions in the story where the writing process is followed.

“This year you will have a notebook to keep your own writing ideas as you follow the writing process. This notebook will be a place to store possible story topics, make brainstorming lists, and work on your writing. Many people keep notebooks to store ideas. These are a few examples.”

Show Grandpa’s Scrapbook (SF Below level reader, Unit 1 Week 3) and/or The House in the Mail (SF On level trade book, Unit 1). Flip through several pages of the book and/or read a few passages to demonstrate how a person uses a notebook to store thoughts as they become a writer themselves.

Active Engagement (guided practice):

Pass out notebooks and pencils to students.

Note: Teachers can set up writing notebooks many different ways. See the Introduction in Writing Units of Study binder, Grade 4.

Link to Independent Practice:

“Today we are going to begin our journey as writers and compose the first entry in our Writing Notebook. Think about an exciting event that happened over the summer. Maybe you went on a fun vacation or spent time at the park with your best friend. Turn to page one in your notebook and title it An Exciting or Happy Summer Event on the top center of the page. Then go to your Table of Contents and list An Exciting or Happy Summer Event, page 1.” (teacher models, see example)

Title	Page #
An Exciting Summer Event	1

“You will now write about your most exciting summer event, being sure to mention all the details. Try to help me feel as if I was there with you. You will need to write until I tell you to stop, keeping your pencil moving at all times! You will write for about 15 minutes.”

You can write your story into the next empty odd numbered page in your notebook, page 3. Drafts are always written on the right side or odd numbered pages. The even numbered or left side of your notebook will be used for revision. Remember to skip lines as you write.”

Closure:

Bring students back together with their writing.

“Writers, this year in Writing Workshop we will often share our ideas and stories. Sometimes you will share with a partner, sometimes with a small group and sometimes with the whole class. Today we will share just our big idea with the whole class. Let’s go around the room and share all of our exciting summer events.”

Note: Sharing expectations can be explained at this time. See notebook introduction.

Notes:

Resources & References: (adapted from, acknowledgements)

Lesson adapted from Tressa Bauer, “Writing as an Expert.”

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Launching Writing Workshop (L2) How Writers Gather Ideas

Writing Teaching Point(s):

- Establish the routines of Writing Workshop and brainstorm where writers get their ideas.
- Students understand that writers get their ideas from many different places.

Standard(s):

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Materials:

- Chart paper and markers
- Writing notebooks and pencils
- “Getting To Know All About You” handout
- I’m in Charge of Celebrations by Byrd Baylor
- The Storyteller, Scott Foresman anthology, Grade 4, Unit 1, page 21.

Connection:

“Yesterday we talked about some of the reasons we write. Today we will focus on how writers gather ideas to write about, and what good writers do with those ideas.”

Teach (modeling):

“Authors are inspired in many different ways and often get their ideas from things they know a lot about and things that happen to them. Many of the books we will read this year are about experiences in people’s lives. Some are exciting, some are sad, and many are about topics that may appear ordinary but matter to the author in some way. As we read these books throughout the year, always think about your own life and the stories you could tell.”

Read I’m in Charge of Celebrations by Byrd Baylor (or The Storyteller). Teacher models the thinking process while reading. For example, s/he may share a memory sparked by a description in the book. Be sure to point out Byrd Baylor’s description of something worth a celebration, ‘your heart will POUND and you’ll feel like you’re standing on top of a mountain and you’ll catch your breath like you were breathing some new kind of air’.

Active Engagement (guided practice):

Pass out “Getting to Know All About You” worksheet.

“Like the character in I’m in Charge of Celebrations we all have seen things or had experiences that leave our heart pounding. The ‘Getting to Know All About You’ chart is a tool that will be a part of the Idea Bank in your writing notebook. The Idea Bank is a safe place to store all of your ideas for possible stories and then grab those ideas when you need a topic for a new story. The Idea Bank will be filled with lists, sketches, and short writes.”

Teacher models completing the ‘Getting To Know All About You’ chart. Display worksheet on the overhead or document camera.

Model and think aloud as you begin to complete a section: i.e.,
*“I’m going to write down a couple words for each section. This will help me remember some ideas later, when I’m ready to write.
I’ll start here with, ‘I was so happy when’ . . . This section reminds me of the time that. . .”* (jot down an idea or two and give a brief explanation).

Save teacher handout for modeling in Lesson 4.

Link to Independent Practice:

“Now it’s your turn to fill out a chart which tells all about you. You will save this chart in to your Idea Bank to use for future story ideas.”

Students fill out 2-3 ideas per box. Teacher circulates and monitors student progress.

Chart is glued/taped in to the Writing Notebook, dated, and listed in Table of Contents when done.

Closure:

“Now that we have many potential ideas to write about, let’s discuss what good writers do with those ideas. We will be creating a chart to hang in our room as a reminder of what good writers do. We will add to this chart frequently and refer to it every day as we write. We call these ‘Anchor Charts’.

When people want to become better at something they need to practice. We read in the book, What Do Authors Do?, that writers write every day. We are working on becoming better writers so we will need to work on our writing every day.”

Add ‘Write every day’ to anchor chart.

“Today I read aloud, I’m in Charge of Celebrations by Byrd Baylor, to help inspire ideas for your Idea Bank. We will be reading many books and stories this year to learn from expert writers. Good writers learn from other authors. You will learn from both published authors and each other.”

Teacher records second item on chart.

Anchor chart:

What do good writers do?
Write every day
Learn from other authors

“As we work together in Writing Workshop the next few weeks, we will continue to add to our ‘What do good writers do?’ Anchor Chart.”

Notes:

Resources & References: (adapted from, acknowledgements)

Getting to Know All About You

Name: _____

The first time I...	I got this scar when...	I was so happy when...
I was so nervous when...	We laughed so hard when...	Boy, was I in trouble when...
My favorites...	I wasn't allowed to...	My favorite places...
Something that scared me...	My pets...	I've been to...

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Launching Writing Workshop (L3) Where Stories Live

Writing Teaching Point(s):

- Writers choose stories that matter to them.
- Students sketch a special location to find those meaningful stories.

Standard(s):

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Materials:

- In My Momma's Kitchen by Jerdine Nolen or
- Scott Foresman anthology, Paradise Island, page, 295
- Scott Foresman anthology, At a Guest Ranch, page 165
- Writing notebooks and pencils

Connection:

"Yesterday we added ideas to our Idea Bank for possible stories. We know that writers choose stories that matter to them. Sometimes a writer has many stories that all happened in the same place. Today we will continue to gather ideas in our Idea Bank and think about where those important stories live."

Teach (modeling)

Read "First in Line," from In My Momma's Kitchen.

"When I think about a special place, I get many ideas for writing projects that I would like to work on. We know that Jerdine Nolen writes about all sorts of things that have happened in just one special place – her momma's kitchen. Sometimes when an author is gathering ideas to write about, they make a sketch. A special place for me is my backyard. I'm going to draw a simple sketch of my backyard to help me think of stories that live here."

Teacher draws a rough sketch of a location in his/her writing notebook.

"When I think about my backyard, I can think of all the memorable things that have happened to me there--- like when I fell off the swing, when I ate all the strawberries in the garden and got sick, and when the baby bird fell out of a nest in the apple tree." Teacher models labeling these events in the sketch with a small arrow on the specific location in the drawing and a small comment about the event.

Active Engagement (guided practice):

"I'm sure you have a special place where many different memorable events have happened to you. Maybe it is somewhere at your house, a park, or even school. Turn to the first empty page in your Idea Bank, date the page and title it 'Special Place Map'. Be sure to list this in your Table of Contents as well. Once you have done this, sketch your special place. Remember your drawing is just a sketch and does not need to be perfect. The most important part is labeling the stories that live in your special place."

At the end of class you will share our sketches with a partner. If you finish the sketching before we share, turn to the next blank page and start writing a short story about one idea that lives in your special place."

Students independently work on their sketch and short story. Teacher monitors.

Link to Independent Practice:

“As we’ve learned today, good writers choose stories that matter to them and sometimes use sketches to find those important stories.”

Closure:

“We should add that idea to our Anchor Chart, ‘What good writers do’. This is an important skill we will use again when finding stories to write.”

Anchor chart:

What do good writers do?
Write every day Learn from other authors Sketch to find important stories

Pair Share:

Students share their sketch and/or short write.

Notes:

Resources & References: (adapted from, acknowledgements)

Launching the Writer's Workshop (L4) Writing from Drawings

Writing Teaching Point(s):

- Students use two prewriting strategies
 1. sketching
 2. rehearsing the writing with a partner.
- Students complete a short write.

Standard(s):

Materials:

- Writer's notebook
- Teacher's sample location sketch
- Idea to use in modeling

Connection:

"Yesterday, you drew a detailed map of a place that is special to you. Today we are going to use those drawings as a way to get started with a new piece of writing."

Teach (modeling):

Teacher models use of the labeled drawing. Share the process by thinking aloud.

"I will examine my labeled map to see which story I want to write today. This entry reminds me of a funny story, but I don't think I feel like writing a funny story today. Eating strawberries was cool, but I can't remember very much about it so I won't pick that idea today. I know, I want to write about _____. I've chosen the story I feel like writing today. The rest of the stories will have a chance on another day."

Active Engagement (guided practice):

Teacher Explains process to students:

"Open your writer's notebook to the drawing you did yesterday. Study your drawing and choose the story you want to write. The idea you choose to write about doesn't have to be a story. For example, if you drew your backyard, you could write a how-to for mowing the lawn. If your special place is your kitchen, you could explain how to make your grandma's famous greens. Choose an idea that you'd like to write about today."

Give students a minute or so to choose. *"Thumbs up when you know what you will write today."*

Teach (modeling):

"I want to think about my writing before I start. Sometimes writers use talking as a way to get started with a new piece. Now that I have chosen my topic, I will plan some of my writing with a partner."

Ask for a partner volunteer or pre-select a student.

“We will sit knee-to-knee, that way we can pay attention to each other and hear each other without being distracted. I will tell my story or idea to my partner. He/she will listen closely. If my partner has any questions, s/he will save them for after I finish.”

Teacher models the sharing of the writing plan.

“Notice that I didn’t talk for a long time, but I did share some important parts of my idea for writing today.”

You can have the student partner share his/her story now or simply get students into partners to share.

Link to Independent Practice:

“One of the things writers may do before writing is to tell or ‘rehearse’ their story. This strategy helps remember details.

I want you to turn to the person next to you. Sit knee-to-knee and take turns sharing your idea for writing today. As soon as you and your partner have shared and asked any questions, I want you to go to your writing spot and write as much, and as steadily, as you can.”

Closure:

Partner Share: *“Partners, discuss this question: Did telling your story to a partner before you started writing, help you get started? How did it help?”*

Volunteers share their thinking with the large group.

Notes:

Resources & References: (adapted from, acknowledgements)

Launching Writing Workshop (L5) Digging Deeper for Focus

Writing Teaching Point(s):

- Teacher continues to build classroom routines and expectations.
- Students are introduced to the concept of digging deeper into a story to focus on one small moment.

Standard(s):

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Materials:

- Writing notebooks and pencils
- Hourglass graphic organizer- copy for teacher and students

Connection:

“We’ve spent the last few days thinking about meaningful ideas to write about. We’ve been storing them in our Idea Bank for future use. Today, instead of gathering more ideas, we’re going to look more deeply at one idea we have already stored in our Idea Bank.”

Teach (modeling)

“On my ‘Getting To Know All About You’ worksheet I listed many different memories and events in my life that are important to me. Today I am going to select one of those topics to write about.”

Teacher selects one idea from their handout. Purposefully, select a broad topic.

“I’m going to choose my summer break trip to Mount Hood. I had so much fun on this weeklong trip. But, there were many different adventures and great memories on this trip, probably too many to include in just one story. I want to dig a little deeper into my Mount Hood trip to really narrow in on one small moment. I’m going to use this hourglass graphic organizer to help me dig a little deeper into my story.”

Use the hourglass graphic organizer to model narrowing your topic (see graphic organizer at end of lesson):

- Summer Break trip to Mount Hood (3 days)
 - Hike and walks (1 day)
 - Hike to Ramona Falls (2 hours)
 - Seeing a family of deer (small moment)
 - Exciting and unexpected
 - deer were eating grass
 - we stopped and were quiet

“See how I started with a big idea, then narrowed it down to what was most important to me—a small moment. Then I took that small moment and expanded it by giving lots of descriptive details. This is a strategy we will use throughout the year when we choose new topics for writing.”

Active Engagement (guided practice):

“Let’s choose a big event we all know about to practice this strategy.”

(Possibilities: first day of school, recess activities, etc.)

Teacher guides class through hourglass graphic organizer.

Link to Independent Practice:

“Authors narrow their topic idea into a small, meaningful moment. Now I’d like you to practice this important writing skill on your own. Find a broad idea in your Idea Bank that you can narrow down. Look for a memory or event that was really important to you but might be too big for just one story. Once you’ve selected an idea work through the hourglass graphic organizer to narrow in on the most meaningful small moment of your story.”

Teacher monitors class as they work through the activity. Graphic organizer can be glued/taped into the Writing Notebook, dated, and listed in the Table of Contents at the end of the lesson.

Closure:

“Today we learned another strategy that good writers use. Good writers dig deeper into a story to focus on one small moment. Let’s add this to our anchor chart, ‘What do good writers do?’ ”

Anchor chart:

What do good writers do?
Write every day Learn from other authors Sketch to find important stories Dig deeper into a story to focus on small moments

Notes:

Resources & References: (adapted from, acknowledgements)



Name: _____

Hourglass Graphic Organizer

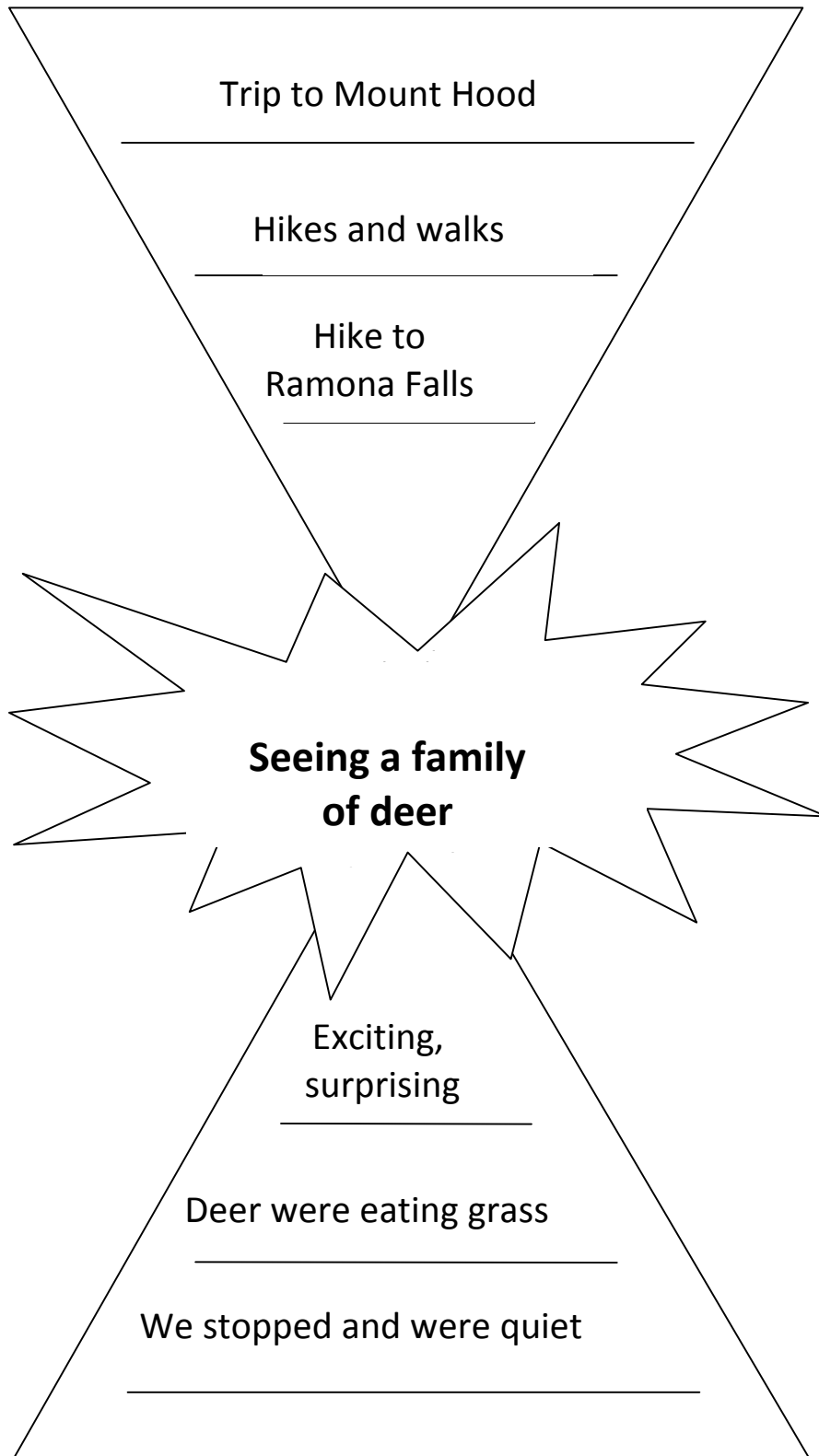
Digging Deeper for Focus

A large graphic organizer shaped like an hourglass. The top bulb is an inverted triangle containing three horizontal lines for writing. The bottom bulb is a triangle containing three horizontal lines for writing. The narrow neck of the hourglass is a jagged, starburst shape.



Name: _____

Hourglass Graphic Organizer **Digging Deeper for Focus**



Launching Writing Workshop (L6)

Review of How Authors Gather Ideas

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will review how authors gather ideas by thinking about special moments, special places, and sketching.• Students will compose a short write in their writing notebooks.• Students will have an opportunity to personalize their writing notebooks.		
Standard(s):		
Materials: <ul style="list-style-type: none">• Writing notebooks and pencils• Hourglass graphic organizer• Materials for decorating cover of Writing Notebook (stickers, magazine clippings, photos, artwork, markers, etc.)		
Connection: <p><i>“Writers, you’ve done a lot of work this week thinking about how authors gather their ideas and how they narrow their ideas into a small moment that has meaning. Today you will practice using what you’ve learned. After exploring your Idea Bank, you’ll begin a new short write entry in your notebook.”</i></p>		
Teach (modeling) <p><i>“Let’s take a look at our anchor chart, ‘What do good writers do?’ Let’s review some of the skills we have learned that will help us become better writers.”</i></p> <p>Anchor chart:</p> <table border="1"><tr><td>What do good writers do?</td></tr><tr><td>Write every day Learn from other authors Sketch to find important stories Dig deeper into a story to focus on small moments</td></tr></table>	What do good writers do?	Write every day Learn from other authors Sketch to find important stories Dig deeper into a story to focus on small moments
What do good writers do?		
Write every day Learn from other authors Sketch to find important stories Dig deeper into a story to focus on small moments		
Link to Independent Practice: <p><i>“Now, remembering these important points, choose an idea from the Idea Bank ‘s ‘Getting to Know All About You’ page or ‘Special Place Map’. Take that idea and narrow the focus with an hourglass graphic organizer. When you have focused on your one small moment and then expanded on some details, turn them into a short write. You can write your story into the next empty odd numbered page in your notebook. Be sure to date the page and then list it in your Table of Contents.”</i></p>		

Closure:

“Class, to celebrate the hard work you have done as writers this week and to make your notebook memorable to you, you’ll have some time now to personalize your notebook cover.”

Students choose materials to personalize their Writing Notebook. When students are done gluing items to cover, teachers can tape over the cover with rows of clear packing tape to protect it.

Notes:**Resources & References: (adapted from, acknowledgements)**

Launching Writing Workshop (L7) Writing for Stamina

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will practice writing for an extended period of time and building stamina.• Students will learn strategies when ‘getting stuck’ while writing.
Standard(s):
Materials: <ul style="list-style-type: none">• Anchor Chart: ‘What do good writers do?’• Writing notebooks
Connection: <p><i>“Last week we began composing our list of some of the important things good writers always do. Let’s reread our list so we remember what we’ve included.</i></p> <p><i>Today I want to talk to you about how writers write for a long time. Writers practice building stamina.”</i></p>
Teach (modeling): <p><i>“Let’s begin by taking a minute to think about activities that take a lot of practice--- things like playing for the NBA or being a famous musician.”</i></p>
Active Engagement (guided practice): <p>Turn and Talk: <i>“Share your ideas of activities that need practice with a partner.”</i></p>
Teach (modeling): <p><i>“When writers write, we need to stick to our writing long enough to get some good ideas down on paper. Idea Lists help us, talking with friends helps us, and looking at what other writers do helps us. But writers, nothing can help us as much as learning how to stick with our writing.</i></p> <p><i>How many of you have ever gotten ‘stuck,’ not knowing how to keep going when working on a piece of writing?”</i> Wait for a show of hands. <i>“I sometimes get stuck when I am writing, too. I have some ways to help myself keep going.”</i></p> <p>Start list on the board, overhead, or chart paper of ‘Ways writers keep going’.</p> <p><i>“Rereading the parts I have already written helps me think of details to add to my writing. How many of you reread when you get stuck?”</i> Begin the list by writing, ‘Reread my writing’.</p> <p><i>“Sometimes I look at my brainstorming or pre-write to remember a good detail that can keep me going. For example, I might review my map sketch or my ‘Getting to Know You’ chart if I get stuck. How many of you have tried getting unstuck by reviewing your brainstorming?”</i> Add to list by writing, ‘Review brainstorming/pre-write activities.’</p>

“Sometimes when I am stuck, I turn a few pages ahead in my notebook and just start writing something new. I know I can come back to the piece of writing another time. I just make sure I leave myself space to continue writing. How many of you ever start a new story when you get stuck?”

Wait for a show of hands. Add to list by writing, ‘Start a new piece of writing.’

Active Engagement (guided practice):

“What else can you do when you get stuck on a piece of writing?”

Students pair share strategies that help to ‘keep going when getting struck’ while writing. Ask for volunteers to share what they do. Add their ideas to the list of what to do when you get stuck.

Sample chart:

<p style="text-align: center;">Ways writers keep going What to do when you ‘get stuck’.</p> <ol style="list-style-type: none">1. Reread my writing.2. Review brainstorming activities.3. Start a new piece of writing.

Link to Independent Practice:

“Today let’s focus on building writing stamina. You can keep working on something you started last week or you can start a new piece. Remember, reread your writing to find places to add details. You can find ideas for new stories on your map sketch, the ‘Getting to Know All About You’ chart. These practices will help you make a good choice about what you will write today or anytime you might ‘get stuck’ .”

Active Engagement (guided practice):

Students browse all their writing and brainstorming.

Pair share or table group share:

“Take a few minutes to share your writing choice with a partner.”

Independent Practice:

“Write as much as you can in twenty minutes. As long as you are writing, you will be using good writing stamina. I am going to turn off the lights for one minute. I want you to imagine what you will write today. Try to see your story like a movie in your mind while the lights are off. If you are working on a how-to type of writing, try to see all the steps. No talking while we visualize our stories. When I turn the lights on, our twenty minutes of writing for stamina will begin.”

Wait a full minute. (It will feel like a long time. You may wish to use the clock to make sure you don’t rush.)

Turn on the lights.

Rove while students write. Point silently to the chart when you see kids who aren't writing. Some writers need to 'space out' a little as they write. Hopefully, they are doing the important thinking that needs to precede good writing. Try to be patient with this strategy.

Closure:

"Wow! You wrote for a long time. You are building writing stamina." Refer to the list. *"What strategies did you use to keep going? Did anyone do something that helped them keep going that we should add to our list?"*
Before closing Writing Workshop, let's add, 'Write with stamina', to our list of 'What good writers do'."

What do Good Writers do?

Write every day
Learn from other authors
Sketch to find important stories
Dig deeper into a story to focus on small

moments

Write with stamina

Notes:

Ideally, writers will stick to a single piece throughout the time. As long as they write for the given amount of time, they will be successful.

Resources & References:

Launching Writing Workshop (L8) Sensory Details

Writing Teaching Point(s):

- Introduce students to the use of interesting language including sensory details to draw in the reader.

Standard(s):

W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Materials:

- Owl Moon, by Jane Yolen or
 - Night in the Country, by Cynthia Rylant
 - Because of Winn Dixie, by Kate DiCamillo, SF Unit 1, page 28
- Writing notebooks and pencils

Connection:

“Writers, you have been doing the hard work of choosing important story topics that matter to you and you have been writing with great stamina. Today we will begin to examine how authors use interesting language to provide their reader with important details.”

Teach (modeling)

“As a reader, we expect the writer will provide details so we can visualize or make pictures in our head. Visualizing helps us better understand what we are reading.

One way authors help readers visualize is by using sensory details to make their writing ‘come alive’. Sensory details are the images that come to your mind through the five senses of sound, touch, sight, smell, and taste.

I’m going to read aloud the book Owl Moon by Jane Yolen. The author uses many sensory details to help tell a story about a cold winter night. As I read, think about which sensory details Jane Yolen included in her story. Ask yourself, why did she use the sensory detail in that particular scene?”

Teacher reads Owl Moon.

Active Engagement (guided practice):

Select a few sensory detail sentences from Owl Moon. For example, “Our feet crunched over the crisp snow ... I could feel the cold as if someone’s icy hand was palm-down on my back.” Reread the passage for students. Think aloud and note how the sensory details helped the scene ‘come alive’.

“As I read, I noticed these sentences using sensory details. The author used these sensory details because they help make a farm setting at night become real for the reader. I really hear the crunching snow under her boots. I almost shivered feeling the freezing cold.”

Pair Share:

Have students recall an example of sensory detail from the story.

“What examples of sensory details did you notice? Share an example with a partner.”

Whole Group Activity: Elicit responses from students and record on anchor chart.

Volunteers will share an example of sensory detail for the whole group. The rest of the class can decide what sense Jane Yolen was using in each example. Discuss why this is a good craft strategy.

Anchor Chart:

Writing with Sensory Detail		
Sense	Example from a book	Example from our classroom
Hearing	<i>“They sang out, trains and dogs” –<u>Owl Moon</u></i>	
Touch		
Sight	<i>The snow was whiter than the milk in a cereal bowl. –<u>Owl Moon</u></i>	
Smell		

“Now let’s practice this writing skill here in the classroom. Close your eyes, be very still, and listen carefully . . . What do you hear?”

Students then listen to the sounds of the classroom, and raise hands to share observations. (They might hear air conditioner, class next door, a fly nuzzling, etc.)

“Let’s find some words together to describe one of the things we heard.”

Examples:

- Air conditioner . . . buzz, hummm, clang.
- Class next door . . . chatter of voices, grind of sharpener, squeak of chairs.

Link to Independent Practice:

“Good writers use sensory details to add meaning to their writing. Now apply this skill to your own writing. Look back at one of your Short Writes from last week or whatever you wrote yesterday. Look for a piece of writing where you can do a little revision work to add sensory details. Think carefully about where it would be best to elaborate exactly.”

Teacher Models Revision Procedures: Model using the blank page on the left to add words and/or the skipped lines. *“When we work on adding things to our writing pieces---the revision step in the writing process---we will be using the left hand, or even page numbers in our writing notebook. Let me show you how to use an arrow to add in sensory details. You can also write your additions in the blank spaces where you skipped lines when you wrote.”*

Students write in writing notebook and teacher monitors progress.

Closure:

“Everyone did a great job of adding sensory details to their Short Writes. Show me by raising your hand if you used a sound detail. Show me if you used touch. How about smell? Who used a sight detail?”

Let’s hear four or five examples of the sensory details you added. I’ll add them to our anchor chart in the column I made for examples from our class.”

Students volunteer their examples. Teacher records on anchor chart.

“We’ve seen today that good writers use interesting language to add meaning to their writing. Let’s add this to our ‘What do good writers do?’ anchor chart.”

Anchor chart:

What do good writers do?
Write every day Learn from other authors Sketch to find important stories Dig deeper into a story to focus on small moments Use sensory details to add meaning to their writing

Notes:

Resources & References: (adapted from, acknowledgements)

Launching the Writer's Workshop (L9)

End of Sentence Punctuation

Writing Teaching Point(s):

- Writers use punctuation to make it easier for an audience to read their work and understand it.
- Students will practice editing run-on sentences by adding end punctuation and capital letters as needed.

Standard(s):

L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Materials:

- Short writing sample (Example follows lesson. Teacher may also use student or teacher writing, though model must include run-on and/or sentence fragments.)
- 'Checking for Punctuation' list
- Highlighters or colored pencils
- Writing notebook

Connection:

"You have been practicing so many of the things good writers do. I am impressed with your writing stamina. You've written with wonderful sensory details and you have found the right focus for your writing. That is a lot of writing work for so early in the year.

*I want to talk with you today about another important thing writers do when they write. Good writers carefully use **end of sentence punctuation.**"*

Active Engagement (guided practice):

Students pair share what they know about punctuation.

Pair-Share: "What do you think of when I say punctuation? Turn to your partner and share your thinking." Have a few students share whole group.

Teach (Modeling):

"Writers use punctuation to help readers understand their writing. It is an important part of a writer's job to make it easy for other people to read their writing. I want to show you a way you can make sure you have used enough ending punctuation. Let's look at this piece of writing."

Display writing on document camera or overhead. Read through the model with the class. Point out the use of details, some interesting words, or whatever is good about the content of the piece.

*"First, I'll read this piece and I ask myself, does this writing **sound** right? I'll listen to the word choice, the sensory detail and rhythm of long and short sentences. Or I'll ask, does the writing make sense? Does it create the picture I am imagining? Sometimes when I read aloud --- I say a word I forgot to write---so I'll add it. Or maybe a word or sentence isn't clear. So I change it."*

*“Now that I have made sure the writing sounds good enough, I want to make sure it **looks** good, too. I want to make sure that I end each sentence with the correct punctuation. Punctuation marks are very important to the reader because they say one sentence is finished and another is about to start. Without punctuation I don’t know where to stop and the sentences ‘run-on’ into each other. It’s confusing to read.”*

Active Engagement (guided practice):

Teacher begins a list of steps to follow when checking ending punctuation. (If using a prepared chart highlight one step at a time rather than all at once.)

“So, let’s examine the punctuation in this piece of writing.

- 1. First, I am going to highlight all the end marks I can find. Did I miss any?*
- 2. Now I am going to count how many words I have in each sentence. Help me count. I’ll record the number of words in the margin next to the sentence.*

What do you notice?” Students should see that some are short and others are quite long. “When I have a sentence that is longer than twenty words, I know I need to check it. It might need to be broken into smaller sentences. Here’s the next steps.

- 3. Reread the sentences with more than 20 words.*
- 4. Make shorter sentences where needed. Begin the new sentence with a capital letter and add a new ending mark.”*

Teach (Modeling):

Reread one of the longer sentences. Model for students breaking it into two sentences.

“Let’s take a look at this long sentence: ‘I had cut my leg it sliced like a piece of cheese I wanted to scream because it hurt so badly.’

When I reread I notice I have more than one idea. What if placed a period here, after ‘leg’? ‘I cut my leg.’ The new sentence makes sense.

After the period, I’ll make sure to begin the next sentence with a capital letter. I’ll reread to see where I might stop next. ‘It sliced like a piece of cheese.’ That’s a complete thought. I could stop here, so I’ll place a period.

What’s left? ‘I wanted to scream because it hurt so badly. This is a complete sentence as well. It begins with a capital letter. I could end with a period to read the sentence like a statement. But I remember I was pretty excited and felt like screaming, so I’ll use an exclamation point as the ending punctuation.”

Reread the new sentences. *“Yes, that looks and sounds better.”*

Teach (modeling):

With a partner, students will explain how to fix a long sentence.

“Let’s read the next long sentence.

Pair Share: Partners, explain what you would do to fix this long sentence.”

Then, eliciting ideas from students, the teacher models and discusses the changes needed in the sentences with the large group.

Link to Independent Practice:

After reviewing the list of steps for checking ending punctuation, tell students to take out a draft they want to work on.

“It is an important part of a writer’s job to make it easy for other people to read their writing. Today everyone is going to check their writing for beginning and ending punctuation. Follow the steps on our list. Make sure you use highlighter or colored pencil so I can see all the smart changes you’ve made.”

Closure:

“Who was able to find a sentence that needed to be made into smaller sentences?”

Ask for a student volunteer to share how s/he changed a long sentence into two shorter sentences. Student explains the decision and actions taken with the large group.

(If you are using a toolbox section of your writer’s notebook, have students copy the steps for checking end punctuation to their toolbox section.)

Notes:**Resources & References: (adapted from, acknowledgements)**

Lesson adapted from Katharine Johnson, PPS teacher

Editing Run-On Sentences

Checking End of Sentence Punctuation

Follow these simple steps:

1. Highlight all end marks.
2. Count how many words are in each sentence.
Record the number in the margin.
3. Reread the sentences with more than 20 words.
4. Make shorter sentences where needed. Begin each new sentences with a capital letter and add a new ending mark.

The Day I Cut My Leg

By Uriel

I had a cut on my leg it sliced like a piece of cheese I wanted to scream because it hurt so badly. Blood dribbled down my leg just juice from a pomegranate. It was sticky when I touched it.

I had fallen down the cement stairs at my auntie's house my auntie helped me up but I was already really hurt. My aunt had to help me up the stairs. After we got inside we put a cold towel on my cut. The towel made my cut burn but it helped it stop bleeding. When it stopped bleeding it stopped hurting too. My leg looked like an animal had bit my skin off. It was the most hurting day of my life.

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Launching the Writing Workshop (L10)

Write with the End in Mind

Writing Teaching Point(s):

- Students will craft an ending that gives closure to the writing.

Standard(s):

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Materials:

- Writing notebooks
- Scott Foresman anthologies and/or collection of trade books of various genres and/or SF anthologies

Note: This lesson goes really well if you have shared a variety of read alouds with your class to start the school year. If possible, refer back to any shared readings so everyone has similar content knowledge.

Connection:

“Our Writing Workshop has been very busy! All of you have listed many ideas for writing and you have several short write entries in your writing notebook.

I can tell from reading your drafts that you understand writing needs an ending. Today I’d like to begin to show you the many different strategies for ending a piece of writing.”

Teach (modeling):

“Many writers struggle with this last segment of their writing. Writing doesn’t just stop. Concluding with the words, ‘The End,’ is not good writing. In a good ending, the piece has a feeling of completeness and the reader feels satisfied. We are going to learn how to write our own endings by studying the endings of other writers.”

Teacher shows how the author ends the writing. S/he gives a sentence example from the text, and names the strategy, i.e.,

“Let’s reread the endings of a few stories we have read together. i.e.,

How does the story end? How could we name that strategy? Let’s create a chart to help us remember the strategy for our future writing.”

Strategies for Good Endings

Title	The Story Ending	Strategy Name
<u>Because of Winn Dixie</u>	<i>“I had just made my first friend.”</i>	<i>Thinking about the future</i>
<u>Going Batty</u>	<i>“Sometimes little kids have all the luck.”</i>	<i>A big feeling</i>
<u>Jefferson’s Bargain</u>	<i>“The two men and their group would enter a far-reaching wilderness.”</i>	<i>Something to learn or remember.</i>

Active Engagement (guided practice):

Work together with students to review endings from additional readings. Add one or two additional examples to the chart. Together give the ending strategy a name.

Teach (modeling):

Teacher applies one ending strategy, and models writing, i.e.,

*“So now I have all these ways I might end a piece of writing. I have chosen to continue with my piece explaining how to mow a lawn. I think I am going to try using the ending strategy, **‘something to learn’**. That is the ending that I think matches the piece best.”*

Teacher thinks aloud and models writing the ending, i.e.,

‘Remember, mowing a lawn can be exhausting work, so get started early before summer the sun is too hot.’

This ending works because it ends by leaving the reader something to think about.”

Link to Independent Practice:

“Writers end their writing with a sense of closure. Remember authors have many different strategies for ending their pieces. Today you have learned about a few choices you can use anytime.

You are ready to write. Review your writing notebook and choose the piece you plan to work on today. Focus on writing the ending.”

Closure:

Volunteers read their story ending. The audience listens for the strategy.

Point to one of types of endings posted on the chart.

“How many of you tried_____?”

“Let’s hear three or four endings.”

Add “Write good endings” to the ‘What good writers do’ chart.

Notes:

Resources & References: (adapted from, acknowledgements)

Launching the Writer's Workshop (L11) Capitalization

Writing Teaching Point:

- Students will analyze the ways capital letters appear in print and determine rules for capitalization.
- Students will edit their own writing for appropriate capitalization.

Standard(s):

L.4.2.a. Use correct capitalization.

Materials:

- Collections of trade books and/or SF anthologies for students
- 8.5X11 or 11X17 paper for students to use in making posters
- Markers
- Small group teams
- Highlighters or colored pencils for editing

Connection:

“Writers need to reread constantly. You have practiced rereading your writing to confirm meaning and to consider how the writing sounds.”

We are getting close to the end of this unit of study. When we get close to the end, we always want to make sure our writing looks good. That is, we are rereading to edit for mechanics and conventions. Today, we will reread to edit for capitalization.”

Teach (modeling):

Write a capital letter ‘A’ and a lower case ‘a’ on the board.

“What is the difference between these two letters? Why would you use a capital A in your writing?”

Students will offer ideas like at the beginning of a sentence or for a name like Ann.

“Today we are going to be hunting for capital letters in books. I have put you into teams of three or four. Each team will get a different book/SF selection to study.”

Active Engagement (guided practice):

Form student groupings. Assign each group a short trade book or a short selection from the anthology as their text. Give two to three minutes for students to browse the text they will be using.

Teach (modeling): *“I am going to interrupt your group work so I can tell you the next direction. We said we were going to be paying attention to capital letters. Will someone share an example of a sentence containing a word that is capitalized?”*

Write the sentence on the same type of paper students will be using to make their posters. *“Why is this capital letter needed?”* Record student answer(s) on the poster in a second color of marker.

“Who has an example of a capital letter that is needed for a different reason?”

Have groups orally share a few examples.

Chart Sample:

Sentence Example	Reason for Capitalization
The J ohn E na, was one of the many sailing ships that carried cargo. (Page 532 Scott Foresman anthology)	The name of a ship.
Four months after rounding Cape Horn, he sailed back into Boston Harbor. (Page 536 Scott Foresman anthology)	The name of a geographical location. The name of a harbor.

Active Engagement (guided practice):

“In your teams, you need to find an example of a correct use of a capital letter. Agree on the example as a team. Write the example on your poster along with the reason a capital letter was needed. Try to find an unusual example to share.”

Teams share posters and hang on the wall.

Link to Independent Practice:

“Now that we have reviewed reasons that writers use capital letters, let’s begin a focused edit. We will reread and check our writing for this one editing point.

Find one of your pieces of writing; a short write or one you’ve worked on for a few days. Today, you will highlight all your capital letters in one of your pieces of writing. Even ones you know are probably wrong.

Once you highlight all the capital letters, use our posters to figure out how to add any capitals you missed and get rid of any you used that you don’t need.”

Closure:

Volunteers share what capitals they added and which ones they eliminated from their writing. Students should explain their decision, referring to the chart(s).

Chart: What do good writers do? Add: ‘Use capital letters appropriately’.

Notes:

Resources & References: (adapted from, acknowledgements)

Lesson adapted from the work of Linda Christensen and [A Fresh Approach to Teaching Punctuation](#) by Janet Angelillo

Launching the Writer's Workshop (L12)

Using a Revision Checklist-Part 1

Writing Teaching Point:

- Students will select one piece to revise.
- Students will review writing strategies presented in Launching Unit.
- Students will follow a Revision Checklist to look for parts in their writing that need revising.

Standard(s):

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Materials:

- Charts- 'What do good writers do?' & 'Strategies For Good Endings'
- Writing notebooks
- Writing sample to demonstrate revision (sample follows lesson)
- Revision Checklist (sample follows lesson)

Connection:

Refer to the chart, 'What do good writers do?' *"Look at everything you know about good writing!" We are almost finished with our first unit of study. Before we start our next unit, you'll have a chance to publish one of the pieces you started over the last few weeks. In order to do that, you are going to need to make a decision. You will be choosing one piece of writing to revise, edit and publish."*

Teach (modeling):

Explain revision process. *"Writers don't just write about their ideas or stories one time and end up with great writing. The real work of writing is the revision. Let's examine the word revision."*

Write the word on the board. Break the prefix from the root. *"Re means to 'do again', vision means 'to see'. Revision means 'to look again'. But writing won't be better if you just look at it. So in the writing process, revision means looking at your piece again and making changes to make the writing even better."*

Today you need to choose one piece of writing that you are willing to explore further. Choose a draft that you care about. Choose a piece that, once you make it even better, you will be proud to add to your portfolio."

Active Engagement (guided practice):

"I want you to review the writing you have done these first weeks of school. Revisit all your Short Write entries. Find the one piece you are ready to continue working--- one piece you are ready to make even better." (During the Launch this will be a one or two paragraph entry.)

Students will need varying amounts of time to identify this piece of writing. Students who complete this task quickly may refer to the list of what good writers do and try strengthening their piece independently.

Teach (modeling):

When a majority of the class has selected a writing piece, introduce the Revision Checklist.

“I’ve made a Revision Checklist for you. This checklist outlines the writing strategies we have studied during the launching of our Writing Workshop. Take a look at it and then I’ll show you how to use it.” Pass out the revision sheet and give students a minute or two to read it.

“You will use this checklist as a step-by-step guide.” Place a model of writing on the document camera or overhead. Use the sample included or a short piece of your own.

“Today, I’ll use a writing sample titled, ‘The Day I Cut My Leg.’ First, I reread through the entire piece noticing what I like and what is confusing. I fix any little mistakes.” Reread the piece, thinking aloud about what you like or notice.

Revision Step #1

- *“Now I’ll begin using the Revision Checklist to guide the work. The first step is about zooming in on a small moment. I’ll underline Revising Step #1 on the checklist with a purple (or any choice of color) pencil.*
- *Next, I’ll look for places in the writing where the author went **deeper** into the story---where time **slowed down to one small happening**. Here’s an example: ‘Blood dribbled down my leg just like juice from a pomegranate.’ I will underline this example of a small moment with the purple pencil.*
- *Finally, I wonder if there is any other place in this piece where the author might use this strategy to make the writing even better?” Look again at the writing. i.e., “I bet the writer could add more right here in this part about falling down the stairs. It would be interesting to learn more details of that scary moment!*

I will mark this place with the purple pencil too, and I will draw an arrow over to the left hand side of my notebook.” Model drawing the arrow to the revision page and space. “Ideas can be written right away, or I’ll just leave the arrow as a reminder to add more later.

Active Engagement (guided practice):

Revision Step #2

“What is next on the Revision Checklist?”

- Read step 2: Use sensory details to add meaning. *“I think I’ll use an orange pencil (or any second color) for sensory details.”* Model underlining step 2, reading the piece of writing again and marking one or two examples of sensory details with the orange pencil.
- *“I see a few sensory details (scream, blood dribbled, sticky) but more could be added. Can you recommend a place to add more sensory details? Where in the piece would it be most helpful for the reader to see, hear, or feel, etc.?”*
 - i.e., The sentence, ‘My aunt had to help me up. . . tells me what happened.

- Showing with sensory details would make the scene real for the reader.
- When students have decided on the best place in the piece to add sensory details, model marking with an orange arrow to the left hand, or revision side, of the notebook. *“I’ll just leave the arrow as a reminder to rewrite or make changes by adding sensory details here.”*

Revision Step #3

- Read together step #3: a satisfying ending. *“Remember, authors have many different strategies for ending their pieces. We listed a few on our ‘Strategies for Good Endings’ chart. Reread chart.*
- *“I think I’ll use a green pencil (or any third color) for a good ending.”* Model underlining step #3.
- *Here’s the last line of this story, ‘It was the most hurting day of my life.’ This writer has ended with a big feeling. Do you have an idea or suggestion for this ending? (Elicit ideas from students, i.e., Maybe s/he will think about adding more detail? Or perhaps adding another strategy to the ending. For example, telling how to prevent this accident in the future?)*

Link to Independent Practice:

So in the writing process, revision means looking at your piece again and making changes to make the writing even better.

“You will find a basket of colored pencils (or highlighters) on your tables. Today I want you to begin using the Revision Checklist. Everyone choose the color you will use for Revision Step #1: digging deeper. Hold up that color.”

“Now read your writing again.

- *First, use your colored pencil to underline a place where you have zoomed in on one moment or happening.*
- *Now find one place in your writing where ‘going deeper’ or ‘slowing down’ to one small happening will help the reader better visualize or understand the scene. Mark this place in your writing with an arrow and draw to the revision side of your notebook.*
- *Is there any other place in this piece where you might use this ‘digging deeper’ strategy to make the scene more clear or understandable for the reader? Place a caret at that place.”*

Think-Pair-Share: *“Now turn to your partner.*

- *Show the place in your writing where you captured a ‘small moment.’*
- *Tell your partner where you might add a ‘small moment’. Explain why.*

Tomorrow you will begin at this place. Until then you might be thinking of how you might write about this small moment.”

Closure:

“As you can see, revising is hard work. But, the end result is a much better piece!”

Notes:

Resources & References: (adapted from, acknowledgements)

Lesson idea adapted from Linda Christensen

Revision Checklist

Launching Writing Workshop, Unit 1

Carefully reread the writing. Listen carefully. Notice what you like about the piece (i.e. the dialogue or description, etc.) Is anything confusing? Work on the ‘fix ups’ you notice need correction.

1. ___ I ‘zoomed in’ on a small moment.

2. ___ I used sensory details to add meaning to the writing.

3. ___ I wrote a satisfying ending.

Launching the Writing Workshop (L13)

Using A Revision Checklist-Part 2

Writing Teaching Point(s):

- Writers make changes when they revise.
- Students will follow a Revision Checklist to
 - ‘zoom in’ on a small moment
 - add sensory details
 - write a satisfying ending.

Standard(s):

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Materials:

- Chart- ‘What do good writers do?’
‘Strategies For Good Endings’
- Writing notebooks
- Writing sample to demonstrate revision
- Revision Checklist

Connection:

“Yesterday you learned the procedures and routines for using a Revision Checklist. Our revision goal is to make changes so that the writing becomes even better. Today you will use the Revision Checklist to guide you in making those changes to your draft.”

Teach (modeling):

Teacher uses yesterday’s work and sample to review the revising procedures and routines.

“Here’s where we left our work yesterday. We have

- *Underlined strategy #1 with colored pencil,*
- *Identified one example of a ‘small moment’ in the writing and*
- *Noted one place to add a ‘small moment’.*

Active Engagement (guided practice):

“Yesterday I found a place I could slow down to one ‘small moment’. It is where the author tells about falling down the cement stairs. See how I’ve drawn an arrow to mark where I want to make the changes to the revision page?”

“I’d like you to help me think of a way to describe this fall. Can you remember a time that you have fallen? What details do you remember about the fall? Solicit a few suggestions from students. Then write a few sentences on the revision side of the notebook.

Active Engagement (guided practice):

“Look back on yesterday’s start. See where you have marked the place to add or change your writing by slowing down to ‘one small moment’. Think about how your writing will help the reader better visualize or understand the scene.”

Partner-Share:

“Partners, explain how you will describe this small moment. If you are stuck, ask for advice or suggestions.”

Link to Independent Practice:

“Today when you revise, I want you follow the same procedures we used yesterday.

- *Follow the revision checklist.*
- *Use a different color for each strategy.*
- *Use arrows to mark where you need to make changes.*

We will work quietly for the first 10 minutes today without interruption.

After that, continue working steadily. However, if needed, you can ask for advice from a partner on the places you know you want to make a change.”

Closure:

Display an anchor chart with a section for each item on the Revision Checklist. Invite students to share the revisions they added to their drafts. Record the examples on the anchor chart in the appropriate section.

Example:

Revision Strategies

#1 A small moment	#2 Sensory Details	#3 Satisfying Ending	

Notes:

Resources & References: (adapted from, acknowledgements)

Lesson idea adapted from Linda Christensen

Launching the Writing Workshop (L14)

Using an Editing Checklist – ‘Reading Backwards’

Writing Teaching Point(s):

- Writers edit their work so others can read it.
- Students will use an editing checklist.
- Students will learn a strategy for editing spelling called, ‘**Reading Backwards**’.

Standard(s):

L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.2.a. Use correct capitalization.
L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.

Materials:

- **Chart-** ‘What do good writer’s do?’
- Copies of the editing checklist for each student
- Writing notebooks
- Demonstration piece for modeling editing- sample ‘Something Fishy’ follows lesson
- Colored pencils or highlighters

Connection:

“You have done a great job revising your pieces to make sure they sound really good. You have used words that create a clear picture. Your reading is easy to understand and fun to read.”

Today we will look again at our writing to make sure it also looks good for the reader. When writers pay attention to how their writing looks, they are editing.”

Active Engagement (guided practice):

Discuss the goal of editing:

“What do you think writers look for when they edit their writing?”

Students-pair share ideas about editing. Have volunteers share ideas with the whole group.

Teach (modeling):

“Yes, punctuation, spelling, and grammar are things writers look for when we edit. I have a checklist for you that I want you to use when editing this piece of writing. You should go ahead and change anything else you notice that needs a ‘fix up’.”

Display and/or distribute editing checklist.

“Let me show you how to use this checklist. Just like our revision checklist, I will go one step at a time and I will use colored pencil.”

Teacher will read each item on the Editing list and model one example using writing sample.

Editing Checklist:

1. Read item one: *“Count words to find rambling sentences.”*

Model counting the number of words in each sentence, adding more punctuation.

2. Read item two: *“Make sure you have used capital letters appropriately.”*

Model highlighting all the capitals and changing the errors.

3. Read item three: *“Check spelling, ‘Reading Backwards’.”*

Model reading backwards and circling the misspelled words.

“This is a new one for us. You have already practiced counting words and looking for capitals. Today is the first time we have talked much about spelling.

Let me show you a strategy that works for a lot of writers. I call this strategy, ‘Reading Backwards’. Yes, we will read the writing backwards because this helps focus on each word. Be sure to start with the last word and work all the way up to the beginning.”

Teacher models reading each word starting with the last word at the bottom of the page.

“When I get to a word that looks ‘funky’, I circle it. Help me do this. Read this piece backwards with me. Call out “funky” if you see a word we should check.”

(If students think a correctly spelled word is “funky”, circle it.)

Model three possible spellings starting with the original from the piece.

“Now that I have circled my words to check, I can’t just leave them. I need to check the spelling. They might be right, they might be wrong. I am going to make a three - column chart on the left hand side of my paper. I will try three possible spellings for each word I have circled.”

Write the correct spelling above the circled word.

“Spelling is about how words sound and how they look. Which one looks right? Hold up one, two or three fingers to show which one you would use.”

Repeat with the next word.

“Sometimes I have a word that I can’t get right with my three columns. For those words I use a dictionary.”

Link to Independent Practice:

“Writers think about their audience. We try to use correct spelling, punctuation, grammar to make the writing as clear as possible.

Today you will all have a chance to use this editing checklist on your writing. I want all the changes you make to be in colored pencil or highlighter so I can see the smart editing decisions you made.”

Closure:

Status of the class:

“Who found a sentence that needed to be cut into smaller ones?

Who found an extra capital letter?

Who realized they forgot to capitalize something?

What are some words you found to change the spelling?

Who found something to fix up that they are glad won’t be on their final draft?”

Notes:

Resources & References: (adapted from, acknowledgements)

Lesson adapted from Linda Christensen

Something Fishy

I'll never forget the day our cat twinkle ate my fish. I ran home after school one sunny afternoon I always feed my fish furst thing becuze Im a responsibel pet owner. The small glass fish bowl sat on the ledge of my bedroom window. It was a perfect spot I lookt through the small glass bowl very closely where was my golden pet fish? Was she hiding in her glass castle or under the seaweed? I didn't see her their.

“Mom, where’s my fish?” I shouted.

Editing Checklist

Launching Writing Workshop, Unit 1

Grammar

***Count words in sentences.**

___ I fixed rambling sentences by breaking them up into shorter ones.

Punctuation

___ I began sentences with capital letters.

___ I ended sentences with punctuation . ! ?

Spelling

___ I checked the spelling.

Launching the Writer's Workshop (L15) Publishing

Writing Teaching Point(s):

- Writers publish their work

Standard(s):

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Materials:

- Writing notebooks
- Extra copies of revision and editing checklists
- Paper for final draft copies or computers for word processing. **(Without typing skills, word processing takes a lot of time. Decide if this makes sense for what your writers need.)**

Connection:

“You are ready to publish your writing today. You have done the important work of drafting, revising and editing. When you have made your piece the best it can be, you are ready to do a final draft.”

Active Engagement (guided practice): Students reread.

“The first thing I want you to do is reread your writing one last time. Make sure you have made all the changes you need to make. Ask yourself: Does my writing sound good? Does my writing look good?”

Link to Independent Practice:

*“This is the final draft paper you can use today.
Go slowly as you recopy.*

- *Use your best handwriting.*
- *You want to make sure you get all the new ideas from the left hand side of your paper into your final draft. Let the colors help you make sure you are including all your smart changes.”*

Closure:

Find a place in your room to display finished writing. Even if it is only up for a day or two, kids need to see their work displayed.

Notes:

Resources & References: (adapted from, acknowledgements)

Launching the Writing Workshop (L16) Reflection

Writing Teaching Point(s):

- Writers reflect on their writing and their writing process.

Standard(s):

ELA.4.WRT.1.7 Use reflection to review and evaluate writing.

Materials:

- Portfolio folders for each student
- Final drafts of first pieces
- Writing notebooks
- Reflection question sheet

Connection:

“We have just finished our first writing unit of this year. You all did great work. Today we are going to take a minute to pay attention to all the smart thinking, learning and writing you have done. Whenever we stop to think about what we are learning, it is called reflection. We will do some reflection at the end of each of our writing units.”

Teach (modeling):

“I am giving you a set of questions to help you do your reflection.”

Display the reflection questions on the overhead or document camera.

Read through the directions and questions.

- *“Do you think I am supposed to answer these questions right away?”* (No)
- *“What do I need to do first?”* (Look through all your writing)

Active Engagement (guided practice):

“Take out your writing notebooks and open to the first page of the writing section.

Let’s look back through all this writing for about ten minutes. No one should answer these questions until you have really looked through your writing.”

Teach (modeling):

After ten minutes are up, pass out reflection sheets to students.

Explain reflection process. *“Now we are ready to reflect using these questions.*

The first question asks what you learned about yourself as a writer. That is a hard one. I wonder if anyone noticed something about themselves as a writer while looking back through all your work.”

Solicit a few student responses. Model a personal example: *“I noticed that I am paying more attention to. . . or I really like. . .”*

“The next question asks, “What is easy?”

Model a personal example: “It is easy for me to write fact papers but hard for me to think of stories I want to write.

Think about what is easy or hard for you.”

Link to Independent Practice:

“Reflection helps us grow as writers.

Take your time with these questions. Don’t just write one-word answers. The more you reflect, the better your learning will be.”

Note: Copy some of the better reflection responses to use as models (with students’ permission) at the end of the next unit.

Closure:

“Once you have answered all these questions, come to the back table with your reflection sheet and your final draft of writing. I will show you how to file them in your portfolio.”

Notes:

Resources & References: (adapted from, acknowledgements)

Launch Reflection

Name:

Date:

Look back through the writing you have done as part of this unit. Look at the short writes you did. Look at your lists, drawings and pre-writing brainstorm pages. Look at your drafts for your published piece. All of these pieces of writing will help you know more about writing and about yourself as a writer.

When you feel ready, answer these questions. Try to fill the space left for each answer.

What did you notice about yourself as a writer?

What is easy for you in writing?

What is hard for you in writing?

What do you hope to learn more about as a writer during our next unit?

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End of Unit Checklist: Launching

Marking Key: X = Consistently Demonstrates / = Occasionally Demonstrates — = Does Not Yet Demonstrate		Keeps lists of possible writing topics	Narrows a writing topic	Writes with stamina (# of minutes)	Includes sensory details	Eliminates run-on sentences	Uses correct capitalization	Edits spelling	Evidence of revision changes	Evidence of editing changes	Completes at least one final draft
STUDENTS											
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2.											
3.											
4.											
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6.											
7.											
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9.											
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