

Writing Workshop Unit



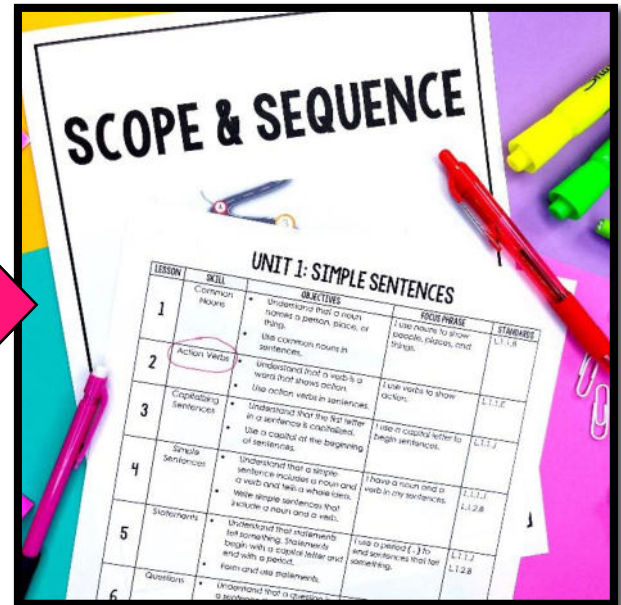
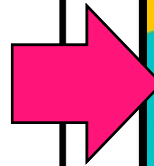
INTRODUCTION TO WRITING

Lesson 1

★ MORE FREEBIES!!! ★

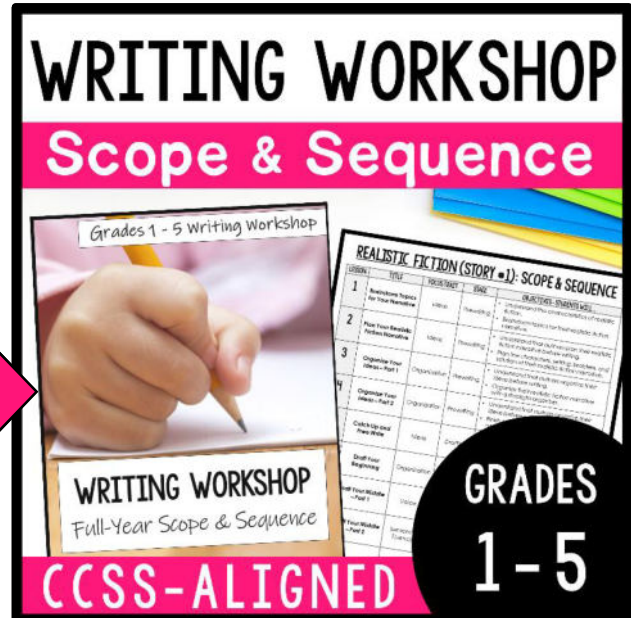
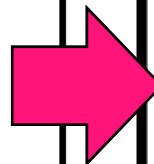
GRAMMAR SCOPE & SEQUENCE

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.



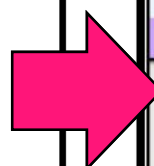
WRITING SCOPE & SEQUENCE

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: *The Best Story* by Eileen Spinelli.
 - Print the poster (page 7).
 - Print and make student copies of the writing survey (page 9).
3. Use the lesson plan to teach your lesson.



Lesson 1: Introduction to Writing Workshop

FOCUS TRAIT	Ideas	WRITING PROCESS	Prewriting
OBJECTIVES			
Students will...			
<ul style="list-style-type: none">Understand the 3 parts of writing workshop: (1) mini-lesson; (2) writing time; (3) sharing timeComplete a writing survey that shares their thoughts about writing.			
MATERIALS			
<ul style="list-style-type: none">For Teacher: <u>Writing Workshop</u> poster, <u>The Best Story</u> read aloud by Eileen Spinelli, <u>Writing Survey</u>For Students: <u>Writing Survey</u>			
MINI-LESSON			
<ul style="list-style-type: none">Gather your students and explain that this year we are going to be authors who write a lot! Discuss with your students why authors write: to entertain, to persuade, or to inform.Explain that each day we will have a special time called "writing workshop" during which we will learn writing strategies and then practice them in our own writing.Project the <u>Writing Workshop</u> poster and explain the three parts of writing workshop that we will do each day: (1) mini-lesson; (2) writing time; (3) sharing time. Display this poster in your room as a reference to use throughout the year.Explain that we will begin practicing this writing workshop model today! To begin, introduce the first part of writing workshop: the mini-lesson. Review your expectations for mini-lessons (e.g. sit quietly while you teach, listen actively, participate, etc.).Read aloud <u>The Best Story</u> and discuss with your students the lesson the character learns about writing: that you should write from your heart.Explain how you are going to give your students a lot of choices regarding what to write about this year. Discuss how students are individuals with their own experiences and interests to write about. This diversity will contribute to a wonderful writing community in which we will have lots of different topics and stories to share with each other.			
TEACHER MODELING			
<ul style="list-style-type: none">Explain to your students that you want to know their feelings about writing and that you will give them a writing survey to fill out today.Project your <u>Writing Survey</u>. Read through the survey and model how to respond to each prompt. Explain that we don't need to have complete sentences or perfect spelling for this survey. We just want to try our best to fill it out.			
WRITING TIME			
<ul style="list-style-type: none">Explain how now we are going to move into the second part of writing workshop: writing time. Review your expectations for writing time (e.g. write independently the whole time, apply skills from the mini-lesson, etc.).Distribute a <u>Writing Survey</u> to each student. Ask students to complete the survey. Explain that they don't need to worry about complete sentences or spelling today. They just need to get their ideas out. When they are finished, they can turn over their paper and draw pictures of topics they may want to write about this year.			
SHARING TIME			
<ul style="list-style-type: none">Explain that we will now transition to the final part of writing workshop: sharing time. Review your expectations for sharing time (e.g. take turns, provide constructive feedback, etc.).Pair students and ask partners to take turns sharing their survey responses and providing feedback to one another. Collect your students' surveys and read over them.			

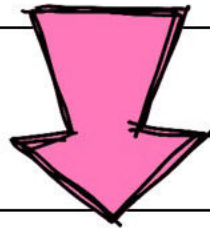
WRITING

WORKSHOP



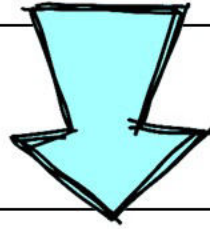
Mini-Lesson (10-20 minutes)

- Learn a writing skill.
- Listen quietly to the teacher.



Writing Time (20-40 minutes)

- Work independently on writing.
- Sometimes meet with the teacher or classmates.



Sharing Time (5-10 minutes)

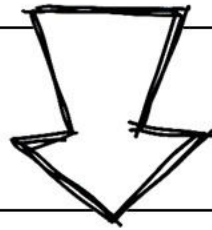
- Share your writing with others.
- Review your writing skill.

WRITING WORKSHOP



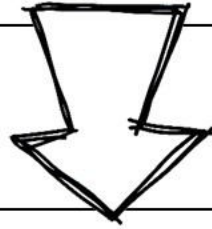
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Sharing Time (5-10 minutes)

- Share your writing with others.
- Review your writing skill.

Name: _____

WRITING SURVEY

The best thing about writing is...

I enjoy writing about...

Writing is hard for me when...

Something I want to get better at in writing is...

This year I want to write about...

MORE RESOURCES

Click your grade level:

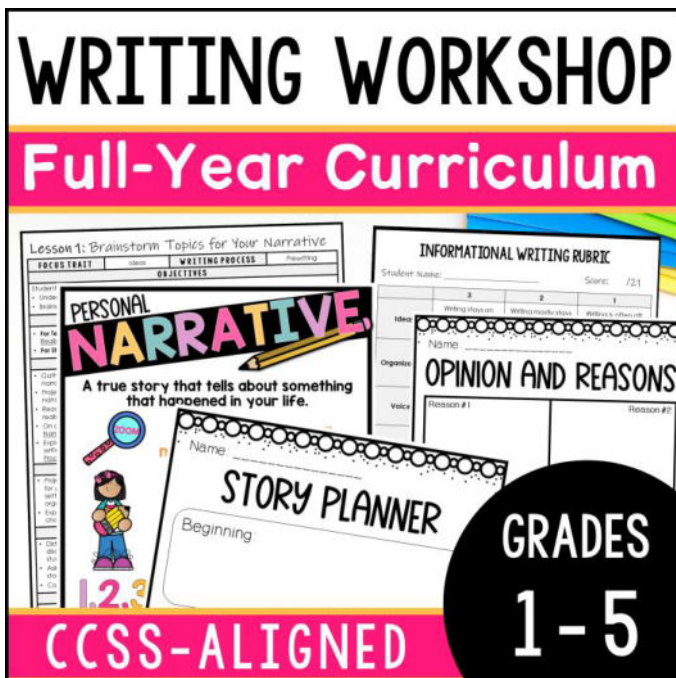
[1st Grade Writing Units & Curriculum](#)

[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.

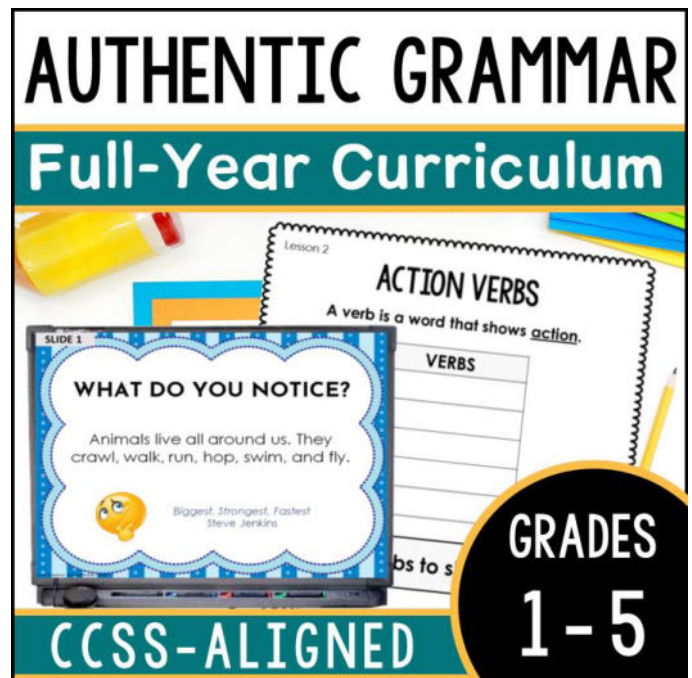
STORY PLANNER
Beginning

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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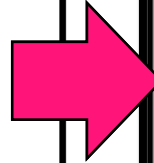


Freebies

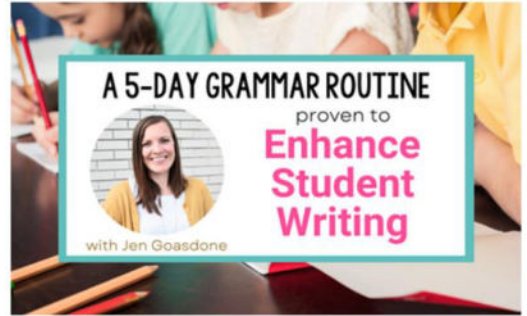
★ FREEBIES!!! ★

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.



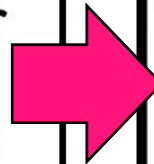
FREE GRAMMAR WORKSHOP



40 MINUTE WORKSHOP: GRADES 1-5

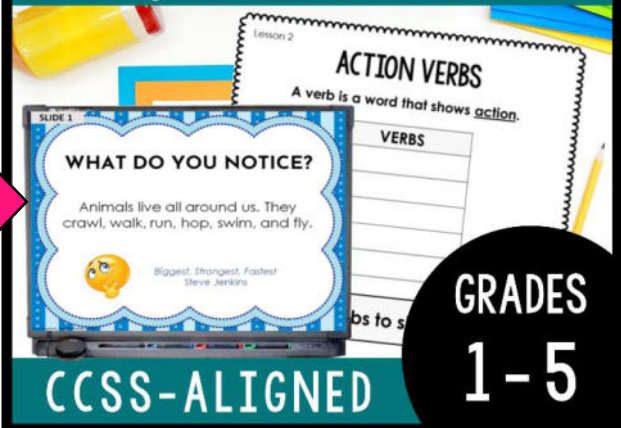
ACTION VERBS MENTOR LESSON

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!

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