

Writing Workshop Unit



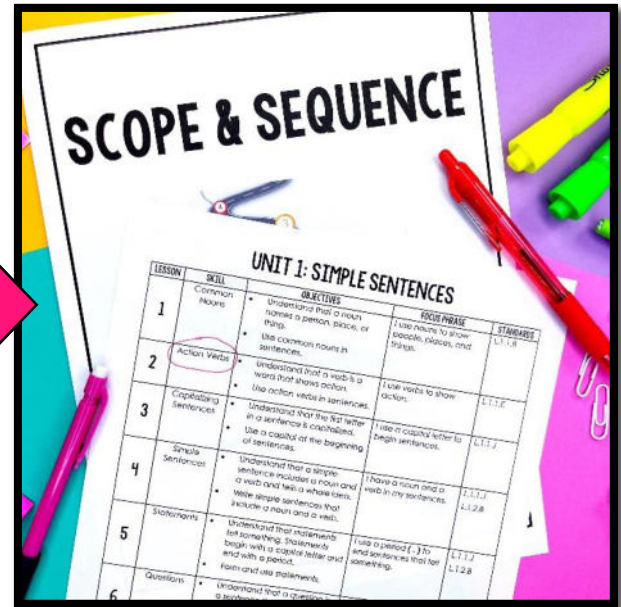
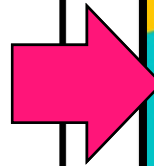
INFORMATIONAL WRITING

Lesson 1

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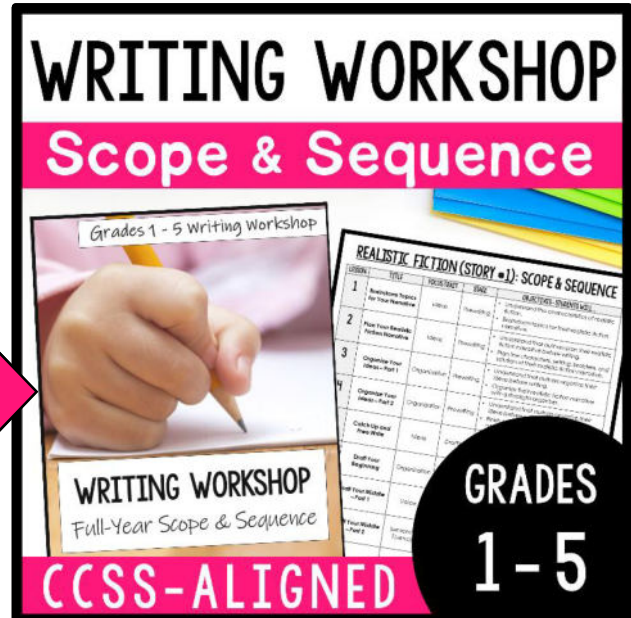
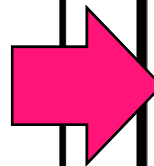
GRAMMAR SCOPE & SEQUENCE

This **FREE** grammar scope and sequence for Grades 1-5 includes 30 grammar skills with objectives, focus phrases, and standards aligned with Common Core State Standards.



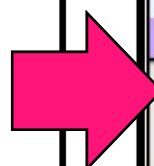
WRITING SCOPE & SEQUENCE

This **FREE** writing scope and sequence for Grades 1-5 includes 30 weeks of writing lessons that cover personal narrative, realistic fiction, informational, and opinion writing.



5 GRAMMAR BOOM DECKS!

Get 5 **FREE** Boom decks to reinforce grammar skills in your curriculum: (1) Subject & Predicate; (2) Proper Nouns; (3) Contractions; (4) Adjectives; (5) Subject-Verb Agreement.



NOTES TO TEACHER

Writing Workshop Model

The writing workshop model has proven to be a very effective way to teach writing in elementary school. Writing workshop allows for a time of modeling by the teacher as well as plenty of time for independent writing for your students. This is the structure for writing workshop that your lesson plans will include:

Mini-lesson (5-15 minutes)

- Teach a writing skill.

Modeling (5-10 minutes)

- Model how to use the writing skill.

Writing Time (20-40 minutes)

- Students work independently on their writing.
- Teacher conferences with students.

Sharing Time (5-10 minutes)

- Students share their writing with others.

Six Traits of Writing

The six traits of writing model has also proven to be very effective for teaching writing at the elementary level, which is why it has been integrated into these lessons. Each lesson focuses on a specific trait of writing: *ideas, organization, voice, word choice, sentence fluency, or conventions*.

The Writing Process

The writing process is a series of steps taken by writers to produce a published work. The five stages include *prewriting, drafting, revising, editing, and publishing*. Throughout this unit, students will move through these five stages for two writing assignments.

Stoplight Writing

The stoplight writing approach helps students to organize their writing by providing visual cues. Students' organizers will include: green circles which mean "go" and write your beginning (and ending); yellow circles which mean "slow down" and write your main ideas; and red circles which mean "stop" and give more details about your main ideas.

Conferencing

Conferencing is an essential part of effective writing instruction because students need specific feedback of what they are doing well in their writing and how they can improve. Each lesson plan includes a time to conference with individual students.

NOTES TO TEACHER

Tips for the Mini-lesson and Modeling

1. **Classroom setup:** It is helpful to do the mini-lesson and modeling portion of the lesson at a common area where students can see the board or easel clearly.
2. **Practice routines:** It is helpful to model and practice how to sit and quietly listen to mini-lessons and how to participate.
3. **Mentor Text:** Each writing unit is centered on two mentor texts of the same writing genre. It would be best to find a hard copy of the mentor texts before teaching the unit. If you cannot find one, you can probably find a read aloud version online, such as on YouTube.
4. **Think-alouds:** While modeling writing, it is very helpful to think aloud as you apply writing skills. This allows for your students to notice your thought processes as you write.
5. **Make mistakes:** While modeling writing, it is helpful to not always model your best writing. In fact, it is helpful to make mistakes so you can model how to revise and edit your writing in the revising and editing stages.
6. **Writing samples:** This unit includes sample graphic organizers and drafts to provide you with an example of how to model writing assignments.
7. **Equipment:** When modeling how to use graphic organizers and drafts, you may find it easiest to use a document camera to project them. If you do not have access to a document camera, you can model these on chart paper.

Tips for Student Writing and Sharing Time

1. **Practice routines:** It is important to teach and practice each routine that you will be using in your writing workshop. This will prepare your students to work independently as you conference with students. Here are some of the routines you may need to practice:
 - How and where to get writing materials (pencils, draft paper, etc.)
 - What to do when you are finished writing (read it over, free write, etc.)
 - How to stay on task and write the whole time (set timers, create goals, etc.)
 - How to share with a partner or group during sharing time (listen and respond)
 - How to put away writing materials (put papers neatly in writing folder)
2. **Use writing folders:** It is helpful to have writing folders for your students to store all of their graphic organizers and drafts for the unit. When a unit is complete, students can add their writing to their writing portfolio, which can simply be another folder.
3. **Encourage students to use every other line:** For the drafting stage, you may want to encourage your students to write on every other line to allow space for adding and changing words in the revising and editing stages.
4. **Encourage independent spelling:** It is important to encourage students to use resources that are available to them when attempting to spell difficult words. They may use word walls, sound walls, books, or decoding strategies (chunking, stretching out, etc.) to help them spell.
5. **Free writing:** When students are finished with a daily assignment, you can have them free write about a topic of their choice.

Grammar Skills

- You may notice that this unit does not include grammar skills. I have a separate grammar curriculum that includes 5-day lessons for 30 grammar skills. Each 5-day lesson consists of five 10-15 minute mini-lessons that can be taught before your daily writing lesson. You can find more information about this grammar curriculum on page 16.

TEACHER DIRECTIONS

1. Print your daily lesson plan on page 6.

2. Read the "Materials" section of your lesson plan and prepare the necessary materials:

- Find a hard copy or YouTube read aloud of the mentor text: *Dolphins* by Melissa Stewart.
- Print the posters (pages 7, 9).
- Print and make student copies of the graphic organizers (pages 11, 13).


3. Use the lesson plan to teach your lesson.



Lesson 1: Brainstorm Topics for Your Report

FOCUS TRAIT	Ideas	WRITING PROCESS	Prewriting
OBJECTIVES			
Students will...			
<ul style="list-style-type: none">Understand the characteristics of informational writing.Brainstorm topics for their informational report.			
MATERIALS			
<ul style="list-style-type: none">For Teacher: <u>Dolphins</u> read aloud by Melissa Stewart; <u>Informational Writing</u> poster, <u>The Writing Process</u> poster, <u>Brainstorm</u> organizer, <u>Animal Facts</u> organizer, Informational Writing Youtube VideoFor Students: <u>Brainstorm</u> organizer, <u>Animal Facts</u> organizer			
MINI-LESSON			
<ul style="list-style-type: none">Gather students and explain that in this unit we will learn how to write an informational report. Have students share their prior knowledge about informational writing.Show the Informational Writing video to help your students understand informational writing.Read through the <u>Informational Writing</u> poster. Discuss the definition and characteristics of informational writing.Read aloud <u>Dolphins</u> to students. Discuss the characteristics of informational writing that we see displayed in this book. Explain how the author organized facts about dolphins into subtopics such as: "A Dolphin's Life", "Where Dolphins Live", "Super Dolphins", etc. Discuss how these subtopics help to organize the author's writing.Explain that today we will begin writing our informational report. Explain that good writers always prewrite before they write a report. Explain the prewriting stage with <u>The Writing Process</u> poster.			
TEACHER MODELING			
<ul style="list-style-type: none">Project your <u>Brainstorm</u> organizer. Explain that the first thing you need to do is brainstorm a topic for your informational report. Think aloud as you share animals that you either know a lot about or are curious about. Circle the animal that you plan to write about.Project your <u>Animal Facts</u> organizer. Write the name of your animal in the center of it. Explain that just like the author of <u>Dolphins</u> organized her facts into subtopics, you are going to do the same. Read aloud the four subtopics on your organizer: "Looks Like", "Eats", "Habitat", and "Interesting Facts". Explain how you will organize facts into these subtopics.Explain that you will need to learn more about your animal before you can write a report about it. Before you do that, you can first write down facts you already know for each subtopic. Model how to write facts you already know in each section of the <u>Animal Facts</u> organizer.			
WRITING TIME			
<ul style="list-style-type: none">Distribute the <u>Brainstorm</u> organizer to students. Pair students and ask partners to take turns discussing their ideas for animals to write about. Remind students to write their ideas down on their organizer as they are discussing.Ask students to circle the animal that they will write about.Distribute the <u>Animal Facts</u> organizer to students. Ask students to write their animal in the center of it and write facts they know about their animal in the relevant sections.Conference with individual students as the class works on their writing.			
SHARING TIME			
<ul style="list-style-type: none">Invite a few students to share what they worked on today and provide them with positive feedback. (Optional: You may want to put their work under a document camera.)			

INFORMATIONAL WRITING



Teaches true facts about a topic.



I

Introduce the main topic in the introduction.

N

Name subtopics with headings.

F

Follow the headings with topic sentences and supporting details.

O

Organize writing with transition words.


R

Review the main points in the conclusion.

M

Make text features that give more information.

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THE WRITING

PROCESS



PREWRITING

Brainstorm ideas and organize them with a graphic organizer.



DRAFTING

Write sentences and paragraphs using your prewriting.



REVISING

Improve the draft by adding, removing, moving, and substituting words and sentences.



EDITING

Correct errors in capitalization, punctuation, spelling, and grammar.

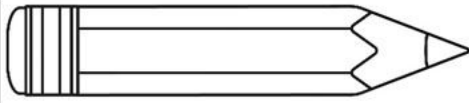


PUBLISHING

Create a final draft and share it.

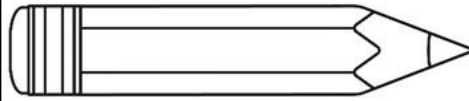
THE WRITING

PROCESS



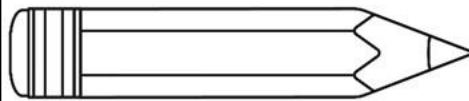
PREWRITING

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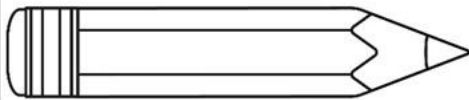
DRAFTING

Write sentences and paragraphs using your prewriting.



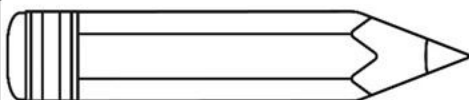
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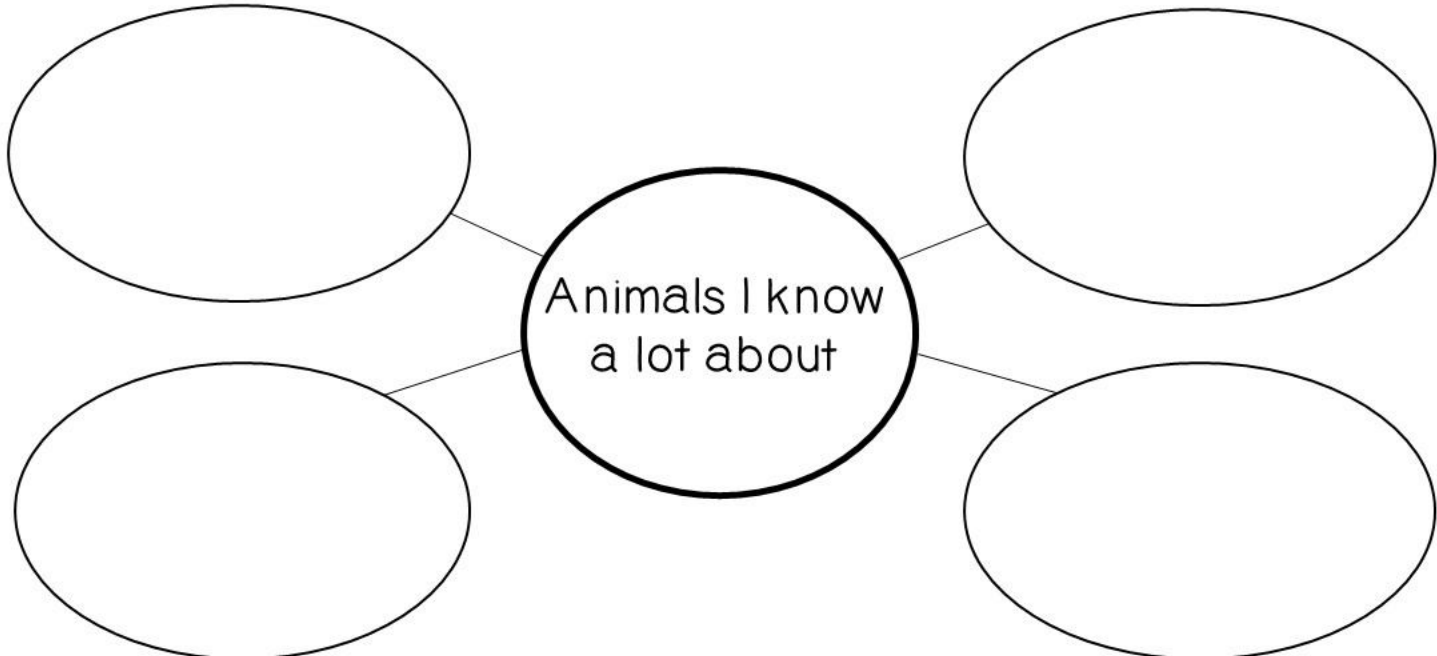


PUBLISHING

Create a final draft and share it.

Name: _____

BRAINSTORM



Animals I know
a lot about



Animals I am
curious about

Name: _____

BRAINSTORM

dogs

dinosaurs

Animals I know
a lot about

turtles

rabbits

lions

seahorses

Animals I am
curious about

butterflies

leopards

• Name: _____

ANIMAL FACTS

Looks Like

Eats

Animal

Habitat

Interesting Facts

Name: _____

ANIMAL FACTS

Looks Like

- Sharp claws to hold prey
- Short legs
- Long body
- Big head
- Adult males can weigh over 500 pounds, while females weigh less
- Yellowish brownish fur
- Males have a mane which starts growing at age 1

Eats

- Zebra, wildebeest, antelope (small to medium sized animals)
- Elephants, rhinos, insects, rodents, insects, crocodiles
- Stalk prey by watering holes
- Lionesses do the hunting at night

Animal lions

Habitat

- Live in parts of Africa and small area of Asia (India)
- Grassland – grass is very tall and a light brownish color
- Various habitats including woodlands, deserts, plains, and savannas
- Prefer savannas and grassy plains

Interesting Facts

- Only cats that live in special groups, up to 40 cats per pride
- Can spend many hours resting and sleeping – 21 hours at a time
- A roar can be heard up to 5 miles away
- Lion cubs don't roar until 1 year of age
- Eyesight is 5 times better than humans

MORE RESOURCES

Click your grade level:

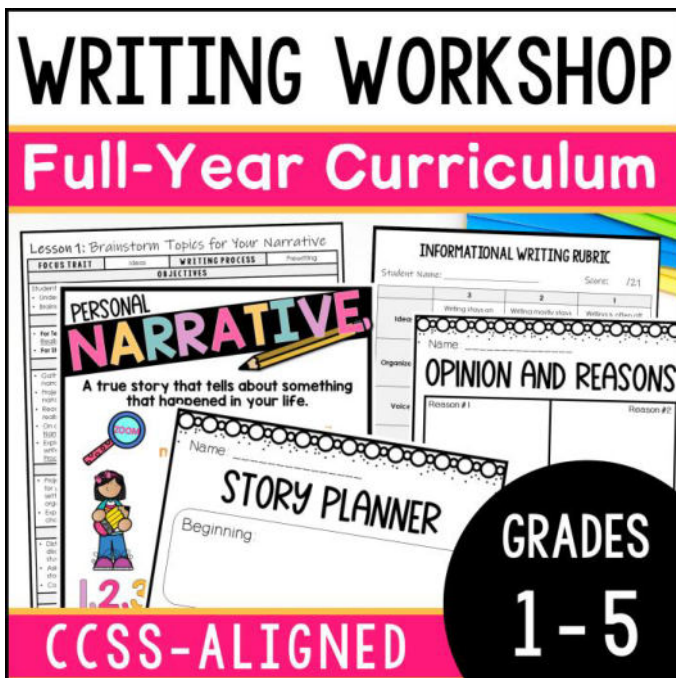
[1st Grade Writing Units & Curriculum](#)

[2nd Grade Writing Units & Curriculum](#)

[3rd Grade Writing Units & Curriculum](#)

[4th Grade Writing Units & Curriculum](#)

[5th Grade Writing Units & Curriculum](#)



WRITING WORKSHOP
Full-Year Curriculum

Lesson 1: Brainstorm Topics for Your Narrative

PERSONAL NARRATIVE
A true story that tells about something that happened in your life.

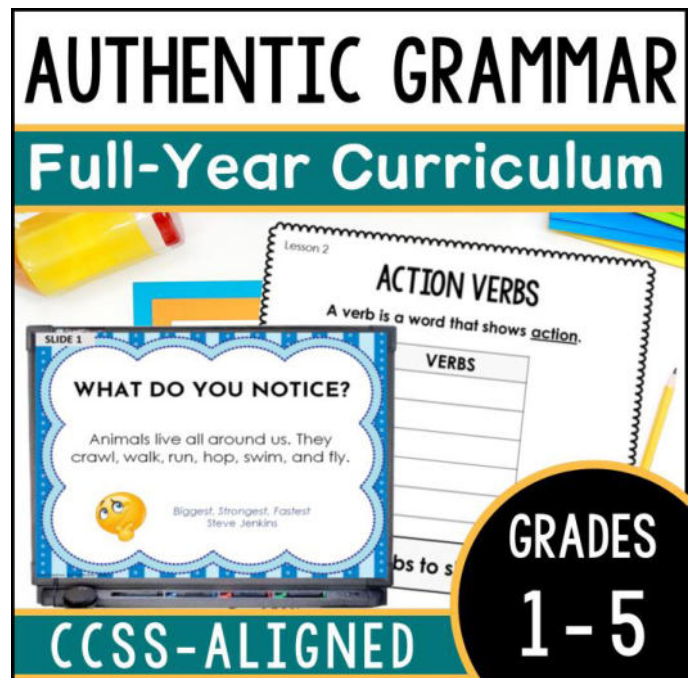
STORY PLANNER
Beginning

INFORMATIONAL WRITING RUBRIC
Student Name: _____ Score: /21

OPINION AND REASONS

GRADES 1-5

CCSS-ALIGNED



AUTHENTIC GRAMMAR
Full-Year Curriculum

Lesson 2
ACTION VERBS
A verb is a word that shows action.

VERBS

WHAT DO YOU NOTICE?
Animals live all around us. They crawl, walk, run, hop, swim, and fly.

Biggest, Strongest, Fastest
Steve Jenkins

GRADES 1-5

CCSS-ALIGNED

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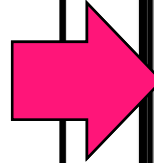


Freebies

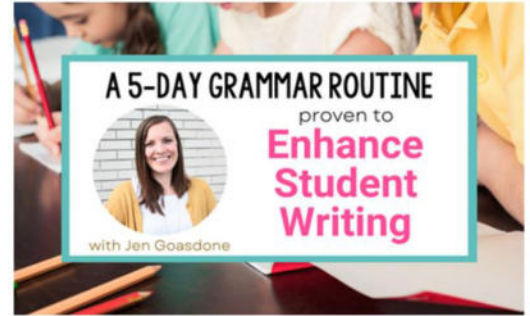
★ FREEBIES!!! ★

GRAMMAR WORKSHOP

This **FREE** grammar workshop for Grades 1-5 ELA teachers describes a simple 5-day grammar routine that will result in improved writing among your students.



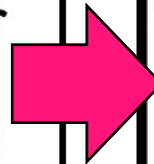
FREE GRAMMAR WORKSHOP



40 MINUTE WORKSHOP: GRADES 1-5

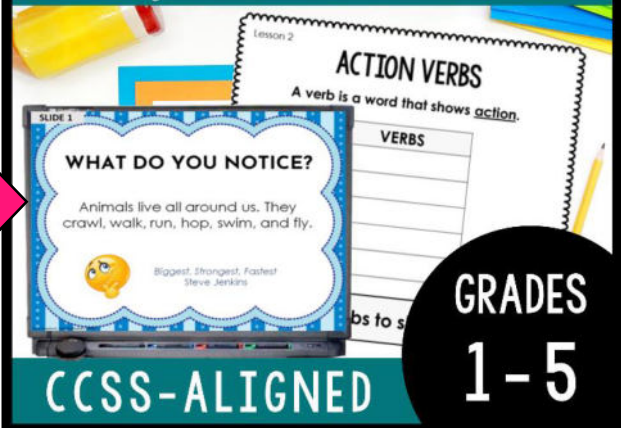
ACTION VERBS MENTOR LESSON

This **FREE** five-day grammar lesson teaches action verbs in the context of writing using a mentor sentence and authentic writing activities. Each daily mini-lesson only takes 10 minutes to teach!



ACTION VERBS

5-Day Mentor Lesson



5 GRAMMAR BOOM DECKS!

Get 5 **FREE** Boom decks to reinforce grammar skills in your curriculum: (1) Subject & Predicate; (2) Proper Nouns; (3) Contractions; (4) Adjectives; (5) Subject-Verb Agreement.

