

# The First 20 Days of Writer's Workshop: Intermediate Grades

Day	Teaching Procedure	Materials
<p><b>Setting up the Writing Workshop</b></p> <p><b>Day 1: Gathering Entries in the Writer's Notebook</b></p> <p><b>Teaching Notes:</b></p> <p>Some teachers choose to combine their students' reading and writing notebooks into one, because the student writings in these notebooks so often overlap. This is a decision you'll need to make before your students begin using their notebooks. You may decide to have your students divide their notebooks in half and use one half for writing and one half for reading. Remember that you will also want to reserve a place for them to keep notes about the reading and writing mini-lessons you will teach them throughout the year. See the 'Organizing the Writer's Notebook and Folders' link for additional suggestions.</p> <p>The "Topics I Can Write About" prewriting activity is a modification of Nancie Atwell's lesson on Writing Territories, from her book <i>In The Middle</i> (1998), pp. 120-132.</p>	<p><b>Minilesson:</b></p> <ol style="list-style-type: none"> <li>1. Writing Workshop is a special time each day dedicated to writing. Students will go to their Writer's Notebook to get ideas for what to write about. Writers always choose to write about what matters in their lives.</li> <li>2. The Writer's Notebook is a place to collect images, thoughts, and ideas for future writing. These are their own, personal notebooks where they will be able to write down ideas and begin drafts of stories and other types of writing on topics of personal interest.</li> <li>3. Students may add ideas into their notebooks at any time of day when they think of something they could write about.</li> <li>4. When students think of an idea to write about at home, they will write it in their homework folder and bring the idea to school. They will write their idea in their Writer's Notebook at school. Writer's Notebooks always stay at school.</li> <li>5. Eventually their notebook will be filled with different ways of recording ideas: lists, brief writings, responses to readings, cuttings from magazines or newspapers, favorite quotes, leads, lines, etc. Today they will begin to collect writing ideas and write to expand on one idea.</li> <li>6. Introduce a prewriting activity to help students begin to generate ideas today. One suggested activity is explained below.</li> <li>7. Begin a "Topics I Can Write About" page. Allow 3-4 pages for students to continue to add to this list during the school year.</li> <li>8. Model for students how to begin this list, while students generate their own list of topics in their notebooks at the same time. See the box to the right for suggestions.</li> <li>9. Make your list personal by using the names of people and places and telling a brief story about why you are adding each item to your list. Explain why each item matters.</li> <li>10. During this activity, allow several intervals of quiet time for students to think and add to their personal lists. Then, have students share topics they have added to their lists with the whole group.</li> <li>11. Over the next few days and weeks, show students how you add to this list even small events in your life that matter to you. Add only 1-2 items a day to model for students how writers are always thinking about ideas for writing.</li> </ol>	<ul style="list-style-type: none"> <li>○ Teacher's personal notebook for example</li> <li>○ 1 Writer's Notebook per child</li> </ul> <p><a href="#">Organizing the Writer's Notebook and Folder/Binder</a></p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;"><b>Items you may add to your "Topics I Can Write About" list:</b></p> <ul style="list-style-type: none"> <li>● People who are important in your life;</li> <li>● Pets who are important;</li> <li>● Important events (graduations, births, deaths, marriages, etc.);</li> <li>● Places you have lived;</li> <li>● Places you have travelled;</li> <li>● Hobbies, sports, interests;</li> <li>● Titles of favorite books, movies, tv shows;</li> <li>● Things you think about, worry about, wonder about;</li> <li>● Things that make you happy.</li> </ul> </div>

	<p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Choose one topic for today and show students how to write more about this topic (describe, give details, tell the story, etc.)</li> <li>2. As you are writing about your topic in front of your students, explain that when they come to a word they don't know, they should write the sounds they hear and spell the word as best as they can. They circle the word and continue writing. At another time, they can go back and research how to spell these circled words.</li> <li>2. Have students choose one topic from their list and write more about it. Allow 10-15 min. for independent writing.</li> </ol> <p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that after today they will be expected to share what they write with a small group. For today, ask for volunteers to read what they wrote to the whole group.</li> <li>2. Model how to give positive and specific feedback to create a safe environment for students to share their writing.</li> </ol>	
<p><b>Setting up the Writing Workshop</b></p> <p><b>Day 2: Structure of the Workshop Environment</b></p> <p><b>Teaching Notes:</b> Although only one mentor text is specifically addressed in these lessons (Day 5), following are some picture books teachers can use to introduce the ideas of living a 'writer's life', where writers get their ideas, and the writing process.</p> <p><i>Arthur Writes a Story</i>, by Marc Brown <i>What do Authors Do?</i>, by Eileen Christelow <i>If You Were a Writer</i>, by Joan Lowery Nixon <i>Nothing Ever Happens on 90<sup>th</sup> Street</i>, by Roni Schotter <i>Amelia's Notebook</i>, by Marissa Moss</p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Explain to the children that Writing Workshop will follow the same routine every day. <ul style="list-style-type: none"> <li>- Minilesson</li> <li>- Quiet Writing Time</li> <li>- Sharing</li> </ul> </li> <li>2. Explain and chart your expectations for the mini-lesson. See the sample chart to the right. Practice this routine today. You may want to assign a sitting place for students who have trouble deciding where to sit.</li> <li>3. Once students are seated in the mini-lesson area, explain that a mini-lesson is a short lesson about writing that you will teach them each day, and you will expect them to practice what they learn during the quiet writing time that follows.</li> <li>4. Today's mini-lesson is about how the Writing Workshop time will be organized, how the room will be organized during writing, and where they can find the materials they will need.</li> <li>5. Show students where they will go for quiet writing time (usually their desks or students choose a special spot in the room), and where they will go for a teacher or peer conference during this quiet writing time. The conferencing area should be separated from the writing area so that voices do not disturb the thinking of writers at work. Explain that writers will spread throughout the room during the whole group sharing time at the end.</li> </ol>	<ul style="list-style-type: none"> <li>o Chart paper and markers for T.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Expectations for the Mini-lesson:</b></p> <ul style="list-style-type: none"> <li>• Bring your notebook and a pencil to our mini-lesson.</li> <li>• Move quickly and quietly to the meeting area.</li> <li>• If you don't have a sharpened pencil, take one from the cup and replace it with your unsharpened pencil.</li> <li>• Be ready to listen and learn.</li> </ul> </div> <ul style="list-style-type: none"> <li>o <u>Workshop Writing Materials:</u> sharpened pencils, notebook paper, Post-it notes, staplers, feedback forms, mentor texts, special publishing papers, charts that you will create during your mini-lessons.</li> </ul>

	<p>6. Show writers where the writing materials will be stored. Explain any rules you have about the use of these materials.</p> <p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Explain and chart your expectations for quiet writing time. See the example to the right.</li> <li>2. Direct students to look over their “Topics I Can Write About” list from yesterday. They may continue writing about the topic they chose yesterday, or they may choose a new topic to expand on today. Allow 10-15 min. for independent writing.</li> <li>3. Model the kind of writing you want them to do in your own notebook or on display for students to see.</li> </ol> <p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. So as not to overwhelm students with too many rules in one day, you will explain your expectations for peer sharing on Day 4. For today, assign partners for students to share today’s writing.</li> <li>2. Writers are expected to share <i>something</i> each day, even if it is just a small part of what they wrote.</li> <li>3. Remind them to say something nice to their partner after he/she shares, because we all know how scary it is to share our writing the first few times.</li> </ol>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Expectations for Quiet Writing Time:</b></p> <ul style="list-style-type: none"> <li>• Writing, reading, and thinking are the only activities allowed.</li> <li>• There will be no talking during quiet writing time.</li> <li>• You may reread what you wrote before, think, jot down notes to get ideas flowing, plan, write, reread, revise, or edit your writing.</li> <li>• When you draft, skip lines and don’t erase—cross out instead.</li> <li>• Do not disturb your neighbor.</li> </ul> </div> <ul style="list-style-type: none"> <li>○ Students’ Writer’s Notebooks</li> <li>○ Teacher’s “Topics I Can Write About” list</li> <li>○ Teacher’s Writer’s Notebook or chart to display teacher writing</li> </ul>
<p><b>Setting up the Writing Workshop</b></p> <p><b>Day 3: The Writing Process, Notebook and Writing Folder Organization</b></p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Remind children that today and every day the writing workshop will begin with a minilesson. Review your expectations for how writers should come prepared for today’s mini-lesson.</li> <li>2. Name the teaching point by telling students that you will teach them the stages of the writing process that most writers use and how to organize their own personal writing process.</li> <li>3. Create a visual representation of the writing process. (The link to the right shows one example.)</li> <li>4. Briefly explain each stage of the writing process that most writers use to produce a final piece of writing.</li> <li>5. Be sure to explain that writers spend different amounts of time during each stage of the writing process, depending on the nature and difficulty of the writing project.</li> <li>6. Writers do not always march forward in a linear manner through each stage. Sometimes they go forward, then back again, to revisit a part of the process where they feel they need to spend more time. This is called the recursive nature of writing. Writers may move forward, then back, and forward again a few times before reaching their end product.</li> </ol>	<ul style="list-style-type: none"> <li>○ Chart – Expectations for the Mini-lesson</li> <li>○ Chart paper and markers for T.</li> <li>○ <a href="#"><u>Visual Representation of the Writing Process</u></a></li> </ul>

	<p>7. It is expected that all writers in your class will eventually move toward publication.</p> <p>8. The writers in your class will use their Writer's Notebook and a folder or binder to organize their personal writing process.</p> <p>9. This is a good time to have your students label tabs or cover sheets for the places in their notebooks and folders or binders where you want them to keep their work as it moves through the writing process. The link to the right shows a few suggestions for organizing the writer's notebook and folders. →</p> <p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Review your expectations for Quiet Writing Time and give directions for today's writing.</li> <li>2. Students will read over the writing they did yesterday and review their "Topics I Can Write About" list. They may continue writing about the topic they chose yesterday, or they may choose a new topic to expand on today.</li> <li>3. Allow 15-20 min. for this independent writing. (You will gradually increase this independent writing time over the next few weeks to approximately 45 minutes.)</li> <li>4. Model the kind of writing you want your writers to do in your own notebook or on display for students to see.</li> </ol> <p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. Assign new partners for students to share today's writing.</li> <li>2. Remind writers to say something positive to their partner after he/she shares, because we all know how scary it can be to share our writing the first few times.</li> <li>3. Ask volunteers to share with the whole group what kind of positive feedback their partner gave them after they read their writing.</li> </ol>	<ul style="list-style-type: none"> <li>○ <a href="#">Organizing the Writer's Notebook and Folder/Binder</a></li> <li>○ Student folders or binders to organize their personal writing process.</li> <li>○ Chart – Expectations for Quiet Writing Time</li> <li>○ Students' Writer's Notebooks</li> <li>○ Teacher's "Topics I Can Write About" list</li> <li>○ Teacher's Writer's Notebook or chart to display teacher writing</li> </ul>
<p><b>Setting up the Writing Workshop</b></p> <p><b>Day 4: Prewriting Activity and Expectations for How to Share Our Work</b></p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell writers that today you will teach them another prewriting strategy to help them generate more ideas for writing. Writers will also practice your expectations for sharing time.</li> <li>2. Choose another prewriting strategy to help students generate more ideas to write about. One suggested pre-writing activity is outlined here.</li> <li>3. <u>Sentence Stubs:</u> Explain to students that a sentence stub is the beginning of a sentence that they will need to finish and expand into a short writing. Any idea that the sentence stub makes them think about is one idea they might write about today.</li> </ol>	<ul style="list-style-type: none"> <li>○ Chart paper and markers for T.</li> </ul>

**Review the conventions rules taught in previous grades:**

As you write in front of your students, think aloud about the capitalization and punctuation rules students have been taught in previous years. For example, you might write:

**On Saturdays, I like to ...**

When you come to the word 'Saturdays', you might say, "I want to write the word 'Saturdays.' I know that we use a capital letter at the beginning of all days of the week and months. I'll write a capital S to begin the word 'Saturdays'." Continue writing your thoughts.

At another time, you may want to make a chart of the conventions rules taught in previous grades as a reminder to students.

4. Examples of sentence stubs:

- My favorite candy is...
- A game I used to play when I was little was...
- On Saturdays, I like to...
- When I feel sad, I cheer myself up by...
- This summer I...
- Someday I hope to be...

5. Show an example of a sentence stub and brainstorm with the class possible ideas they can generate from the sentence stub.

6. Chart these ideas and talk about ways they can write more about the topics (by describing, telling a story, explaining, or combining any of these!)

7. Post two new sentence stubs and brainstorm ideas. Students write the sentence stub and any ideas that apply to themselves in their Writer's Notebooks.

**Student Independent Writing:**

1. Review your expectations for Quiet Writing Time.
2. Students choose any topic they generated today and write more about it.
3. If they finish early, they may choose another topic to write more about.
4. Allow 15-20 min. for independent writing.

**Student Sharing:**

1. Teach your expectations for sharing that you want your writers to follow for the rest of the year.
2. You will change the type of feedback listeners give to their peers over the course of the year as your writers learn more about what to listen for in good writing. For today, you will teach them how to give specific feedback when saying what they like about the writing.
3. Chart some examples of specific feedback. See the link to the right for examples of specific and non-specific feedback.
4. Chart examples of non-specific feedback.
5. Ask students what they notice about the difference between these two lists. (A specific statement tells exactly what the listener likes about the writing and explains why he/she likes it. Non-specific feedback doesn't say anything. It doesn't help the writer.)
6. Remind students that listeners do not talk while the reader reads. Listeners listen and think. The reader needs to read loud enough and clearly for all group members to hear.

**Teaching Tip (TT):** Create your own sentence stubs. Better yet, once your students understand how sentence stubs work, ask them to create a sentence stub for the group. Keep their sentence stubs on display to help writers generate ideas in the future.

- o Students' Writer's Notebooks
- o Chart – Expectations for Quiet Writing Time

**Expectations for Sharing Our Writing:**

- Take your notebook and pencil, move quickly to your partner, and find a place to work.
- Sit facing each other.
- Decide who will read first and begin immediately.
- If you are the listener, look at the reader and listen carefully.
- The reader will read his/her writing twice.
- After reading, listeners say what they like about the writing.
- Be specific when giving feedback.

- o [Examples of Specific and Non-specific Feedback.](#)

	<p>7. All writers are kind with their words because they know how difficult it is to share their writing.</p> <p>8. Group students in groups of three to share their work from today.</p> <p>9. Circulate while writers practice your expectations for sharing. Praise students who work especially hard to meet your expectations.</p> <p><b><u>Closing:</u></b> Ask volunteers to share with the whole group the comments listeners gave them after they read. Add good examples of specific feedback to your chart.</p>	
<p><b>Setting up the Writing Workshop</b></p> <p><b>Day 5: Nature Walk – Notice Things Around You</b></p> <p><b>Teaching Notes:</b> The structure of today’s lesson will be slightly different because you will be taking your students on a nature walk. They will write independently and share their writing at each place where they stop to observe and write.</p> <p>This is an example of a reading-writing connection. You will read aloud to students to inspire them to write ideas that are similar to the author’s ideas or spin off of the author’s ideas.</p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Today’s teaching point is to learn a different way to collect writing ideas, by noticing things around you.</li> <li>2. There are many ways writers collect ideas, through writing memories, stories, what they know, and what they wonder about, finding clippings, copying favorite quotes, etc. Today students will add a new way to collect ideas—noticing things around them!</li> <li>3. Read aloud the first part of the book <i>I’m in Charge of Celebrations</i> by Byrd Baylor. Read through the ‘Rainbow Celebration Day’. (The pages are not numbered.) Tell students they will see what kind of celebrations they will find as they notice things around them during today’s nature walk.</li> <li>4. Students take their notebooks and pencils to go outside the classroom and outside the school, to go on a nature walk!</li> <li>5. Find a quiet place outside where students can sit and look around themselves to notice the everyday things going on around them.</li> <li>6. Explain that sometimes we notice the small details around us and when we describe them, we are led to think, to express our opinions, and to draw conclusions from what we notice.</li> <li>7. We might observe people’s actions, we might listen to parts of their conversations, or notice the way the sunlight shines on the water sprayed by a lawn sprinkler.</li> <li>8. Students can focus on their senses to help describe images. They can look closely and zoom in or pull away and describe the ‘big picture’, like a bird might see it. Or they can zoom in and pull away in the same writing!</li> </ol> <p><b><u>Student Independent Writing and Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. Allow time for students to write what they notice around them.</li> <li>2. Remind them to write what this makes them think about, what opinion they have, or what this moment means to them.</li> </ol>	<ul style="list-style-type: none"> <li>○ Picture book: <i>I’m in Charge of Celebrations</i>, by Byrd Baylor</li> <li>○ Students’ Writer’s Notebooks</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>“When we make observations, we try to make meaning of what we see, so we push ourselves to see with our eyes as well as with our minds.” --Judy Davis and Sharon Hill, <i>The No-Nonsense Guide to Teaching Writing</i>, p. 69.</p> </div>



<p><b>Teaching Notes:</b> This type of noticing, writing, and thinking will cause your writers to look more carefully at the details of their lives and the details of their stories.</p>	<p>3. Share your writing first, to take the fear out of sharing this new kind of writing. Then ask for volunteers to share with the whole group. Accept all attempts with lots of praise!</p> <p>4. Move to a new place 2-3 more times and repeat this process.</p> <p><b>Closing:</b> Ask writers how this type of writing can be used later, in a piece they might decide to publish. (It could be made into a poem; it could be the setting for a different story; writers may decide to collect other writings related to the “meaning of this moment.”)</p>	<p><b>Teaching Tip (TT):</b> Periodically during the year, have students take their notebooks to record what they notice around them in the cafeteria, at home one evening, or while waiting to go on a field trip. Be sure to give them time to share their observations and praise their efforts to tell what it makes them think of, their opinions, and what their observations mean to them.</p>
<p><b>Response to Literature</b></p> <p><b>Day 6: How to Read So You Can Write</b></p> <p><b>Teaching Notes:</b> During the first week of Writing Workshop, students began collecting ideas for writing stories in their Writer’s Notebooks. This week, we are asking students to make a shift in their thinking, because their writing will be focused on responses to literature (another way to collect ideas for stories and other types of writing.) In this Response to Literature Unit, your students should write their reading responses in their Reading Notebooks, and they will switch over to their Writer’s Notebooks when they begin to write their Character Essay (Lesson 16). The reader responses are part of the prewriting that prepares them for writing a character essay.</p> <p>For the next 8 days, you will model for students how to read carefully and think about how to respond to what you’ve read. You may use the same texts from your reading lessons to teach reader’s response if you wish. A gradual release of responsibility is built into these lessons (bold subtitles) with the intent to move students from observing while the teacher models, to trying the skill with teacher and</p>	<p><b>Minilesson:</b></p> <p>1. Tell writers that today they will begin learning how to write about what they are reading. We can find many ideas for writing in the books we read, and often when we write about our reading, it helps us to think more deeply about the book.</p> <p><b>Teacher models a close reading:</b></p> <p>2. Choose a narrative read aloud book that will serve as a good mentor text. (See the suggested texts to the right.) Read the first page or two of the book. Read carefully, with expression, slowly – your goal is to model a close reading.</p> <p>3. After you read, talk about what you noticed about the story line, the main character, a problem that is presented, connections you are making to the text – anything that stands out as important or interesting and illustrates your thinking while you read.</p> <p>4. Ask students what they noticed you doing as you read and talked about the story. Possible responses:</p> <ul style="list-style-type: none"> <li>• You read slowly and carefully.</li> <li>• You only read part of the story and stopped to think about it.</li> <li>• You acted it out to help picture what was happening.</li> <li>• You tried to imagine what was going on.</li> <li>• You thought about what the character might be feeling.</li> </ul> <p><b>Teacher reads aloud. Students think and discuss:</b></p> <p>5. Tell students that you will read another part of the story and while you read, you want them to picture what is happening.</p> <p>6. Have students turn and talk to a partner about what they pictured in their mind and what thoughts they have about this part of the story.</p> <p>7. Repeat this process a few more times, each time reminding students to think about what they are seeing, hearing, feeling and what connections or inferences they may be making as they listen.</p>	<p>○ Teacher Read Aloud text</p> <p><b>Mentor Texts:</b> <i>Saving Sweetness</i>, by Diane Stanley <i>Amazing Grace</i>, by Mary Hoffman <i>Brave Irene</i>, by William Steig <i>Miss Rumphius</i>, Barbara Cooney <i>My Rotten Red-Headed Older Brother</i>, by Patricia Polocco <i>Mirette On The High Wire</i>, by Emily Arnold McCully <i>Crow Call</i>, by Lois Lowry <i>Fly Away Home</i>, by Eve Bunting <i>Going Home</i>, by Eve Bunting</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>“Do you see that when I want a story to be important to me, I don’t just rush through it? It’s almost as if I live inside the story. When I read, I act the story out in my mind as if it is a play and I’m the main character.” ~ Lucy Calkins’ LE:WAR, pg. 3</p> </div>

<p>peer support, before students read and write a response independently.</p> <p>The Response to Literature lessons were originally written by Linda Checkley, Cowan Elementary, Spring 2011, and modified by the Language Arts Dept., Summer 2011.</p>	<p><b>Teacher reads aloud and models writing a response:</b></p> <p>8. Read another short section of the text. On a chart tablet, copy a sentence from the text and then write what you were picturing in your head as you read it.</p> <p><b>Teacher reads aloud. Students write a response and share:</b></p> <p>9. Read one more short section and have students write what they are envisioning in their minds as they were listening. Give students just 3 -4 minutes to write.</p> <p>10. Have students turn and share what they wrote with a partner. As students share, listen in on a few groups and give positive feedback. You might ask a few students to share their writing with the whole class.</p> <p>11. Make an anchor chart to summarize what you and the class did today. See the example in the right column. →</p> <p><b><u>Student Independent Writing:</u></b></p> <p>1. Review your expectations for Quiet Writing Time. Explain that today students will be <i>reading and writing</i> during this time. Set a timer to divide the time into two segments.</p> <p>2. During the first half of the writing time, students read their independent reading books and think about what they are envisioning as they read.</p> <p>3. During the second half, students will attempt to write what they were picturing as they read. Remember that they have not had much opportunity to practice this skill and may not have a complete understanding. At this point, any writing about what they read is good and should be greeted with positive feedback.</p> <p><b><u>Student Sharing:</u></b></p> <p>1. Review your expectations for sharing.</p> <p>2. Have students sit in groups of 3 and share what they wrote in their journals or what they were thinking as they read today.</p> <p>3. Listeners respond by asking a question about the book.</p>	<ul style="list-style-type: none"> <li>○ Students' Reader's Notebooks</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Writing About Reading:</b></p> <ol style="list-style-type: none"> <li>1. Read slowly and try to visualize the story as you read.</li> <li>2. Think about what the character is seeing, hearing, doing, feeling, or thinking.</li> <li>3. Choose an important part to write about.</li> <li>4. Copy a sentence that seems important to you.</li> <li>5. Write about what you pictured as you read.</li> </ol> </div> <ul style="list-style-type: none"> <li>○ Chart – Expectations for Quiet Writing Time</li> <li>○ Chart – Expectations for Sharing</li> </ul>
<p><b>Response to Literature</b></p> <p><b>Day 7: Reading, Visualizing, and Writing</b></p>	<p><b><u>Minilesson:</u></b></p> <p>1. Review the anchor chart you made yesterday. Tell students that you will begin by writing about the next part of the story you began yesterday. They will continue to write about what they visualize as they read.</p> <p><b>Teacher reads aloud and students discuss what they visualized:</b></p> <p>2. Students should listen carefully and try to visualize the scene and the characters.</p>	<ul style="list-style-type: none"> <li>○ Chart – Writing About Reading</li> <li>○ Teacher Read Aloud text</li> </ul>



**Teaching Notes:** This pacing guide may be extended, condensed, or modified according to your students' needs. Try to integrate reading and writing lessons whenever possible over the next few days.

**Teach the Capitalization Rule for 'titles of books, stories, and essays':**

Every time you write a reader's response in front of your students, remind them that titles of books, stories, and essays are always capitalized. Say, "*The first word, last word, and all the important words in the title of a book, story, or essay has a capital letter,*" and show them what this looks like with every title you write.

Tell students that you expect them to capitalize titles when they write about the books and stories they are reading.

3. Read a short portion of the text aloud and have students turn and talk to a partner. Repeat – have them turn and talk to another partner.

**Students write about what they were thinking and share:**

4. Allow 3 – 5 minutes for students to write about what they visualized for this part of the story. Remind them that they can also write about relevant connections and inferences.
5. Students turn and share what they wrote with a partner. Listen in as students read and choose a few to share with the whole class, as you did yesterday.

**Student Independent Writing:**

**Students read independently and write about their reading:**

1. Explain to students that for the next 10-15 minutes, they will read silently and that you will set a timer to signal when it is time to choose a part to write about. "*You will write about the part that you think is most important and what you were envisioning in your mind as you read. When you feel you have written all that you can, you may go on and read some more. You may find that you want to write about a second part.*"
2. Model the reading behavior that you want the children to follow. Read a book that is appropriate for the class, but that you have not read with them yet.
3. When the timer goes off, model the writing behavior that you want the children to follow. You should write about your book on a chart tablet or use a document camera to display your writing while they write in their notebooks.
4. When you are finished writing, go back to reading your book.
5. Allow about 30 minutes for reading and writing today.

**Student Sharing:**

1. Create a big circle in the room with half the class facing toward the outer circle and half facing students in the inner circle. Everyone should have a partner. If you have an odd number of children, have one of them be your partner.
2. Model with two students or with your own partner how they will share today. Students who are facing outward begin by introducing their book to their partner and reading what they wrote in their journal. When they finish, their partner will do the same.
3. Remind students that all the other expectations for sharing remain the same.
4. Allow time for students to share.

**TT:** To make sure students are reading quality narrative texts at their independent reading levels you could:

- Allow students to read their self-selected library books (if you feel they are making good choices);
- Remind students about the mini-lesson in Reading Workshop on selecting "just right" independent level texts;
- Give them a choice of several short stories from the *Treasures* reading textbook, *Treasures* leveled readers, or other leveled books from your Literacy Library;
- Create a packet of photocopied short stories (based on the reading levels of particular students) for students to choose from.

	<p>5. Have the students in the inner circle move one chair to the right so that everyone has a new partner.</p> <p>6. Repeat several times.</p>	<ul style="list-style-type: none"> <li>○ Chart – Expectations for Sharing</li> </ul>
<p><b>Response to Literature</b></p> <p><b>Day 8: Empathizing With a Character</b></p> <p><b>Teaching Notes:</b> Plan your narrative read aloud text for today so it lends itself to today’s lesson about characters.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Review the conventions rules taught in previous grades:</b></p> <p>As you write in front of your students, think aloud about the capitalization and punctuation rules students have been taught in previous years. For example, you might write this sentence:</p> <p><b>In the story <u>Going Home</u>, I think the children do not understand why their parents enjoy visiting Mexico so often.</b></p> <p>When you come to the word ‘Mexico’ you could say, “<i>I know that Mexico is the name of a country and we use a capital letter on the names of all cities, states, countries, and continents. So I’ll write a capital M at the beginning of Mexico.</i>” Continue writing your response.</p> <p>At another time, you may want to make a chart of the conventions rules taught in previous grades as a reminder to students.</p> </div>	<p><b><u>Minilesson:</u></b></p> <p>1. Tell students that they will learn how to write about what a character is thinking and feeling.</p> <p><b>Teacher reads aloud and discusses empathizing with a character:</b></p> <p>2. Read aloud a short portion from the mentor text you have been reading.</p> <p>3. Lead a discussion about the character’s point of view. You might have students act out the scene.</p> <p>4. Ask questions such as “<i>What is this character thinking at this point in the story?</i>”, “<i>What is this character feeling?</i>”, and “<i>How would you feel if you were in this situation?</i>”</p> <p>5. Explain how reading lets us feel what it is like to be another person. When we relate to the characters in a story, we are empathizing with them, having compassion for them, and understanding what they are going through even though it is a work of fiction.</p> <p><b>Teacher models how to write with empathy about a character:</b></p> <p>6. Define the word ‘empathy’ as a person’s ability to understand someone else’s feelings. When you have empathy, it is like putting yourself in the other person’s shoes to understand what they are feeling.</p> <p>7. Model writing with empathy about one of the characters from the read aloud by writing on a chart.</p> <p>8. Add to your class anchor chart. (See #6 in the anchor chart.)</p> <p><b><u>Student Independent Writing:</u></b></p> <p><b>Students read independently and write with empathy:</b></p> <p>1. Allow approximately 30 minutes for students to read and write about their reading. Explain that they may choose to write at any time during this Quiet Writing Time, but when they finish writing, they should continue to read and/or write for the whole Quiet Writing Time.</p> <p>2. Model the independent writing behaviors you want your students to be engaged in. Read from your own book and write about the characters in your Reading Notebook.</p> <p>3. You could have struggling readers/writers do their work at the table with you. But, try not to engage with them orally. Model what you want them to be doing by reading and writing in your own notebook or on the chart.</p>	<ul style="list-style-type: none"> <li>○ Teacher Read Aloud text</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; text-align: center;"> <p><b>Writing About Reading:</b></p> <ol style="list-style-type: none"> <li>1. Read slowly and try to visualize the story as you read.</li> <li>2. Think about what the character is seeing, hearing, doing, feeling, or thinking.</li> <li>3. Choose an important part to write about.</li> <li>4. Copy a sentence that seems important to you.</li> <li>5. Write about what you pictured as you read.</li> <li>6. <b>Try to imagine the character’s point of view. Can you empathize with the character? How is this character feeling and what is he/she thinking?</b></li> </ol> </div> <ul style="list-style-type: none"> <li>○ Students’ Reader’s Notebooks</li> <li>○ Teachers’ Reader’s Notebook</li> </ul>

	<p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. Organize students into small groups of 3 – 4. Have them share their books and their writing with each other.</li> <li>2. Listeners tell what they like about the writing and why. Remind students to be specific in their comments by referring to the charts from Day 4 lessons. →</li> </ol> <p><b><u>Closing:</u></b></p> <p><i>“Did anyone hear an especially empathetic response today?”</i> Let students volunteer their peers to read from their notebooks. Use those readings as teaching points to close the lesson for today.</p>	<ul style="list-style-type: none"> <li>○ <a href="#">Examples of Specific and Non-specific Feedback</a></li> </ul>
<p><b><i>Response to Literature</i></b></p> <p><b><i>Day 9: Reading, Writing, and Thinking</i></b></p> <p><b><i>Teaching Notes:</i></b>  Before this lesson, prepare a three column chart on a bulletin board or chalk board. Label the first column “The Text”, the second column “What I Envision” and the third column “What I Think.”</p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students they will learn a different way of recording what they are thinking when they read, using a three column chart.</li> </ol> <p><b>Teacher reads aloud and models writing a response in the three column chart:</b></p> <ol style="list-style-type: none"> <li>2. Read aloud from the mentor text you have been using this week. If you have finished it, you can re-read a portion for today’s lesson.</li> <li>3. When you come to an important part of the story, tell the children that you want to mark this important part by summarizing this part of the story in the first column of the chart, under the label “The Text”.</li> <li>4. Tell the children, “<i>As I read this part I visualized the scene like this...</i>” Write what you envisioned in the second column.</li> <li>5. You might also say, “<i>I empathized with the character because I could tell he/she was feeling _____.</i>” Write about what you imagined the character was thinking and feeling and <b>why</b> you thought so.</li> </ol> <p><b>Teacher talks about what he/she thinks about the story:</b></p> <ol style="list-style-type: none"> <li>6. Explain that you are going to write your thoughts about what is happening in the third column, “What I Think”. Talk about your thoughts about what has happened in the story.</li> </ol> <p><b>Teacher writes about what he/she thinks about the story:</b></p> <ol style="list-style-type: none"> <li>7. Write your thoughts in the third column on the chart. See an example of this type of response (Teaching Notes, left column, next page.)</li> <li>8. Guide students to make a three column chart in their notebooks.</li> </ol>	<ul style="list-style-type: none"> <li>○ 3-Column Response Chart to display</li> <li>○ Teacher Read Aloud text</li> <li>○ Students’ Reader’s Notebooks</li> </ul>

**Teaching Notes:**

An example of each of these types of response can be made using the book *Brave Irene*, by William Steig.

**The Text:** Irene battled the wind, the cold, and the snow to deliver the dress to the duchess for her sick mother.

**What I Envision:** Irene was all bundled up in a wool coat, scarf, hat, mittens, and boots. She put her head down and pushed her way through the snow and wind, holding tightly onto the box that held the dress, while the wind whipped the snow and the box around her. I empathized with the character because I think she wondered if she should turn around and go back home. It's scary to be out in a storm alone.

**What I Think:** I think Irene is showing her determination to complete this trip for her mother. It seems to me that the harder the wind blows against her, the harder she tries to get to the palace. She is very brave to keep going through the storm alone.

**Teacher reads aloud and students write a response in the three column chart. Students share.**

9. Explain to students that you will read a short portion of the read aloud text. They need to listen carefully because when you are finished, they will write a summary of what happened in the first column.
10. Read aloud and help the children write their summary.
11. Direct students to write their visualization of the scene in the second column.
12. Have a few students share their summaries and visualizations of the scene with the whole class.

**Students discuss what they think about the story:**

13. Ask students what they think about this portion of the text and what has happened so far. Have them turn and talk to a partner about their thoughts.

**Students write what they think about the story. Students share.**

14. Have students turn and talk to another partner. Then have them write their thoughts about what happened in the third column.
15. You should write in your notebook also, to model the writing behavior that you want them to learn.
16. After about 5 minutes, choose a few students to share their thinking with the whole class.

**Student Independent Writing:****Students read independently and write in the three column chart:**

For the rest of today's lesson, students read in their independent texts and practice this 3-column strategy for responding to their reading.

**Student Sharing:**

1. Have students leave the books they read and their Reading Notebooks open on their desks, showing their three column charts.
2. Students move to a desk other than their own and read what that writer wrote today.
3. Students rotate to another desk to read a different reader's response.
4. Repeat as many times as you can in the remaining time.

**Teaching Tip:** Keeping charts alive in the classroom is very important. It's not enough to hang them on the walls and expect students to look at them or use them. The more a chart is referred to, the more likely it will be used by the students.

**Writing About Reading:**

1. Read slowly and try to visualize the story as you read.
2. Think about what the character is seeing, hearing, doing, feeling, or thinking.
3. Choose an important part to write about.
4. Copy a sentence that seems important to you.
5. Write about what you pictured as you read.
6. Try to imagine the character's point of view. Can you empathize with the character? How is this character feeling and what is he/she thinking?
7. After you read and visualize a scene, write your thoughts about what is happening in your reading.

**Closing:**  
Add to the 'Write About Reading' anchor chart. (See #7 in the chart at the right.)

**Response to Literature**

**Day 10: Conferencing with Students Using a Criteria Chart**

**Teaching Notes:**

To prepare for this lesson, choose a student's work to show as a model for a good reader's response. Be sure to ask the student for permission to show their work to the class. Prepare transparencies if necessary.

(From this day forward, the gradual release of responsibility is no longer highlighted in bold text.)

**Minilesson:**

1. Tell students that today they will look at an example of a good reader's response and conference with you about their reader responses.
2. Display the student example of a good reader's response. Tell students to think about why this is a good example of a reader response.
3. Refer to the anchor chart you have been building over the last few days to remind them of what makes good writing about reading.
4. Read the student response aloud while the class follows along.
5. Ask students to share their ideas about why it is good work. Focus on what the student wrote that showed how he empathized with the character and on how he explained his own thinking about the text.
6. Your class may focus on good handwriting or spelling. If that happens, redirect them to look at the anchor chart to remind them that, although handwriting and spelling are important, today they are looking carefully at the ideas in the writing.
7. Tell students that while they read and write independently today, you will conference with students about their work.
8. Explain the structure of the writing conference. It is simply a conversation between the writer and the writing teacher. See the box to the right.

**Student Independent Writing:**

For the remainder of today's workshop, students will read independently and write about their reading. While they are working, you will conference with various students.

**Writing Conferences:**

1. Remind students where to meet for a conference and to bring their book, their notebook, and a pencil when it is their turn. The conferencing area should be separated from the writing area so that voices do not disturb the thinking of writers at work.
2. During your conferences, have the student read their most recent entry to you and give positive feedback on the effort they are giving to their work.

- Student example of a good reader response
- Anchor Chart – Writing About Reading

**Structure of the Writing Conference:**

- The teacher will begin the conference by asking some questions about the work the student is doing.
- The child's job will be to talk about the reading, writing, and thinking he/she is doing.
- The student can ask any questions he has about the work he/she is doing.
- The teacher recommends a way that the writer can advance his/her work.

**Conferencing Questions to Get Students Talking:**

- How are things going for you during this reading and writing time?
- What are you working on today?
- How do you feel about the work you are doing?

	<ol style="list-style-type: none"> <li>3. Ask a few questions to get the student talking. While he/she talks, you will be able to gather information to evaluate whether the child understands what you have been teaching and what is expected of him/her in a reader's response.</li> <li>4. Ask the writer if they have any questions about their work.</li> <li>5. Suggest one or two things the writer can do to improve their writing about their reading. Focus on the difference between <b>recording what happened in the story</b> and how they <b>visualized what happened</b> and <b>what the writer thinks about</b> what is happening in the story.</li> <li>6. Write your comments on a Post-it Note that you can put in their notebooks without writing on their work.</li> <li>7. Keep your own record of what you and the students discussed and the suggestions you gave to help them improve their work.</li> </ol> <p><b><u>Student Sharing:</u></b> Students share today's writing with 2 peers. Listeners say what they hear in the response that tells:</p> <ul style="list-style-type: none"> <li>✓ what the writer pictured in their mind,</li> <li>✓ how the writer empathized with a character, or</li> <li>✓ what the writer thought about their reading.</li> </ul>	<p><b>TT:</b> Go to this link for additional <a href="#">Conferencing Suggestions</a></p>
<p><b>Response to Literature</b></p> <p><b>Day 11: Meaningful Connections</b></p> <p><b>Teaching Notes:</b> You have already taught students about making connections during your reading instruction. Remind them of these conversations by displaying these charts from previous days' reading lessons.</p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that today's teaching point is to make meaningful connections to the text they are reading.</li> <li>2. Remind students that when we read, we always have many different thoughts going through our heads. One part of our mind is thinking about what is happening in the story, and another part of our mind may be thinking about something the story reminds us of from our own lives.</li> <li>3. Read aloud the story you have chosen, stopping only to ask questions or explain vocabulary, to make sure students have a complete understanding of the story.</li> <li>4. Write the title "Connection to Self" on a chart. Share a personal connection you have to the story.</li> <li>5. Ask students if the story reminded them of anything or anyone from their lives. Give students a few minutes to think.</li> <li>6. Have students share their connections first with a partner, then with the whole group.</li> <li>7. Talk about <b>meaningful connections</b> versus "<b>dead-end</b>" <b>connections</b>. Meaningful connections help us to better understand something about ourselves, others, or our world. "Dead-end" connections don't go anywhere. (For example: there's a dog in the story. I have a dog, too.)</li> </ol>	<ul style="list-style-type: none"> <li>○ Teacher Read Aloud book</li> <li>○ Blank chart paper and marker</li> <li>○ Student Reader's Notebooks</li> <li>○ Teacher's Reader's Notebook</li> </ul>



	<p>8. Add to the 'Connections to Self' chart as shown.</p> <p>9. Add on verbally to the connection you made to the read aloud story to emphasize the importance of writing about meaningful connections.</p> <p>10. Write the title "Connections to Other Texts". Share some of the books you have read that have a similar message, theme, or story line as the read aloud book.</p> <p>11. Ask students if they can think of other books that remind them of the read aloud book.</p> <p>12. Add to the '<b>Connection to Other Texts</b>'.</p> <p>13. Again, verbally add on to the text connections you made to the read aloud story to emphasize the importance of writing about meaningful connections.</p> <p>14. While students work independently today, display your Reader's Notebook or a chart to write the connections you shared with the class orally during this lesson. You will provide the writing model for this lesson while they are reading and writing to save time.</p> <p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>Students will read their independent reading books and write about their connections. Keep your charts and writing on display for them to reference while they write.</li> <li>They can also go back and write more about the questions from previous days' lessons.</li> </ol> <p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>Group students into small groups of 3-4 to share their books and what they wrote today. Listeners tell whether they think the connections are meaningful or "dead-end" connections.</li> <li>Remind students about how to be kind with their feedback.</li> </ol>	<div data-bbox="1459 121 1984 430" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Connections to Self :</b></p> <p>How does the connection I have made with this story help me to understand myself, others, or the world better?</p> <p style="text-align: center;"><b>Connections to Other Texts:</b></p> <p>How does the meaning in this text fit with the meaning in another related text?</p> </div>
<p><b>Response to Literature</b></p> <p><b>Day 12: Analyzing the Significance of a Story</b></p> <p><b>Teaching Notes:</b> Read through today's lesson beforehand to make sure the narrative text you have chosen will work for the teaching points outlined. <i>Crow Call</i> is a book that works well for this lesson.</p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>Tell students that you will read aloud a story, and today, you want them to think about the significance of the story or the author's message.</li> <li>Read aloud the story you have chosen, stopping only to ask questions or explain vocabulary, to make sure students have a complete understanding of the story.</li> <li>Write the questions on a chart. Explain that the word 'significance' also means importance or having great meaning.</li> </ol>	<ul style="list-style-type: none"> <li>○ Teacher Read Aloud book</li> </ul> <div data-bbox="1459 1250 1984 1502" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Significance:</b></p> <ul style="list-style-type: none"> <li>▪ What does this story teach us?</li> <li>▪ What is the big meaning of the story?</li> <li>▪ What lesson can we apply to our own lives?</li> <li>▪ What details from the story support this big meaning, theme, or lesson?</li> </ul> </div>

**Review the conventions rules taught in previous grades:**

As you write in front of your students, think aloud about the capitalization and punctuation rules students have been taught in previous years. For example, you might write this sentence:

**In the story *Going Home*, one lesson we learn is that our parents sometimes make big sacrifices for us that we don't even know about.**

When you come to the word 'don't' you could say, "I know that 'don't' is a contraction that needs an apostrophe. In a contraction with 'not', the apostrophe always replaces the 'o'. So I'll push together the words 'do' and 'not' and replace the 'o' in 'not' with an apostrophe. Continue writing your response.

Refer to the class chart of conventions rules taught in previous grades.

4. Discuss the lesson the story teaches, emphasizing the overall meaning of the story and how details from the text support that overall meaning.
5. On chart paper, model for students how to respond to these questions about the significance of the story and the details that support the big meaning.
6. Ask students to think about the books you have read together in prior lessons. *What is the big meaning or lesson we learned from another book we read together?* Once they have determined the big meaning, ask students to name details that support that big meaning.
7. Ask students to think about the book they are reading independently. Have students turn to a partner to discuss the lesson or big meaning of the book they are reading independently.
8. *Can someone share with the whole group a lesson you learned from a story you are reading?* Allow 2-3 students to share the lessons from their books and a few details that support the lesson or big meaning.

**Student Independent Writing:**

1. Students will read today, thinking about the big meaning of their story or a lesson the book teaches them.
2. Set a timer to signal 10-15 minutes for students to write in their notebooks. Leave the chart of questions and your modeled writing on display for students to reference while they write about the significance of their book.
3. Have struggling readers/writers sit at a table with you so you can assist them with finding the significance of their text or with writing about the important lesson in their story.

**Student Sharing:**

1. Students take their independent reading book and their Reader's Notebook to their sharing group of 3 students. As students take turns sharing, partners are listening to decide if the writer wrote about a big meaning or lesson.
2. Discuss with students, *How do we tell our partner if we think they did not find the big meaning or if what they wrote doesn't make sense? How can we say it in a kind way?* (I am wondering if that is really the big lesson. Could it be a smaller lesson and there is another bigger lesson coming up that you haven't gotten to yet?) Remind students that the tone of voice they use sometimes says more than the words they use.

- o Student Reader's Notebook

**TT:** Students are still writing general reader responses in their Reader's Notebook this week.

	<p><b><u>Closing:</u></b>  <i>Did anyone hear an especially good example of a big meaning while you were sharing?</i> Have 1-2 students volunteer a partner to read their journal response to the whole group.</p>	
<p><b>Response to Literature</b></p> <p><b>Day 13: Author's Craft</b></p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that today's teaching point is to look carefully at the author's craft and to write about why the author wrote the story the way he/she did.</li> <li>2. Do a picture-walk through the book you used as the read aloud yesterday to refresh everyone's minds.</li> <li>3. Write the Author's Craft list of questions on a chart, one question at a time. (See chart to right.)</li> <li>4. Discuss the first question orally with the children and model for them how to write a response to the question. Always follow the answer to the question with evidence from the text to support your thinking.</li> <li>5. Write the next question and reread the first page or two of the read aloud book.</li> <li>6. Have students turn and talk to a partner about the answer to this question. Remind them to use evidence from the text to support their thinking.</li> <li>7. Listen in on their conversations and ask 2-3 students who have a good understanding of the question to share what they talked about with the whole group. Highlight the strong points of the ideas being shared and reteach any misunderstandings that arise.</li> <li>8. Tell students that these are not the only correct answers to these questions. Since the questions begin with "Why do you think...", everyone may have different thoughts.</li> <li>9. Provide time for students to write their thinking about the question in their Reader's Notebooks. Remind them to write evidence from the text to support their thinking.</li> <li>10. Look over their shoulders as they write to choose 2 different students to share what they wrote about this same question.</li> <li>11. Continue in the same manner with the remaining questions, following the same gradual release of responsibility model outlined to the right. →</li> </ol> <p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Students read in their independent reading books and write about the author's craft.</li> <li>2. They also can write about the significance of the story from yesterday's lesson.</li> </ol>	<ul style="list-style-type: none"> <li>○ Teacher Read Aloud book</li> <li>○ Student Reader's Notebooks</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Author's Craft:</b></p> <ul style="list-style-type: none"> <li>▪ Why do you think the author chose _____ as the title of this story?</li> <li>▪ Why do you think the author started the story this way? (reread the first page or two)</li> <li>▪ Why do you think the author chose this setting?</li> <li>▪ Why do you think the author had the story end the way it did?</li> </ul> </div> <p><b>TT: A Quick Reference to the Gradual Release of Responsibility Teaching Sequence:</b></p> <ul style="list-style-type: none"> <li>➤ Teacher models with the first question: <ul style="list-style-type: none"> <li>• Answer the question orally;</li> <li>• Write the answer on a chart for students to reference later;</li> <li>• Include evidence from the text to support your thinking.</li> </ul> </li> <li>➤ Students practice remaining questions: <ul style="list-style-type: none"> <li>• Students talk to a partner;</li> <li>• 2-3 students share their conversation with the whole group;</li> <li>• Teacher highlights strengths and addresses misconceptions;</li> <li>• Students write their own thoughts;</li> <li>• Remind students to include evidence from the text;</li> <li>• 2-3 students read what they wrote to the whole group;</li> <li>• Teacher gives constructive feedback again.</li> </ul> </li> </ul>

	<p>3. Have struggling readers/writers sit at a table with you while you read and write.</p> <p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. Group students into small groups of 3-4 to share their books and what they wrote today or their favorite writing from this week.</li> <li>2. Listeners tell whether they would be interested in reading their partners' books and why.</li> </ol> <p><b><u>Closing:</u></b></p> <p><i>Did anyone learn about a new book you are interested in reading?</i> Allow students to share their excitement for their partners' books.</p>	
<p><b>Response to Literature</b></p> <p><b>Day 14: Writing About Characters</b></p> <p><b>Teaching Notes:</b></p> <p>Before today's lesson, choose another picture book with a strong character that you can use to model the questions you will be teaching the children to respond to. <i>Mirette on the High Wire</i> or <i>Saving Sweetness</i> are examples of good books for this lesson.</p> <p>Prepare for this lesson by writing the character questions on sentence strips, so you can post them quickly, one by one, as you discuss them.</p> <p>As of today, students will begin collecting responses specifically about the characters in their books in preparation for their character essay. They will write their responses about characters in their Reading Notebooks and refer to these responses as they begin planning for the essay in Lesson 16.</p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that today they will begin to collect information they can use to write a character essay. Explain that an essay is a type of writing that describes or explains something in detail. Their essay will be about a character in a book they are reading.</li> <li>2. Determine who the audience will be for their essays and remind the children often during the rest of this unit. When children know they will have an audience, they work harder to do their best work. Since this is the first writing project for the year, a simple bulletin board display is appropriate. Their audience, then, will be their peers, other teachers, and parents who may read their writing displayed on the bulletin board.</li> <li>3. Show a picture of Superman or another "super hero", fictional or real, that people generally think of as heroes or heroines and engage the children in a discussion about what makes a hero.</li> <li>4. Ask students whether they think a character from a book can be a hero or heroine.</li> <li>5. As students share ideas, ask, <i>What other book characters have inspired or helped you in some way?</i></li> <li>6. Tell students that when we read it is important to pay attention to a character's traits, motivations, struggles, and changes. There are some questions we can ask ourselves as we read, to help us write about characters in our books.</li> <li>7. Read aloud the text you have chosen for today. As you read, stop periodically to discuss the character questions. →</li> <li>8. Use the 'Gradual Release of Responsibility Sequence' to give students plenty of opportunity to discuss the questions orally before writing their responses.</li> </ol> <p>**Save these responses for use on Day 18.</p>	<ul style="list-style-type: none"> <li>○ Teacher Read Aloud book</li> <li>○ Character questions written on sentence strips (prepared before the lesson)</li> <li>○ Student Reader's Notebooks</li> <li>○ Pictures of Superman or other super hero characters, fictional or real</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>Writing About Characters</b></p> <ul style="list-style-type: none"> <li>● What kind of person is this character?</li> <li>● What does this character long for?</li> <li>● What does this character fear?</li> <li>● What is the character struggling against?</li> <li>● What gets in the character's way?</li> <li>● What relationships does the character have and how do these relationships play a significant role in the story?</li> <li>● How does the character change over the course of the story?</li> <li>● Does the character learn lessons or come to new realizations?</li> </ul> </div>

<p><b>Teaching Notes:</b> You may need to add another day for students to read and respond to the character questions before they are ready to write an essay about their character.</p>	<p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Students will read their independent reading books and write about the characters.</li> <li>2. Model reading and writing about your own book.</li> <li>3. You may decide to have struggling readers/writers sit at a table with you while all of you read/write.</li> </ol> <p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. Group students into small groups of 3-4 to share their books and what they wrote about their characters.</li> <li>2. A good character response should make the listener feel as if he/she knows the character like a friend or a brother or sister. Listeners give feedback on whether they feel like they know the characters the writers have written about and why or why not.</li> </ol>	<p><b>TT: A Quick Reference to the Gradual Release of Responsibility Teaching Sequence:</b></p> <ul style="list-style-type: none"> <li>➤ Teacher models with the first question: <ul style="list-style-type: none"> <li>• Answer the question orally;</li> <li>• Write the answer on a chart for students to reference later;</li> <li>• Include evidence from the text to support your thinking.</li> </ul> </li> <li>➤ Students practice remaining questions: <ul style="list-style-type: none"> <li>• Students talk to a partner;</li> <li>• 2-3 students share their conversation with the whole group;</li> <li>• Teacher highlights strengths and addresses misconceptions;</li> <li>• Students write their own thoughts;</li> <li>• Remind students to include evidence from the text;</li> <li>• 2-3 students read what they wrote to the whole group;</li> <li>• Teacher gives constructive feedback again.</li> </ul> </li> </ul>
<p><b>Response to Literature</b></p> <p><b>Day 15: Using Precise Language to Describe Characters</b></p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell the children that today’s teaching point is learning how to use more precise language when describing their characters.</li> <li>2. Share a sample reading response from another class, or one you make up yourself, or the sample reading response in the link to the right. The response should be one that uses “boring”, imprecise words to describe a character.</li> <li>2. Have the students read aloud the response as a shared reading.</li> <li>3. Point out that the writer uses the words ‘happy’ and ‘sad’ a lot. Ask if they can think of other words that tell more about the character.</li> <li>4. Hand out the Character Trait List (link to the right). Ask students to circle any words they don’t know the meaning of.</li> <li>5. Ask how they can find the meaning of the words they don’t know. Possible responses: look in a dictionary, a thesaurus, use an online resource.</li> <li>6. Using the sample response, show writers how to draw a line through the imprecise words and write a better word from the Character Trait List.</li> </ol>	<ul style="list-style-type: none"> <li>○ <a href="#">Sample Reading Response: Imprecise Words</a></li> <li>○ <a href="#">Character Trait List</a></li> </ul>

	<p>7. Model how to go back to the text to find details that support the new character traits you wrote. Show how to use the space between the lines, along the margins, and post it notes to add the new supporting details.</p> <p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Students will re-read the responses about characters they've written and find where they could use a better word to write about the character.</li> <li>2. Students work in their notebooks--revising, writing, and reading for the rest of the workshop.</li> <li>3. Hold conferences with individual students or groups of students as needed.</li> </ol> <p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. Use your revised response from your lesson today to show students how to share today.</li> <li>2. Read the revised version of the response, including the more precise words and the sentences you added to support the new character trait.</li> <li>3. Listeners will give feedback on whether the supporting sentences do a good job of supporting the character traits. <i>Do the supporting sentences explain more about why the writer assigned that particular character trait?</i></li> <li>4. Group students into small groups of 3-4 to share the revisions they made today.</li> </ol> <p><b><u>Closing:</u></b> Ask students if they heard a particularly good character response today and have them volunteer their partner to read their response to the whole group.</p>	<ul style="list-style-type: none"> <li>o Student Reader's Notebooks</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b><i>Using Precise Words:</i></b></p> <ol style="list-style-type: none"> <li>1. Re-read your responses.</li> <li>2. Cross out boring, imprecise words.</li> <li>3. Replace them with better words.</li> <li>4. Add details to support the character traits you used to describe your character.</li> <li>5. Re-read your book (or story) to find supporting details.</li> </ol> </div>
<p><b><i>Response to Literature</i></b></p> <p><b><i>Day 16: Organizing Web for the Character Essay</i></b></p> <p><b><u>Teaching Notes:</u></b> Today, students begin to plan for their Character Essay in their Writer's Notebooks or on notebook paper that will be kept in their writing Work in Process folder.</p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that today's teaching point is to create an organizing web for the character essay they will work on for the remainder of this week and next week.</li> <li>2. Begin a chart with a quick drawing of the main character from the last picture book you read aloud. Write the title of the book and the character's name beneath the drawing of the character. See the sample organizing web (link at right). →</li> <li>3. Explain to the students that for your character essay, you are going to write about Mirette (or another character of your choice) and they will write about a character from the book or story they have been reading.</li> </ol>	<ul style="list-style-type: none"> <li>o Teacher Read Aloud book</li> <li>o Blank chart paper and marker</li> <li>o <a href="#">Sample Organizing Web for Character Essay</a></li> </ul>



<p>** Prepare ideas for the <b>Think Aloud</b> part of the lesson in advance.</p>	<ol style="list-style-type: none"> <li>4. Show students how to reread the class responses from Day 14 to find a “big idea” about the character that the class wrote about.</li> <li>5. The “big idea” will stand out because it is an idea the writer kept coming back to again and again to think and write about in different ways (different responses). For example, if you read <i>Mirette On the High Wire</i>, you might write, ‘Mirette follows her dream even though it frightened her at first.’</li> <li>5. You will help writers develop their big ideas by giving them a list of thought prompts. See the link to the right.</li> <li>6. Use the thought prompts to create an organized web of ideas about Mirette (or other character) on the chart.</li> <li>7. As you write in your web, <b>think aloud</b> to show how you choose and respond to <u>some</u> of the prompts from the Thought Prompt List. It is important to stress that you are not using all of the thought prompts. You are using just the ones that help you develop your topic sentence.</li> <li>8. Give each child a large sheet of white construction paper and a copy of the Thought Prompt List.</li> </ol> <p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Students work independently to create their web of ideas. They reread their responses (from Days 14 and 15) to decide on a “big idea” and respond to the thought prompts on their webs.</li> <li>2. As students work on their webs, circulate around the room to make sure they are focusing on one “big idea.”</li> <li>3. Once students understand the task and are working independently, you might hold individual conferences or work with a small group to help them with their webs.</li> </ol> <p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. Students take a “museum walk” around the class to see each other’s work.</li> <li>2. Ask students to write compliments on Post-it Notes to leave at each other’s desks.</li> </ol>	<ul style="list-style-type: none"> <li>o Day 14 responses to Questions About Characters (produced during mini-lesson)</li> <li>o <a href="#">Thought Prompt List</a></li> <li>o Large construction paper for each child</li> <li>o Student Reader’s Notebooks</li> </ul>
<p><b>Response to Literature</b></p> <p><b>Day 17: Drafting the Character Essay</b></p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that today’s teaching point is learning to use the web they made yesterday to help them write their draft today.</li> <li>2. Remind students that a first draft is the first writing of this essay. It does not need to be perfect the first time because writers spend time revising their drafts, making changes and moving words and ideas around, before they decide they are finished.</li> </ol>	<ul style="list-style-type: none"> <li>o Teacher Character Organizing Web (from yesterday’s lesson)</li> <li>o Student Organizing Webs</li> <li>o Student Reader’s Notebooks</li> </ul>

<p><b>Teaching Notes:</b> Some students may need more time to complete their Organizing Web before they move on to drafting. They are expected to listen to the mini-lesson today, knowing that they will apply what you are teaching to their own writing when they are ready.</p>	<p>3. Model for students how to use the Organizing Web as a guide to help them write their draft. Think aloud as you draft in front of your students. Read parts of your Organizing Web and talk about the decisions you make about how to begin your draft and what part will come next, how you practice what you will say before you write it on paper, how you forget things and go back to add them later, etc.</p> <p>4. Write only 1-2 paragraphs while your students watch. You can continue to write your draft (on display) while they are writing.</p> <p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Students write their first drafts independently.</li> <li>2. Walk around and offer support as students begin their drafts. Many will just need the reassurance that they are ‘doing it right’.</li> <li>3. After you know that most students have gotten started, you can continue to write your own draft or have struggling writers sit with you, so you can provide additional support.</li> <li>4. Try to show even struggling writers that they need to spend time problem-solving on their own as much as possible. You don’t want them to get into the habit of always waiting for you to write with them.</li> </ol> <p><b><u>Student Sharing:</u></b> Ask a few volunteers to read their drafts aloud to the whole group. Celebrate the hard work that everyone did today!</p>	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>Writing Your Draft:</b></p> <ol style="list-style-type: none"> <li>1. Look at your organizing web. Use your web as a guide to help you decide what to write in your draft.</li> <li>2. Skip lines.</li> <li>3. Only write on the front of the paper.</li> <li>4. Don’t erase – cross out mistakes.</li> <li>5. Spell all words as best as you can. Circle the words that you are unsure of. You can go back to figure out the correct spelling later.</li> <li>6. Get your ideas onto the paper! You can always go back and change them later.</li> <li>7. Use your Thought Prompt List for adding more ideas.</li> </ol> </div>
<p><b>Response to Literature</b></p> <p><b>Day 18: Revising the Character Essay</b></p> <p><b>Teaching Notes:</b> Ahead of time, write your own draft of an essay about a character from a book you have read to the class. Leave out supporting ideas. You will use your essay to model a revision strategy.</p> <p>Some students will need more time to finish drafting before they move on to revising. Build partnerships for revising as students finish their drafts.</p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that today they will learn a strategy for revising their character essay.</li> <li>2. Go back to the visual representation of the writing process that you taught on Day 3. Show writers that revising means to add, delete, or change words and ideas in the draft of their writing.</li> <li>3. Writers revise their writing to make sure it clearly communicates what they want the reader to know. Remind students about who their audience will be.</li> <li>4. Display the draft you wrote about a character from a previous read aloud and give a copy to each student.</li> <li>5. Read the draft once, and ask what the students think is the most powerful idea in this essay.</li> <li>6. Draw a box around the idea that most students think is the most powerful idea. Tell writers that this is called a <i>central idea</i> and it is written in a <i>topic sentence</i> near the beginning of the essay.</li> <li>7. Use the Thought Prompt List to add examples and evidence from the book for this powerful idea.</li> </ol>	<ul style="list-style-type: none"> <li>○ Chart – Visual Representation of the Writing Process (Day 3)</li> <li>○ Teacher Read Aloud book from a previous lesson</li> <li>○ Teacher draft of a character essay</li> <li>○ One copy for each student of the teacher character essay</li> <li>○ Thought Prompt List</li> </ul>

<p><b>Teaching Notes:</b> For this activity, you will probably want to pair your writers so that a strong writer is working with a weaker writer.</p>	<p>8. Encourage students to share their thoughts about how to add to the essay. Write their ideas in the margins, in-between the lines, or in the header or footer of the essay.</p> <p>9. Explain that <i>these sentences support the central idea or topic sentence because they give more detailed information about the central idea.</i></p> <p>10. Show students that they may decide to cross out some of the other ideas that do not support the central idea inside their box.</p> <p>11. While you are revising, making changes and moving ideas around, introduce the idea of <i>transitional words</i> to make the ideas connect (e.g., Another example is...; One more way the character...; Later in the story...)</p> <p><b><u>Student Independent Writing:</u></b></p> <p>1. Today students will work with a partner and then work independently to revise their essays.</p> <p>2. Create a task chart that shows the steps you just modeled.</p> <p><b><u>Student Sharing:</u></b></p> <p>1. Ask a few students to share “before” and “after” versions of their drafts with the whole class.</p> <p>2. Model giving specific feedback to the students who share (I like the sentence where you wrote _____ because _____.)</p>	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>Revising Our Essays</b></p> <ol style="list-style-type: none"> <li>1. Read your essay aloud to your partner.</li> <li>2. Talk about which part is the most powerful.</li> <li>3. Decide which central idea you want to draw a box around.</li> <li>4. Repeat with your partner’s essay.</li> <li>5. Work <u>independently</u> to add supporting sentences (examples and details from the text) using the Thought Prompt List as a guide.</li> </ol> </div>
<p><b>Response to Literature</b></p> <p><b>Day 19: Criteria Chart for the Character Essay</b></p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that the teaching point for today is to use a criteria chart to make sure they’ve written a good character essay.</li> <li>2. Display all charts since Day 14 (Writing About Characters – Day 14, Precise Words – Day 15, Organizing Web – Day 16, Writing Your Draft – Day 17, Revising Our Essays – Day 18).</li> <li>3. Explain to students that these charts show all the things you’ve taught them and everything they will need to include in their writing to make a good character essay.</li> <li>4. Ask students to summarize the main points that you have taught them. <i>What will we need to include in our essays in order to have a good character essay? What do we have to do in order to get a good grade?</i> You will create the criteria chart for a good character essay with your students.</li> <li>5. As writers make suggestions, guide them to create the main points shown in the chart to the right.</li> <li>6. Leave space at the bottom and tell writers you will add more to the criteria chart in future lessons.</li> </ol>	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><b>Criteria for a Good Character Essay:</b></p> <ul style="list-style-type: none"> <li>• The writing tells about one character.</li> <li>• The essay contains one central idea.</li> <li>• It contains 2 or more examples or other evidence from the text.</li> <li>• Examples and evidence support the central idea.</li> <li>• The writer uses precise language to describe the character.</li> </ul> </div>

	<p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Today is an extra day for writers to catch up. Those who finish early need to read each item of the criteria chart and think about whether they have done their best to complete each item. They need to revise their writing if needed.</li> <li>2. When they finish checking for each item in the criteria chart, they should read their essay to make sure it sounds right and all the words are on the page in an order that makes sense.</li> <li>3. Next they should look over any words they have circled (because they were not sure of the correct spelling) and find the correct spelling.</li> </ol> <p><b><u>Student Sharing:</u></b></p> <ol style="list-style-type: none"> <li>1. Ask a few students to share “before” and “after” versions of their drafts with the whole class.</li> <li>2. Model giving specific feedback to the students who share (I like the sentence where you wrote _____ because _____.)</li> </ol>	<ul style="list-style-type: none"> <li>○ <a href="#">Sample Grading Rubric-Character Essay</a></li> </ul>
<p><b>Response to Literature</b></p> <p><b>Day 20: Editing the Character Essay</b></p> <p><b>Teaching Notes:</b> Before this lesson, rewrite 1-2 paragraphs of your character essay with a run-on sentence and a few fragments. See the Minilessons steps # 8 - 9.</p>	<p><b><u>Minilesson:</u></b></p> <ol style="list-style-type: none"> <li>1. Today’s teaching point will explain how to edit student papers.</li> <li>2. Refer back to the writing process chart you made in Lesson 3. Show students that editing is the last stage in the process before they begin working on their final draft.</li> <li>3. While editing, the writer checks to make sure all punctuation, capital letters, spelling, and grammar is correct in his/her writing.</li> <li>3. Although editing is near the end of the process, writers make editing changes any time they notice an error in their writing.</li> <li>4. Teach students how to edit their stories for complete sentences. Make a chart of that shows examples from your students’ writings of sentences, fragments, and run-ons. See this link. →</li> <li>5. Explain that a complete sentence tells a complete idea. It should ‘stand alone’, meaning that you could say the sentence by itself (outside of the story) and it should make sense on its own. Give a few examples of complete sentences.</li> <li>6. Then show writers a sentence fragment. A fragment is a part of a sentence that does not make sense on its own. Show examples.</li> <li>7. Next show a few examples of run-on sentences. Run-on sentences are really two or more sentences that have no punctuation dividing them.</li> <li>8. Using your own story, show students how to use two different colors of pencils or crayons to underline each complete sentence in an alternating color. However, they need to make sure they are underlining only complete sentences!</li> </ol>	<ul style="list-style-type: none"> <li>○ Chart – Writing Process visual representation (Day 3)</li> <li>○ <a href="#">Sentence, Fragment, and Run-On Chart</a></li> <li>○ Two colors of pens/pencils for the teacher and the students</li> <li>○ Teacher character essay with run-ons and fragments</li> </ul>

<p><b>Teaching Notes:</b> For this activity, you will probably want to pair your writers so that a strong writer is working with a weaker writer.</p>	<p>9. Underline the first sentence of your story in one color and read the sentence aloud. Ask, “<i>Is it a complete idea? Can it ‘stand alone’? Or is it a part of a sentence that doesn’t make sense by itself? Is it more than one sentence without punctuation?</i>” If it is a fragment or run-on, the writer needs to fix it to make it a complete sentence and underline only the complete sentence in the first color.</p> <p>10. Move on to your next sentence. Repeat the above questions. Edit to make it a complete sentence and underline it in the alternating color.</p> <p>11. Test a few more sentences in alternating colors before turning the work over to your writers.</p> <p><b><u>Student Independent Writing:</u></b></p> <ol style="list-style-type: none"> <li>1. Have writers work with partners to analyze the sentences in their own writing and underline the sentences in alternating colors, the same as you just modeled.</li> <li>2. If the writer notices that he/she is underlining a very long sentence, it is a sign that they should look more carefully—it might be a run-on. Conversely, if the writer notices a very short sentence, he/she should look carefully to make sure it is not a fragment.</li> <li>3. Students work with their partner to analyze and underline sentences in each other’s stories in two colors.</li> </ol> <p><b><u>Closing:</u></b> Add <b>the last 3 items</b> to your criteria chart as shown above.</p>	<div style="border: 1px solid black; padding: 10px;"> <p><b>Criteria for a Character Essay:</b></p> <ul style="list-style-type: none"> <li>• The writing tells about one character.</li> <li>• The essay contains one central idea.</li> <li>• It contains 2 or more examples or other evidence from the text.</li> <li>• Examples and evidence support the central idea.</li> <li>• The writer uses precise language to describe the character.</li> <li>• <b>The essay contains only complete sentences.</b></li> <li>• <b>All words are spelled correctly.</b></li> <li>• <b>The published work has neat handwriting.</b></li> </ul> </div>
<p><b>Response to Literature</b></p> <p><b>Days 21-23: Completing the Character Essay</b></p>	<p>You will have 3 more days to complete the editing and grammar minilessons in this unit and give students time to complete and publish their Character Essays. (Two days next week will be dedicated to BOY compositions – one day narrative, one day expository.)</p> <p>Some mini-lessons you may consider for these days:</p> <ul style="list-style-type: none"> <li>• See the Unit 2 Street View for grammar lessons to teach the parts of speech (nouns, verbs, adjectives, adverbs, and prepositions).</li> <li>• <b><u>What to do When You Think You are Done Lesson</u></b></li> <li>• Using the Word Wall to correct the spellings of all Word Wall words.</li> <li>• How to find the correct spelling of circled words (If you know the first 3 letters, look the word up in a dictionary or thesaurus; look at charts around the room to see if you find the word there; look for the word in a related book in the classroom library; ask a Peer Spelling Expert; etc.)</li> </ul>	