

Writing Workshop - First 20 Days

Key Learnings: To understand, develop, and follow routines for Writing Workshop.

Lesson Topics:

- Day 1 - Components of Writer's workshop / Generate topic list - ANCHOR CHART
- Day 2 - Organizing folders and Writer's Notebook
- Day 3 - Establishing Behavior Guidelines for Writer's Workshop - ANCHOR CHART
- Day 4 - "Things I Love" seed ideas
- Day 5 - BENCHMARK WRITING ASSESSMENT
- Day 6 - Sketching to generate writing ideas
- Day 7 - Continuing an entry
- Day 8 - Guidelines for peer feedback with partners - ANCHOR CHART
- Day 9 - Guidelines for peer feedback in groups
- Day 10 - How to get help
- Day 11 - Reviewing Behaviors and guidelines for Writer's Workshop
- Day 12 - The Writing Process
- Day 13 - Planning from BME Organizer - Beginning
- Day 14 - Planning from BME Organizer - Middle & End
- Day 15 - Planning from Paragraph Organizer - Beginning
- Day 16 - Planning from Paragraph Organizer - Middle & End
- Day 17 - Writing a Draft from an Organizer
- Day 18 - Launching Writing Workshop - L. Calkins Lesson 1
- Day 19 - Launching Writing Workshop - L. Calkins Lesson 2

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Day 1	
EQ: What should I expect to be doing every day in Writing Workshop?	
Introduction:	Writing is one of our primary forms of communicating with one another. We use writing to share our personal thoughts with a friend, record the history of our country, sell items, and send messages to family or friends on our phones and computers. This year we will be doing a lot of writing. In order to become better writers we will need to agree upon and understand what we all should be doing during Writer's Workshop.
Mini-Lesson: (25-30 minutes)	<p>1. Explain to students there are several types of activities you will be doing this year during WW</p> <ul style="list-style-type: none"> ➤ mini-lesson - 10-15 minutes ➤ individual writing - 35-40 minutes - most will follow the writing process at different stages ➤ conferences, written reflections, sharing - 5-10 minutes <p>2. We will meet together for the first part of Writing Workshop. Our signal for large group meeting is _____. Our gathering place is located _____. Today, you will need to bring a composition book and a pencil when you come. (PRACTICE TRANSITION WITH STUDENTS, MORE THAN ONCE??!)</p> <p>3. When students are at meeting area, discuss the importance of good listening. Use the SLANT procedure to be good listeners.</p> <ul style="list-style-type: none"> • S - sit up and sit still • L - look at the speaker • A - ask questions • N - nod occasionally to let us know you're still "with us" • T - track with your eyes <p>4. WRITER'S NOTEBOOK:</p> <ul style="list-style-type: none"> ➤ Explain to students that they will be using a composition book for their Writer's Notebook this year. This will be a place to write freely. Sometimes their ideas might develop into stories they want to publish. Invite them to decorate the cover with pictures, mementos, etc. that will personalize their notebook. ➤ Explain to students that it will be important that they generate a list of ideas to write from. They don't always have to choose from this list, but it will be there should they need it. Make a list together of possible topics for writing on an anchor chart. Have students make their own copy on the BACK PAGE of their Writer's Notebook. Some ideas might include: <i>family, pets, house, neighborhood, school, friends, vacations/trips, sports, current events, interesting people, etc.</i> <p>6. Model for students how you want their first entry to look in their Writer's Notebook- use overhead or ELMO. Have students date each entry in the margin where they begin writing.</p> <p>7. Dismiss students to their seats to begin writing.</p>
Independent Practice: (15-20 minutes)	<p>1. Instruct students to begin writing about the topic of their choice for the remaining time in their writing journals. (Approximately 20 minutes)</p> <p>2. Let them know you'll give them a 5-minute warning before time to stop writing.</p> <p>3. Circulate around room to make sure students are writing on the 1st page of their journal. Set the tone for the room. Remind students to write quietly and freely about the topic of their choice.</p>
Sharing: (15-20 minutes)	<p>1. Give students feedback on writing time. Practice/review any procedures that need to be addressed. Review EQ: <i>What will we be doing during Writing Workshop each day?</i></p> <p>2. Assign homework: Bring in a special picture or item that holds a special memory or event that you would like to write about. This will be taped into your journal so be sure it is an item that you can keep at school. NEED ON DAY 4</p> <p>3. Show students examples that the teacher has brought.</p>
Materials: chart paper, markers, writing folders, composition books to use as Writing Notebooks	

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Day 2	
EQ: How will we organize our materials for Writers Workshop?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook and pen/pencil.
Introduction:	What does it mean to be organized? How do you think good organization and writing are related? (Give students time to respond) We will be working together this year to have a productive and efficient writer's workshop. It is important to have a good system in order to keep our writing ideas and papers organized. Today we will be setting up our writing folders and learning more about how to write an entry in your Writer's Notebook.
Mini-Lesson: (25-30 minutes)	<p>2. Invite students to join you at the gathering area. Remind them to bring their Writer's Notebook and a pencil/pen.</p> <p>3. Explain that students will use one writing folder when working on different writing pieces.</p> <p>4. Set up folders with students</p> <ul style="list-style-type: none"> ○ Give each student a label with their name and WRITING FOLDER printed on it. ○ Give each student a label with "DRAFT WRITING" to be placed on the left inside pocket. ○ Give each student a label with "READY TO BE EDITED" to be placed on the right inside pocket. ○ Give each student the contents of the folder: Behaviors of Writing Workshop, Procedures for Writing Workshop, Record of Writing, Frequent Misspelled Word List, Words to Learn. These should be attached inside the prongs of the folder. <p>5. Explain to students that they will also have a "Publishing Portfolio" displayed on the wall with their pictures where pieces will be displayed for others to read.</p> <p>6. MODELING: Write an entry for students in your own journal, thinking aloud as you write. Explain to students how the entries should be set up - skip a line between new entries, date EVERY entry in the margin, and begin by including the topic in their first sentence.</p> <p>7. ANCHOR CHART review: ask students if they have thought of any other ideas that can be added to the Writing Ideas list</p> <p>8. Dismiss students to their seats to begin writing.</p>
Independent Practice: (15-20 minutes)	<p>1. Instruct students to begin writing about the topic of their choice for the remaining time in their writing journals. Remind students that they do not need to start a new piece every day. They may choose to continue writing on yesterday's topic. (Approximately 20 minutes)</p> <p>2. Let them know you'll give them a 5-minute warning before time to stop writing.</p> <p>3. Circulate around room to make sure students are writing in the right place of their journal and have dated the entry correctly.</p>
Sharing: (15-20 minutes)	<p>1. Give students feedback on writing time. Practice/review any procedures that need to be addressed. Review EQ: How will we be organizing our materials for WW this year?</p> <p>2. Assign homework reminder: Bring in a special picture or item that holds a special memory or event that you would like to write about. This will be taped into your journal so be sure it is an item that you can keep at school. NEED ON DAY 4</p>
Materials: chart paper, markers, Writing Notebooks, labels for folders, Writing folders, copies of papers to insert in folders	

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Day 3	
EQ: What does a good writer's workshop look like and sound like?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook and pen/pencil.
Introduction:	What is a habit? What kind of habits are good habits? During Writer's Workshop we need to develop some habits and behaviors everyone will use in order to think and work like professional writers. Today we are going to be talking about what a good Writer's Workshop looks like and sounds like.
Mini-Lesson: (25-30 minutes)	<p>2. Invite students to join you at the gathering area. Remind students to bring Writer's Notebook and pen/pencil. Review procedures for good listening and good transitions.</p> <p>3. Review with students the difference between the Writer's Notebook and Writing Folder.</p> <p>4. Brainstorm with students what a good writing workshop should LOOK LIKE and SOUND LIKE! Give students an example (SEE #1 below). Have students work with a partner to come up with 3 ideas about what someone who walked into the class during Writing Workshop would see and hear.</p> <p>5. After 3-5 minutes, allow students to share their ideas with the large group. Create an anchor chart titled "Good Writing Habits". Some ideas may include:</p> <ol style="list-style-type: none"> a. Students on task - writing or thinking about what you will write. b. Students are prepared - a sharp pencil or pen, paper, writing references (dictionary, <u>Writer's Express</u>, etc.) c. Pages of a writing piece are numbered and kept together. d. Skipped lines on DRAFTS for revising and editing space. e. Writing using only one side of the paper. f. Conferencing or peer sharing in quiet voices. g. Published work uses best handwriting and writing on every line. <p>6. Tell the students that the daily Writers Workshop is a time for working and that by referring to the chart, "Good Writing Habits," they will be able to make the most of the time they are given for writing.</p> <p>7. SHARED WRITING: Write with students about the first day of school. Begin with a topic sentence and then ask students to give input into the entry. Accept any logical responses. The idea is to let them observe you thinking aloud and seeing another model.</p> <p>8. ANCHOR CHART review: ask students if they have thought of any other ideas that can be added to the Writing Ideas list.</p> <p>9. Dismiss students to their seats to begin writing.</p>
Independent Practice: (15-20 minutes)	<p>1. Instruct students to continue on yesterday's piece or begin writing about another topic of their choice for the remaining time in their writing journals. (Approximately 20 minutes)</p> <p>2. Let them know you'll give them a 5-minute warning before time to stop writing.</p> <p>3. Circulate around room to make sure students are writing in the right place of their journal and have dated the entry correctly. Have a short writing conference with two or three students.</p> <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. <p>4. Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.</p>
Sharing: (15-20 minutes)	<p>1. Give students feedback on writing time. Practice/review any procedures that need to be addressed. EQ: What does a good writer's workshop look like and sound like?</p> <p>2. Assign homework reminder: Bring in a special picture or item that holds a special memory or event that you would like to write about. This will be taped into your journal so be sure it is an item that you can keep at school. NEED TOMORROW!!</p>
Materials: chart paper, markers, Writing Notebooks, labels for folders, Writing folders, copies to insert in folders	

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Day 4	
EQ: Where can I get ideas to write about?	
Pre-workshop Prep:	<ol style="list-style-type: none"> 1. Instruct students to take out Writer's Notebook and pen/pencil. 2. Invite students to join you at the gathering area. Remind students to bring Writer's Notebook and pen/pencil. Review procedures for good listening and good transitions. 3. Review with students the difference between the Writer's Notebook and Writing Folder. Also review the guidelines established yesterday - "Good Writing Habits"
Introduction:	It is important to write about things your love and know about. This week we have been making a list of possible topics to write about on our anchor chart. Today we are going make more personalized lists in order to be able to write about what we know and love.
Mini-Lesson: (25-30 minutes)	<ol style="list-style-type: none"> 4. MODEL for students how you want the heart page to look. On the second to last page of students' journals, have them draw a large heart - divide it into 6 sections. In their heart students will write some writing "seeds". Explain that their "seeds" are where their ideas for writing stories can grow from. Add at least 2 ideas for each: <ol style="list-style-type: none"> a. Favorite books and places b. Things I love to learn about c. Things that are important to me d. People I care about e. Favorite times in my life f. Favorite family memories 5. Have students tape in the picture or item they brought in across from their heart. Explain that this can serve as a writing seed. When and if they choose to write about it, they will carefully move it to the appropriate place in their writing journal. 7. TURN and TALK: Have student share with a partner some of the ideas they included in their heart. Ask students to select one of the "seeds" and share the story behind it. 8. ANCHOR CHART review: ask students if they have thought of any other ideas that can be added to the Writing Ideas list 9. Dismiss students to their seats to begin writing.
Independent Practice: (15-20 minutes)	<ol style="list-style-type: none"> 1. Instruct students to continue writing about the topic of their choice for the remaining time in their writing journals. (Approximately 20 minutes) 2. Let them know you'll give them a 5-minute warning before time to stop writing. 3. Circulate around room and confer with students about their heart page. Work with students who may have limited information, encouraging them to talk about ideas and then write the "seed" down. 4. Have a short conference with two or three students about their writing. <ul style="list-style-type: none"> ➤ Share with them something you notice they are doing really well. ➤ Ask questions or share observations about any areas that might need to be guided. 5. Make any notes or keep track of areas that might need to be addressed in a mini-lesson.
Sharing: (15-20 minutes)	Give students feedback on writing time. Practice/review any procedures that need to be addressed. EQ: Where can I get ideas to write about?
Materials: chart paper, markers, Writing Notebooks, labels for folders, Writing folders, copies of papers to insert in folders	

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Day 5

Objective: Students will write a narrative from a prompt in a given amount of time.

Purpose: To benchmark students early in the year and be able to assess their abilities.

Introduction:

It is important to write about things your love and know about. This week we have been making a list of possible topics to write about on our anchor chart. Today we are going make more personalized lists in order to be able to write about what we know and love.

Benchmark Assessment (35 minutes)

1. Instruct students to use lined notebook paper for their assessment - they should have 2 sheets.
2. Show students the prompt - "The gorilla did not look happy...". Explain they will have 5 minutes to complete a plan. When they hear the timer sound, they should proceed to writing their story even if their planning is not completed.
3. Give students approximately 30 minutes to work on their story.
4. If students finish early, let them know they may write in their journal or make a sketch to go with their story. Encourage them to go back over their story and read it, explaining that you want their VERY BEST WORK!!
5. At the end of the 30 minutes collect student plans and writing.
6. Discuss the importance of the state writing assessment given in 5th grade and that students will be ready, but must work hard with the teacher to be ready - like preparing for a race.

Materials: notebook paper, pencil/pen

Goals for the week:

- Are students writing journal entries that are formatted correctly?
- Are students writing for at least 15-20 minutes without a lot of talking or movement?
- Are students following the guidelines established on the GOOD WRITING HABITS chart?
- Do students have a topic list and are they adding to the list and "seed" ideas?

4 = (consistently) 3= (consistent most of time) 2 =(engaged very little; inconsistent)
 1 = (mostly unengaged/easily distracted or distraction to others) 0 = (no progress made)

Observations / Notes:

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Day 6	
EQ: How can sketching help to generate ideas for writing in my Writer's Notebook?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook and pen/pencil. Invite students to join you in the gathering area.
Connection: (2-5 min.)	Last week we drew a heart and planted some "seed" ideas for writing. It is important to continue adding other ideas in your heart as you think of them. We can sometimes get ideas for stories by sketching. Show students an interesting picture and ask them to think about what the story behind the picture is. Have them TURN and TALK to a partner, sharing the story they came up with for the picture.
Teaching Point:	Writer's often find it is helpful to sketch a picture or image to get the idea for a story flowing.
Modeling: (5 minutes) The teacher explicitly shows students what they need to learn.	MODEL: Explain to students that there are other ways of exploring ideas for writing in their Writer's Notebook. Just as artists use sketching as a tool for thinking, writer's can use sketches as an idea for a story. In your personal writer's notebook, turn to the back and divide a page into 8 smaller squares. Create a quick sketch of an event, place, or special memory (i.e palm tree and beach, football field with the letter T, etc.) in one of the boxes. Repeat the process, thinking aloud as you sketch. Explain to students how you could use either one of these ideas to write a story and could fill the rest of the boxes with other sketches.
Active Engagement: (5 min.) Students practice the skill/strategy being taught.	GUIDE: Have students turn to the back of their Writer's Notebook and divide it into 8 squares. Ask students to answer the following question, "What were some of your favorite learning activities we did during the first week of school?" List 5-7 events. Have students select one event and spend about 3-5 minutes sketching a picture related to the event in the first box. After 5 minutes, stop students and have them TURN and TALK to their partner. Students should be sharing the story that goes with their picture.
Link: (2-5 min.) Restate the focus of the lesson. Tell students what you expect them to do.	RESTATE: When writers have difficulty thinking of something to write about it sometimes helps to sketch a picture. From there, a writer can then tell the story, then write the story that goes with the picture. FOCUS: Today I would like for you to look at some of the topics and "seeds" you have listed in the back of your writer's notebook. I would like for you to create some sketches from your "seed" ideas or other ideas that you are thinking of. When we return for sharing, you will have the opportunity to select one of your ideas and share the story with a partner. After you have at least 4 sketches, I would like for you to continue writing a piece you have already started or begin writing on a topic of your choice. REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin sketching and writing.
Independent Practice: (20 minutes)	Circulate around room to make sure students are writing in the right place of their journal and have dated the entry correctly. Have a short writing conference with two or three students. <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area with notebooks and pencils/pens and ask them to sit with the partner they were working with earlier. Give each partner 2-3 minutes to share their sketches and the stories that go with them. • Give students feedback on writing time. Share what you have observed students doing well. • Practice/review any procedures that need to be addressed. • Review - EQ: How can sketching help to generate ideas for writing in my Writer's Notebook? Ask students to respond to the EQ with their partner, then call on partnerships to share responses with the group.
Materials: chart paper, markers, Writing Notebooks	

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Day 7	
EQ: How do I continue a story in my Writer's Notebook?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook and pen/pencil. Invite students to join you in the gathering area.
Connection: (2-5 min.)	Sometimes it is hard to write all of our thoughts in a short amount of time. We find ourselves beginning a story and wanting to continue on the same topic.
Teaching Point:	Today we are going to learn how to continue writing a story in our Writer's Notebook.
Modeling: (5 minutes) The teacher explicitly shows students what they need to learn.	MODEL: Show students an entry or writing piece that you have started but not completely finished. Think aloud as you model for them how to continue writing the story. Go back and read what you previously wrote, making a verbal comment about the date in the margin. Think aloud about where you want to write from this point before you actually begin writing. Write the current date in the margin and then begin writing the thoughts you just expressed verbally. After a paragraph or two, bring the entry to a close or come to a place where you can stop.
Active Engagement: (5 min.) Students practice the skill/strategy being taught.	GUIDE: Have students explain the process you went through to continue your piece - REREAD, CHECK DATE, THINK ABOUT YOUR STARTING POINT, WRITE DATE, BEGIN WRITING. Have students TURN and TALK with a writing partner. Ask them to share a little about what they wrote on the previous entry and why or why not they might choose to continue writing the piece. If students are going to continue the piece, ask them to share with their partner their ideas of where they will begin writing.
Link: (2-5 min.) Restate the focus of the lesson. Tell students what you expect them to do.	RESTATE: When writing in your Writer's Notebook, it is fine to continue writing on a piece rather than always beginning a new one. FOCUS: Today I would like for you to look at your last entry and see if you can find a way of continuing the story. Remember to REREAD and DATE the entries even though the story is being continued. REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.
Independent Practice: (20 minutes)	Circulate around room to make sure students are writing in the right place of their journal and have dated the entry correctly. Have a short writing conference with two or three students. <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area with notebooks and pencils/pens and ask them to sit with the partner they were working with earlier. Give each partner 2-3 minutes to share their sketches and the stories that go with them. • Give students feedback on writing time. Share what you have observed students doing well. • Practice/review any procedures that need to be addressed. • Review - EQ: How do I continue a story in my Writer's Notebook? Ask students to respond to the EQ with their partner, then call on partnerships to share responses with the group.
Materials: chart paper, markers, Writing Notebooks	

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Day 8	
EQ: What are the guidelines for giving feedback to my writing partner?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook, Writing Folder, and pen/pencil. Invite students to join you in the gathering area.
Connection: (2 min.)	So far we have talked about the procedures for making Writing Workshop successful for everyone. It is important to know the routine of the workshop, how to keep our materials organized, to follow the behaviors listed on the "Good Writing Habits" chart, and know how to begin generating ideas.
Teaching Point:	Today we are going to learn how to give good feedback when we are sharing with our partner.
Modeling: (10 minutes) The teacher explicitly shows students what they need to learn.	<p>Tell students that each of them will be assigned a writing partner to work with through the first 9 weeks of school. Real authors have people that they share their work with at different stages who give them honest feedback and help them improve their stories. Show students a book by Karen Hesse. Explain to them that when Karen is writing a story, she will often stop at different points and ask her daughters to read it and tell her what they think. Karen has shared that many times a story has taken a different direction or characters have been cut because of the feedback given by her daughters. A few times she has completely trashed the story and started from scratch. Karen's daughters are her writing partners. They ask her questions, tell her what they like, tell her what they don't like, and make observations about what they think is working in the story. It is important to know how to give good feedback to your writing partner so that we can help each other become better writers.</p> <p>MODEL: Select a student's piece of work ahead of time that you will use as a model. Display the work on an overhead or document camera. Have the student read his/her work to you clearly, but not too loudly. Look and listen to the student as he/she reads. (Avoid the temptation to be watching the rest of the class!) After the student has finished respond with the following statements:</p> <ul style="list-style-type: none"> • "I like the part..... because....." • "I would like to know more about" • "I noticed that you" • "Have you thought about....." <p>Ask students what they noticed happening. Title a chart "PEER SHARING GUIDELINES" and list student observations along with the model statements above. List should/may include:</p> <ul style="list-style-type: none"> • Reader reads clearly in a quiet voice • Listener(s) look at the reader - SLANT • Give responses related to the story • Focus on the reader's story - not your own <p>Explain to students that they will have the chance to give feedback with a partner today and can add more guidelines to the chart as needed.</p>
Active Engagement: (5-7min.) Students practice the skill/strategy taught.	<p>GUIDE: Have students listen as you read a piece of your own writing. When you have finished, allow students to give you feedback on your writing. They should use the statements and guidelines on the PEER SHARING anchor chart.</p> <ul style="list-style-type: none"> • Pass out printed labels with the Peer Sharing statements and have students stick them to the inside of their WRITING FOLDERS as a reference when they are giving peer feedback.
Link: (2-5 min.) Restate the focus of the lesson. Tell students what you expect them to do.	<p>RESTATE: It is important to know how to give good feedback to your writing partner so that we can help each other become better writers.</p> <p>FOCUS: Instruct students to continue on yesterday's piece or begin writing about another topic of their choice for 20 minutes in their writing journals. When they return to the gathering area, they will be practicing giving peer feedback with their writing partner.</p> <p>REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.</p>

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Independent Practice: (20 minutes)	<p>Circulate around room to make sure students are writing in the right place of their journal and have dated the entry correctly. Have a short writing conference with two or three students.</p> <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. <p>Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.</p>
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area with notebooks and pencils/pens and ask them to sit with the partner. Have students take turns reading their story and giving/getting feedback. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders. • Give students feedback on writing time. Share what you have observed students doing well. • Practice/review any procedures that need to be addressed. • Review - <i>EQ: What are the guidelines for giving feedback to my writing partner?</i> • Ask students to respond to the EQ with their partner, then call on partnerships to share responses with the group. "Why do you think having these guidelines will help us become better writers? Why do we need guidelines for giving peer feedback?"
Materials: chart paper, markers, Writing Notebooks, Writing Folders, pre-printed labels with peer sharing statements	

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Day 9	
EQ: What are the guidelines for giving feedback to my peers in a small group?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook, Writing Folder, and pen/pencil. Invite students to join you in the gathering area.
Connection: (2 min.)	In a few months, one baseball team will become the World Series Champions. What do you think that team will have to do to be named the best baseball team in the U.S.? Good teams work together and help each other out. They share with individuals what they are doing that is working and what they need to do to get better. Writer's can use that same strategy to improve!
Teaching Point:	Today we are going to learn how to give good feedback when we are sharing in a team.
Modeling: (10 minutes) The teacher explicitly shows students what they need to learn.	<p>Yesterday we talked about how a real author gets feedback from a variety of people before she ever finishes a story or sends it to her editor. Our writing partners will be very helpful this year, but sometimes a different point of view can also help our writing improve.</p> <p>MODEL: Select a piece of your own writing ahead of time that you will use as a model. Display the work on an overhead or document camera. Call two other students to join you for a peer feedback meeting. Sit in a circle and have the other students sit in a circle around the outside to observe. Read the work to the group clearly, but not too loudly. Avoid the temptation to be watching the rest of the class! After you have finished, ask students to respond with the following statements:</p> <ul style="list-style-type: none"> • "I like the part..... because....." • "I would like to know more about" • "I noticed that you" • "Have you thought about....." <p>Invite the other two students to give feedback using the same language.</p> <p>As students are giving you feedback, write their comments on post-it notes. When all three students have had the opportunity to respond, share with the class what you have written on your post-it notes and how you will use them to revise your writing.</p> <p>Review the anchor chart "PEER SHARING GUIDELINES" and list any new observations that students make along with the model statements above.</p> <ul style="list-style-type: none"> • Reader reads clearly in a quiet voice • Listener(s) look at the reader - SLANT • Give responses related to the story • Focus on the reader's story - not your own • Write down comments made by your peers on post-it notes
Active Engagement: (5-7min.) Students practice the skill/strategy taught.	GUIDE: Have students break into small groups of 3-4. Have one volunteer from each group read something he/she has written. Give students time to give feedback. Monitor to make sure the reader is writing down the feedback they are receiving. They should use the statements and guidelines on the PEER SHARING anchor chart.
Link: (2-5 min.) Restate the focus of the lesson. Tell students what you expect them to do.	<p>RESTATE: It is important to know how to give good feedback to your peers so that we can help each other become better writers.</p> <p>FOCUS: Instruct students to continue on yesterday's piece or begin writing about another topic of their choice for 25 minutes in their writing journals. When they return to the gathering area, they will be practicing giving peer feedback with their writing partner.</p> <p>REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.</p>
Independent Practice: (25 minutes)	<p>Circulate around room to make sure students are writing in the right place of their journal and have dated the entry correctly. Have a short writing conference with two or three students.</p> <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. <p>Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.</p>

Writing Workshop - First 20 Days

Day 9

Sharing: (10 minutes)

- Call students back to gathering area with notebooks and pencils/pens and ask them to sit with a group. This should be different than the 3-4 students they were with earlier. Have students take turns reading their story and giving/getting feedback. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders.
- Give students feedback on writing time. Share what you have observed students doing well.
- Practice/review any procedures that need to be addressed.
- Review - **EQ:** *What are the guidelines for giving feedback to my peers in a small group?*
- Ask students to respond to the EQ with their partner, then call on partnerships to share responses with the group. "Why do you think having these guidelines will help us become better writers? Why do we need guidelines for giving peer feedback?"

Materials: chart paper, markers, Writing Notebooks, Writing Folders, post-it notes

Writing Workshop - First 20 Days

Day 10	
EQ: How do I get help during Writer's Workshop?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook, Writing Folder, and pen/pencil. Invite students to join you in the gathering area.
Connection: (2 min.)	How many of you have ever had to wait in line at the grocery store? Wal-Mart? The movies? What did you do while you were waiting your turn? Why didn't you bust your way to the front of the line? As we work through this year with each other, there will be times you may not be able to get the help you need immediately.
Teaching Point:	Today we are going to learn how to get help during Writer's Workshop.
Modeling: (5 minutes) The teacher explicitly shows students what they need to learn.	Remind students that during the workshop time, you will not always be available to talk with them about their work or immediately help them. They need to know what to do while they are waiting for a conference with you. MODEL: Display a piece of your own writing in progress. Begin writing and thinking aloud for students, but then find a place where you have a "problem". (Punctuation, spelling, word choice, etc.) Model for students where to go in the room for a resource, thinking aloud about how you might solve your problem. EX: "I'm not sure exactly how to punctuate this dialogue, but I'm pretty sure the Writer's Express book has some examples. I think I will look in there and see what it says." (Get a book from the shelf and find the page using the Table of Contents or Index) "This doesn't look exactly like my story, but I'm going to try it until I can conference with my teacher. I think I'll ask my writing partner to take a look at it during our sharing time as well. I'm going to write a ? in the margin so I can remember to ask for help here." <ul style="list-style-type: none"> Be sure to go over the resources in your room and the procedures for retrieving and storing them if you haven't done this yet.
Active Engagement: (5-7min.) Students practice the skill/strategy taught.	GUIDE: Ask students to think about how else students could solve their problems if the teacher isn't available to talk to them. Have them work with a partner to brainstorm 2-3 ideas. Call students' attention back after 3 minutes and ask for their responses. Add the ideas to the PEER SHARING GUIDELINES chart.
Link: (2-3 min.) Restate the focus of the lesson. Tell students what you expect them to do.	RESTATE: It is important to know what to do when you cannot get help from the teacher during Writer's Workshop. FOCUS: Instruct students to continue on yesterday's piece or begin writing about another topic of their choice for 25 minutes in their writing journals. When they return to the gathering area, they will be practicing giving peer feedback with their writing partner. REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.
Independent Practice: (25 minutes)	Conference with 4 students about their journal writing. Check to see that they are following the guidelines for setting up their entries, are keeping a list of topics and "seed" ideas, and that entries are increasing in length. Share with them any feedback you need to give them about the behaviors they have exhibited during WW. <ul style="list-style-type: none"> Share with them something you notice they are doing really well. Ask questions or share observations about any areas that might need to be guided. Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.
Sharing: (10 minutes)	<ul style="list-style-type: none"> Call students back to gathering area with notebooks and pencils/pens and ask them to sit with a group. Allow students to peer share with their writing partner. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders. Give students feedback on how students were able to self-monitor and problem solve. Practice/review any procedures that need to be addressed. Review - EQ: How do I get help during Writer's Workshop? Ask students to respond to ideas and think about how self-help can make the workshop time run more smoothly.
Materials: chart paper, markers, Writing Notebooks, Writing Folders, post-it notes	

Writing Workshop - First 20 Days

Day 11	
EQ: What are the behaviors and guidelines necessary for a successful Writer's Workshop?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook and pen/pencil. Invite students to join you in the gathering area.
Teaching Point:	Today we are going to review behaviors and guidelines needed for a productive Writer's Workshop.
Review: (20 min.)	<ul style="list-style-type: none"> • Display the GOOD WRITING HABITS anchor chart. • Divide students into groups of 2-3. Have students select one guideline in which they will create a tableau (or frozen picture) that they will bring to life demonstrating either the correct behavior or incorrect behavior. For example, a group might show someone leaning over and writing on another person's paper. After students have had time to work with an idea, let them show their tableau, count backward from five, let the students bring their tableau to life and play it out until they are done. Have the observers decide which guideline was being followed and if it was correct or incorrect. • Review the GOOD WRITING HABITS anchor chart and allow students to add any additional guidelines they feel are necessary.
	<ul style="list-style-type: none"> • Display the WRITING TOPICS anchor chart. • Have students form an inner circle and an outer circle. Students should have their Writer's Notebooks open to the TOPICS page in the back. Have the inner circle people turn and face the outer circle people. This should create partnerships. If there is an odd number, the teacher will need to join the group. Have students to GIVE ONE - TAKE ONE in which they exchange a writing topic idea or a writing "seed" idea. Each person should give one idea and take one idea to write down. Have the inner circle move left and the outer circle move right and repeat the GIVE ONE - TAKE ONE process. Go 3 or 4 rounds. • Have students sit back at the gathering area, add additional ideas to WRITING TOPICS
	<ul style="list-style-type: none"> • Display the PEER SHARING GUIDELINES chart. • On the white board draw a three-column graphic organizer. Above the columns write the words HEAR, SEE, and FEEL. Ask students to give you words to place in each column by thinking about what a visitor to our classroom would SEE and HEAR during peer sharing, and how a classmate would FEEL during a peer sharing conference. • After the organizer is complete, ask students if they want to add to the GUIDELINES.
Link: (2-3 min.) Restate the focus of the lesson. Tell students what you expect them to do.	<p>CELEBRATE: Share with students the successes you have noticed over the last two weeks and remind students that in order for everyone to be successful, everyone must do their part to follow the guidelines and develop habits of good writers.</p> <p>Have students reflect on the following question during writing in their Writer's Notebook. Let them know they may write on the topic of their choice or continue working on a piece after they have finished their reflection.</p>
Independent Practice: (25 minutes)	<p>Conference with 4 students about their journal writing. Check to see that they are following the guidelines for setting up their entries, are keeping a list of topics and "seed" ideas, and that entries are increasing in length. Share with them any feedback you need to give them about the behaviors they have exhibited during WW.</p> <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. <p>Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.</p>
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area and have them sit in a large circle. Tell them that they will be participating in a Chalk Talk. This is a process in which they share their ideas and/or thoughts in writing on the same piece of paper. They may write their own ideas or respond to another person's idea. There will be a question in the center that they should be thinking and writing about but NO ONE SHOULD BE TALKING! • Lay a piece of large chart paper or butcher paper in the middle of the circle with a few markers around the edges. The following question can be written inside ahead of time..."What do writers do to improve?" • Give students time to respond to the question, one another, etc. but only in writing. There should be no discussion. After 7-8 minutes stop students and share your observations with what they have written.

Writing Workshop - First 20 Days

Day 11

Materials: chart paper, markers, Writing Notebooks, Writing Folders, post-it notes

Goals for the week:

- Are students writing journal entries that are formatted correctly?
- Are students writing for at least 15-20 minutes without a lot of talking or movement?
- Are students following the guidelines established on the GOOD WRITING HABITS chart?
- Are students offering feedback during peer sharing sessions using the guidelines established?
- Are students giving feedback during peer sharing sessions using guidelines established?
- Do students have a topic list and are they adding to the list and "seed" ideas?
-

4 = (consistently) 3 = (consistent most of time) 2 = (engaged very little; inconsistent)
1 = (mostly unengaged/easily distracted or distraction to others) 0 = (no progress made)

Notes / Observations / Comments:

Writing Workshop - First 20 Days

Day 12	
EQ: What are the steps of the Writing Process?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook, Writing Folder, and pen/pencil. Invite students to join you in the gathering area.
Connection: (2 min.)	Think for a minute about making a peanut butter and jelly sandwich. What is the first step? (write on board) What is the second step? (write on board) What is the third step? (write on board) Continue until the process is complete...Just like making a P&J sandwich, writing is a process that has several steps.
Teaching Point:	Today we are going to review and go over the steps of the writing process.
Modeling: (5 minutes) The teacher explicitly shows students what they need to learn.	<p>MODEL: Using a previous years student's writing, show students the process the student went through to create their piece. Be sure to show a student's work who has demonstrated all parts of the process.</p> <p>A. Prewriting or planning - should use a graphic organizer B. Draft - point out student's lack of attention to detail; the idea is to get thoughts down C. Read & Revise - point out the importance of reading what is written; making changes D. Teacher Conference - (you can't model this, but explain to students what will happen) E. Edit- tell students at this point they will return to their draft and make changes discussed in conference F. Proofread - students will submit edited draft to teacher for final proof reading G. Publishing - the proofread draft is returned for final copying and publishing</p>
Active Engagement: (5-7min.) Students practice the skill/strategy taught.	GUIDE: Print the seven steps of the writing process on sentence strips. Hand strips to various students and have them line up (not in order) across the front of the room. Have students without the strips put them in the correct order, explaining what would happen at that step (i.e., graphic organizer, talking with teacher about your writing, rewriting final copy, etc.)
Link: (2-3 min.) Restate the focus of the lesson. Tell students what you expect them to do.	<p>RESTATE: There are many steps a piece of writing will go through before it is complete. The steps are not requirements, but a guide to help you do your very best writing before publishing it for other people to read. Ask students which of these steps they have been using during their writing in their Writer's Notebooks. (Drafting, Read & Revise, maybe Conference)</p> <p>SHARED WRITING: Revisit entry writing by writing together with students. Select a topic from the TOPIC chart and begin writing an entry in your Writer's Notebook. Think aloud as you write and elicit ideas from students so that students have input into the piece.</p> <p>REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.</p>
Independent Practice: (25 minutes)	<p>Conference with 4 students about their journal writing. Check to see that they are following the guidelines for setting up their entries, are keeping a list of topics and "seed" ideas, and that entries are increasing in length. Share with them any feedback you need to give them about the behaviors they have exhibited during WW.</p> <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. <p>Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.</p>
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area with notebooks and pencils/pens and ask them to sit with a group. Allow students to peer share with their writing partner. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders. • Give students feedback on how students were able to self-monitor and problem solve. • Practice/review any procedures that need to be addressed. • Review - EQ: What are the steps of the Writing Process? Ask students to respond.
Materials: chart paper, markers, Writing Notebooks, Writing Folders, post-it notes	

Writing Workshop - First 20 Days

Day 13	
EQ: How do we plan for good writing?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook, Writing Folder, and pen/pencil. Invite students to join you in the gathering area.
Connection: (2 min.)	Imagine for a minute that you have been asked to build a house or construct a building. What would you do first? Why would you not just go to Lowes or Home Depot and start purchasing building materials? (Show blueprints if possible). Architects and home builders must decide on plans for building as the first step. Just like in construction, good writer's plan before they begin writing.
Teaching Point:	Today we are going to begin looking at how to plan a story using a graphic organizer.
Modeling: (5 minutes) The teacher explicitly shows students what they need to learn.	MODEL: Show students the organizer for BME plan (from Jan Richardson). Explain to students that this is called a graphic organizer and it can help organize our thoughts before beginning a story. Talk through the parts of the organizer and then focus on the Beginning section. Select a topic from your seed heart to write about. Talk aloud and begin planning a story using the organizer - Beginning only!
Active Engagement: (5-7min.) Students practice the skill/strategy taught.	GUIDE: Have students brainstorm events that have happened within the first two weeks of school that would be story worthy. (Ex. Zach Wamp visit, first seminar, making a new friend, SGA elections, etc. would be story worthy; lunch, recess, walking in hallway - not story worthy). Select one of the topics to begin a story about. Record ideas from students about what would work for the sections on the Beginning part of the organizer.
Link: (2-3 min.) Restate the focus of the lesson. Tell students what you expect them to do.	RESTATE: Good stories require good planning. A graphic organizer such as this one can help us get our thoughts organized and ideas down before writing the story. FOCUS: Pass out to students a graphic organizer. Tell students you would like for them to select a topic from their seed heart in the back to begin planning a story. Complete the beginning section of the graphic organizer. When they are finished, they should place this paper in the front of their Writing Folder and may write in their writer's notebook. REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.
Independent Practice: (25 minutes)	Conference with 4 students about their planning/journal writing. Check to see that they are following the guidelines. Share with them any feedback you need to give them about the behaviors they have exhibited during WW. <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area with notebooks and pencils/pens and ask them to sit with a group. Allow students to peer share with their writing partner. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders. • Give students feedback on how students were able to self-monitor and problem solve. • Practice/review any procedures that need to be addressed. • Review - <i>How do we plan for good writing?</i> Ask students to respond to ideas.
Materials: chart paper, markers, Writing Notebooks, Writing Folders, post-it notes	

Writing Workshop - First 20 Days

Day 14	
EQ: How do we plan for good writing?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook, Writing Folder, and pen/pencil. Invite students to join you in the gathering area.
Connection: (2 min.)	What did we learn about planning a story yesterday? Why is planning important?
Teaching Point:	Today we are going to continue looking at how to plan a story using a graphic organizer.
Modeling: (5 minutes) The teacher explicitly shows students what they need to learn.	MODEL: Show students the organizer for BME plan (from Jan Richardson). Review with students that this is called a graphic organizer and it can help organize our thoughts before beginning a story. Review what you wrote for the Beginning section and then focus students' attention on the Middle and End. Continue working on a topic from your seed heart to plan from. Talk aloud using the organizer to complete the Middle and End!
Active Engagement: (5-7min.) Students practice the skill/strategy taught.	GUIDE: Review with students the topic of choice yesterday. Have students brainstorm with a partner for 2 minutes about what could be recorded in the Middle section. Call on partnerships and record ideas from students about what would work for the sections on the Middle part of the organizer. Repeat with the Ending section.
Link: (2-3 min.) Restate the focus of the lesson. Tell students what you expect them to do.	RESTATE: Good stories require good planning. A graphic organizer such as this one can help us get our thoughts organized and ideas down before writing the story. FOCUS: Pass out to students a graphic organizer. Tell students you would like for them to continue writing on the topic selected yesterday. Complete the Middle and Ending section of the graphic organizer. When they are finished, they should place this paper in the front of their Writing Folder and may write in their writer's notebook. REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.
Independent Practice: (25 minutes)	Conference with 4 students about their planning/journal writing. Check to see that they are following the guidelines. Share with them any feedback you need to give them about the behaviors they have exhibited during WW. <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area with notebooks and pencils/pens and ask them to sit with a group. Allow students to peer share with their writing partner. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders. • Give students feedback on how students were able to self-monitor and problem solve. • Practice/review any procedures that need to be addressed. • Review - <i>How do we plan for good writing?</i> Ask students to respond to ideas.
Materials: chart paper, markers, Writing Notebooks, Writing Folders, post-it notes	

Writing Workshop - First 20 Days

Day 15	
EQ: How do we plan for good writing?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook, Writing Folder, and pen/pencil. Invite students to join you in the gathering area.
Connection: (2 min.)	People plan in different ways to do things. If you were to have a house built, one architect might plan differently than another architect. Our brains think in different ways, and sometimes it is good to have more than one way to do something.
Teaching Point:	Today we are going to look at how to plan a story using a different graphic organizer.
Modeling: (5 minutes) The teacher explicitly shows students what they need to learn.	MODEL: Show students the organizer for paragraph form (see Valerie's organizer). Talk through the parts of the organizer and then focus on the Beginning paragraph. Select a topic from your seed heart to write about. This should be different than the one you modeled previously. Talk aloud and begin planning a story using the organizer - Beginning only!
Active Engagement: (5-7min.) Students practice the skill/strategy taught.	GUIDE: Have students select a different event from the story worthy list. (Ex. Zach Wamp visit, first seminar, making a new friend, SGA elections, etc. would be story worthy; lunch, recess, walking in hallway - not story worthy). Select one of the topics to begin a story about. Record ideas from students about what would work for the sections on the Beginning part of the organizer. The topic should be different than the one previously modeled.
Link: (2-3 min.) Restate the focus of the lesson. Tell students what you expect them to do.	RESTATE: Good stories require good planning. A graphic organizer such as this one can help us get our thoughts organized and ideas down before writing the story. FOCUS: Pass out to students a graphic organizer. Tell students you would like for them to select a topic from their list or seed heart to plan a different story. Instruct students to complete the beginning section of the organizer and then write in their Writer's Notebook. REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.
Independent Practice: (25 minutes)	Conference with 4 students about their planning/journal writing. Check to see that they are following the guidelines. Share with them any feedback you need to give them about the behaviors they have exhibited during WW. <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area with notebooks and pencils/pens and ask them to sit with a group. Allow students to peer share with their writing partner. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders. • Give students feedback on how students were able to self-monitor and problem solve. • Practice/review any procedures that need to be addressed. • Review - <i>How do we plan for good writing?</i> Ask students to respond to ideas.
Materials: chart paper, markers, Writing Notebooks, Writing Folders, post-it notes	

Writing Workshop - First 20 Days

Day 16	
EQ: How do we plan for good writing?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook, Writing Folder, and pen/pencil. Invite students to join you in the gathering area.
Connection: (2 min.)	Review with students how choices are good and sometimes our brains think in different ways. It is good to have more than one way to do something.
Teaching Point:	Today we are going to continue looking at how to plan a story using a paragraph graphic organizer.
Modeling: (5 minutes) The teacher explicitly shows students what they need to learn.	MODEL: Show students the organizer for paragraph form. Talk through the parts of the organizer and review the Beginning paragraph. Review topic from your seed heart that you are writing about. This should be different than the one you modeled previously. Talk aloud and continue planning a story using the organizer - Middle and End
Active Engagement: (5-7min.) Students practice the skill/strategy taught.	GUIDE: Have students select a different event from the story worthy list. (Ex. Zach Wamp visit, first seminar, making a new friend, SGA elections, etc. would be story worthy; lunch, recess, walking in hallway - not story worthy). Select one of the topics to begin a story about. Record ideas from students about what would work for the sections on the Middle and End part of the organizer.
Link: (2-3 min.) Restate the focus of the lesson. Tell students what you expect them to do.	RESTATE: Good stories require good planning. A graphic organizer such as this one can help us get our thoughts organized and ideas down before writing the story. FOCUS: Pass out to students a graphic organizer. Tell students you would like for them to continue working with the topic from the last session. Instruct students to complete the middle and end section of the organizer and then write in their Writer's Notebook. REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.
Independent Practice: (25 minutes)	Conference with 4 students about their planning/journal writing. Check to see that they are following the guidelines. Share with them any feedback you need to give them about the behaviors they have exhibited during WW. <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area with notebooks and pencils/pens and ask them to sit with a group. Allow students to peer share with their writing partner. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders. • Give students feedback on how students were able to self-monitor and problem solve. • Practice/review any procedures that need to be addressed. • Review - <i>How do we plan for good writing?</i> Ask students to respond to ideas.
Materials: chart paper, markers, Writing Notebooks, Writing Folders	

Writing Workshop - First 20 Days

Day 17	
EQ: How do we draft a story from an organizer?	
Pre-workshop Prep:	1. Instruct students to take out Writer's Notebook, Writing Folder, and pen/pencil. Invite students to join you in the gathering area.
Connection: (2 min.)	Once we have a plan, it is important to do something with it. Just drawing the plans to a house will not make the house appear. You now have to take the ideas to create.
Teaching Point:	Today we are going to learn how to use our plan to help us begin writing our draft.
Modeling: (5 minutes) The teacher explicitly shows students what they need to learn.	MODEL: Show students one of the organizers used during a planning session. If possible, select one of the plans you have created with them during the guided sessions. Review the parts of the organizer and the topic you are writing about. Begin writing the Beginning paragraph of the first draft (thinking aloud) as students watch. Be sure to explain your thinking and choices as you write.
Active Engagement: (5-7min.) Students practice the skill/strategy taught.	GUIDE: Have students look at the Middle section of the plan. Review the ideas with them and allow them to help you formulate the middle paragraph by turning the ideas into sentences. Repeat the process with the last paragraph.
Link: (2-3 min.) Restate the focus of the lesson. Tell students what you expect them to do.	RESTATE: Good stories require good planning. Planning helps us organize our thoughts so that we can then write a draft of our story. FOCUS: Tell students you would like for them to select one of the plans they have done in class. They should not select the story idea you have worked on together as a group. Explain that you would like for them to turn their plan into a draft by making sentences out of their short ideas. REVIEW: Remind students of the "Good Writing Habits" anchor chart and the importance of working together to follow the guidelines so that everyone can be successful. Let them know you'll give them a 5-minute warning before time to stop writing. Dismiss students to their seats to begin writing.
Independent Practice: (25 minutes)	Conference with 4 students about their drafting. Check to see that they are following the guidelines. Share with them any feedback you need to give them about the behaviors they have exhibited during WW. <ul style="list-style-type: none"> • Share with them something you notice they are doing really well. • Ask questions or share observations about any areas that might need to be guided. Make any notes or keep track of areas that might need to be addressed in a mini-lesson later.
Sharing: (10 minutes)	<ul style="list-style-type: none"> • Call students back to gathering area with notebooks and pencils/pens and ask them to sit with a group. Allow students to peer share with their writing partner. Remind students to use the peer feedback statements listed on the anchor chart or refer to the label inside their writing folders. • Give students feedback on how students were able to self-monitor and problem solve. • Practice/review any procedures that need to be addressed. • Review - <i>How do we draft a story from an organizer?</i> Ask students to respond to ideas.
Materials: chart paper, markers, Writing Notebooks, Writing Folders	