"How Writers Work"

Writing: Grade 2

Team Member: Christine Kapusta
Team Leader: Cora Muñoz
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Bibliography


Immersion

The following five lessons use mentor texts to model various techniques, styles and processes writers use. These lessons are a precursor to the full Writing Workshop process. If possible, the following mentor texts should be read before this unit is started; however, it is not necessary to read all of the texts beforehand if time is limited.

English Texts:
- Let's Do Nothing! By Tony Fucile
- The Best Story by Eileen Spinelli
- Author: A True Story by Helen Lester
- Fireflies! By Julie Brinckloe

Spanish Texts:
- Crisantemo by Kevin Henkes, translated by Teresa Mlawer
- ¡Qué montón de TAMALES! by Gary Soto, translated by Ed Martinez
- A Gift from Papá Diego/Un regalo de Papá Diego by Benjamin Alire Sáenz
- Calling the Doves/El canto de las palomas by Juan Filipe Herrera
- Gracias, Sr. Falker by Patricia Polacco, translated by Teresa Mlawer
Lesson Plan

Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 1  Focus: Immersion  Grade: 2nd Grade

Common Core:
W.2.8 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in larger and small groups.
RF.2.4 a. Read grade-level text with purpose and understanding.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Visuals & Resources:
Author: A True Story by Helen Lester, Teacher copy of "Roles and Responsibilities", "My Writing Life Survey (1 per student)

Content & Language Objective(s):
SW be able to listen to Author: A True Story by Helen Lester to illustrate how Lester's writing life began and the lessons she learned along the way. SW be able to orally discuss reasons why people write and why they would write and also independently completing the "My Writing Life Survey."

Key Vocabulary:
rejection, author, acceptance

Frames:
Being an author means___.
Authors begin writing when___.
Authors are ___ years old.
Authors get a book published by___.
It takes ___ to get a book published.
HOTS:
What does it mean to be an author?
When do authors begin writing? How old are authors?
How do authors get a book published?
How long does it take for a book to get published?

Connections to Prior Knowledge/Provide Background Information:
In first grade (pause and gesture), you spent lots of time writing your thoughts and ideas and following the writing process (point to the posted writing process in the classroom) until you were able to publish your writing. What are some of the things you published in first grade? (pause, allow time for responses) In second grade, (pause and gesture) we are going to work on becoming even better writers! Over the next few days (pause and gesture) we are going to be listening to different books (gesture to collection of books) written by different authors. Each day I’m going to give you a different purpose for reading and then we are going to discuss what we noticed (pause and gesture) in each of the books (pause and gesture).

Meaningful Activities:
Before Reading:
Today (pause and gesture) we are going to read Author: A True Story (point to the text). The author of this story is Helen Lester. Turn and talk to your partner about what you think it means to be an author. Allow time for students to turn and talk. TW walk around and monitor discussions. Allow 3 students to share their thoughts. Stay with your partner and talk about when you think authors begin writing. TW walk around and monitor discussions. Allow 3 students to share their thoughts. How do you think authors get books published? Allow students time to process the question and choose 3 students to share their responses. About how long do you think it takes for a book to be published? Allow 3 students to share their responses. TW move the discussion on based on Ss answers to the questions. In this story, (gesture to the book) Helen Lester talks about her own journey of becoming an author. As, you listen to Helen’s experience today, be thinking about how our (pause and gesture) ideas about being an author connect to her words and how they are different.

During Reading:
While teacher reads aloud the text, stop periodically to explain the journey that Lester took as an author.
- Discuss how Lester started her writing journey at a very young age (3 years old!)
- Discuss some of the lessons she learned:
  - Writing is hard
- Writers write all the time
- Writing takes lots of practice

* Discuss some of the struggles she faced
  - Writing words and letters backwards (pg. 9)
  - Writer's block (pg. 10)
  - Rejection (pg. 17-19)
  - Illustration troubles (pp. 20-21)
  - Finding the right idea/inspiration (pp. 22-23)

* Discuss the advice that she gives to writers
  - Writing down your ideas and keeping them safe (pp. 24-26)
  - The power of revision (pp. 26-27)
  - Finding the right time to write (pp. 28-29)

After Reading:

There are so many things that we (pause and gesture) can learn from Helen and her journey to become a real author! (pause) Helen teaches that writing (pause) may be hard sometimes (pause & gesture) and our ideas may not come right away (pause & gesture). She also teaches us (pause) that ideas (gesture) come to us at all times of the day (pause & gesture) and that we need to write (pause and gesture) them down and keep them in a safe place (gesture to Teacher's writers notebook.) When we keep at it and work to make our writing the best it can be, we are real writers, just like Helen. In order for us to be successful writers there are some roles and responsibilities that you must follow. TW refer to Appendix 1 Roles and Responsibilities handout and generate a class discussion and create an anchor chart during the discussion that highlights what was discussed (anchor chart should have student friendly language).

Review & Assessment:

Before we finish today (pause and gesture), I would like you to take a minute to think about yourself (pause and gesture) as a writer and answer the questions on this survey point to the handout) the best you can. TW hand out the "My Writing Life Survey" and read it aloud to the students who need it.

Wrap Up:

TW allow a few students to share one of their responses to the "My Writing Life Survey." Tomorrow, (pause and gesture) we will read another book (pause and gesture) by another author and talk about what is special about their writing too!
SIOP Lesson Plan

Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

**Lesson: 2**  
**Focus:** Immersion  
**Grade:** 2nd Grade

**Common Core:**
W.2.8 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in larger and small groups.
RF.2.4 a. Read grade-level text with purpose and understanding.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Visuals & Resources:**
Fireflies by Julie Brinckloe, Teacher's Writer's Notebook to model, magazines, student's own photographs (family, pets, etc.), markers, stickers (or any other materials students would like to use to decorate their own Writer's Notebooks)

**Content & Language Objective(s):**
SW be able to listen to **Fireflies** by Julie Brinckloe and orally discuss how authors often record important events in their lives. SW be able to decorate their writing notebooks.

**Key Vocabulary:**
memories, record, event

**Frames:**
I think this book will be about __ because__.
Julie's memories remind me of ____ in the text it says __.

**HOTS:**
How could you compare your memories to Julie's?
Are there parts of the story this story that remind you of your own summers?
What other summer activities does this remind you of?
Connections to Prior Knowledge/Provide Background Information:
Yesterday, (pause and gesture) we read Author: A True Story by Helen Lester (gesture to the book) and talked about some of the struggles she had as a writer. Today, we are going to listen to a story called Fireflies by Julie Brinclooe and notice how she recorded an important even in her life so it would not be forgotten.

Meaningful Activities:
Before Reading:
Many writers write (gesture) things down that they don't want to forget (gesture). I know sometimes I (gesture) make a to-do list of the things I need to remember (gesture) to do. Sometimes authors write down memories or stories of special times then never want to forget. I think Julie Brinclooe wrote Fireflies to help her capture an experience that she wanted to share and remember. Take a look at the front cover (pause and gesture to cover of the book) of this book Fireflies. Turn and talk with your partner about what you think Brinclooe's story will be about? (allow time for discussion and responses) Did you know that she is the illustrator? She drew all of the pictures in this book herself. Where do you think Julie got her idea? (allow time for students to share responses). Let's read the story and see what Julie's book is about and see what kind of connections we can make to the story.

During Reading:
While teacher reads text aloud, stop periodically to make connections. Allow students to do the same. Ask questions like:
- Have you ever had a strong memory like Julie's
- Are there parts of the story that remind you of your own summers?
- What other summer activities does this story remind you of?

TW share their own childhood memories and point out how you would record your memories in your own notebook so you don't forget them. TW point out details that the author uses to make the memory real for the reader. Some examples are:
- The longing to go outside during dinner time (page with family eating dinner)
- Dusty jars, going up the stairs "two at a time"
- Description/illustrations of dark sky and fireflies in the night
- Looking at the jar of fireflies getting dimmer and dimmer until the end of the book.

After Reading:
Julie uses details and emotions to share an important event in her life that she doesn't want to forget (gesture). One (pause and gesture) place that writers keep their ideas is a Writer's Notebook (gesture to Writer's Notebook). This is a special place where important events are kept safe forever. (pause) Keeping them in a Writer's Notebook
(pause & gesture) allows you to revisit these ideas again and again (pause). For the rest of writing today, you are going to decorate your own writing notebook (gesture to stack of writing notebooks) any way you want. I will give you lots of things that you can use to decorate it. You may also bring in pictures from home as long as your parents say it is ok. TW share their own Writer's Notebook and discuss how the different things on the front and back covers of the notebook were chosen. Whatever decorating you don't finish today, you are going to finish at home. I will be sending a letter home that explains this to your parents.

Review & Assessment:
TW pass out notebooks and necessary materials and allow Ss to decorate their notebooks. TW walk around and monitor the Ss work and ask them why they chose to decorate their notebooks the way that they did.

Wrap Up:
SW gather on the rug. Who would like to share some of the things they put on their writing notebooks (gesture to Writer's Notebook)? TW allow few students to share their notebooks with the class. These notebooks are where you will write down all of your (pause and gesture) ideas for future stories.
SIOP Lesson Plan

Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 3  
Focus: Immersion  
Grade: 2nd Grade

Common Core:
W.2.8 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in larger and small groups.
RF.2.4 a. Read grade-level text with purpose and understanding.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Visually & Resources:
Let's Do Nothing by Tony Fucile, blank anchor chart, markers, A teacher copy of "What Do You Do When You Are Stuck",

Content & Language Objective(s):
SW be able to listen to Let's Do Nothing by Tony Fucile and orally discuss how writers use their imaginations to turn what may seem like "nothing" moments into wonderful writing ideas that can be developed. SW orally discuss some things they can do if they are stuck and orally discuss with a partner which ideas would work best for them.

Key Vocabulary:
imagine, possibilities

Frames:
Every Time the boys try to do nothing__.
I think the boys feel__ because in the text it says__.
One thing you can do when you are stuck is__.

HOTS:
How does Tony show that it's difficult for the boys to do nothing?
How do you think the boys feel when they are not successful doing nothing?
Connections to Prior Knowledge/Provide Background Information:
Yesterday (pause and gesture) we read Fireflies (gesture to yesterday's book) by Julie Brinckloe and discussed how she recorded an important event in her life so she wouldn't forget (pause and gesture) it. Today (pause and gesture) we are going to look at how this author (gesture to the new text) had nothing to write about and he was able to imagine his possibilities.

Meaningful Activities:
Before Reading:
TW direct students to Tony Fucile's website and play the interview where he discusses his process in writing Let's Do Nothing. Tony tells us he got his idea for Let's Do Nothing because he remembers those moments when he was a child and was so bored! Has anyone ever felt that way? TW allow for processing time and responses. He says "we tend to remember the interesting and exciting parts of being young but what about those times when you feel like you are stuck in a vat of molasses (gesture picking up feet off of the floor like they are stuck in glue)? Great ideas come out of a bored mind or a tired mind. In his book (gesture to the book), Tony shows us how you can take an event that doesn't seem very exciting and find the excitement in the moment. As I read today, notice how Tony uses his imagination when he takes a "nothing" moment and turns it into something spectacular!

During Reading:
As T reads aloud, stop when appropriate and ask Ss to think about the following questions:
- What happens every time the boys try to do nothing?
- What is it so difficult for the boys to do nothing?
- How do you think they feel when they are not successful at doing nothing?
- How does Tony show in his writing that it's difficult for the boys to do nothing?

At the end of the story, the reader is left not knowing what the boys will do. Turn and talk to your partner about what they could do. TW walk around and monitor discussions and then have two or three students share out. Turn and talk to your partner one more time and discuss what you might do when you have nothing to do. TW walk around and monitor discussions and allow two or three students to share out.

After Reading:
Sometimes parents and teachers ask "What did you do in school today?" or "What did you do over your vacation?" Ss will usually answer those questions by saying "nothing." Now we know after reading this book (gesture to the book) that this can't be true. You can't do "nothing"! Good writers think about all of the small things that happened in their lives. For example, a conversation you had with a friend, an argument
you had on the playground, things that you noticed or observed or even some of the things you did really well or not so well. Tony’s book (gesture to the book) helps us to see that when writers believe that they have “nothing” to write about there are always possibilities for writing!

Review & Assessment:
During independent writing time you will find that I will be busy helping all of the students in the room and I won’t always be able to help you right away when you are feeling stuck or like there is nothing to write about. Today (gesture) we are going to brainstorm some ideas to help you to know what to do when you feel like you are stuck. TW refer to the “What To Do When You Are Stuck” sheet and generate a class discussion with suggestions from the students. TW add the ideas down on the anchor chart in kid friendly language so they can refer to it as needed.

Wrap Up:
Think (gesture) about what we have read (gesture to the book) and talked about (gesture to the anchor chart) today and turn and talk to your partner about at least one thing you can do to help yourself if you are feeling stuck and a teacher cannot help you. TW allow Ss time to orally discuss and then chose a few students to share out their ideas. Nice work today! Tomorrow (pause and gesture) we will be reading another story by another author and talking about motivation and inspiration.
SIOP Lesson Plan

Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 4 Focus: Immersion Grade: 2nd Grade

Common Core:
W.2.8 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in larger and small groups.
RF.2.4 a. Read grade-level text with purpose and understanding.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Visuals & Resources:
The Best Story by Eileen Spinelli, blank anchor chart, markers, teacher copy of "Good Listeners..."

Content & Language Objective(s):
SW be able to listen to The Best Story by Eileen Spinelli and orally discuss how writer's need motivation and inspiration to help them develop writing ideas that come from within. SW help create an anchor chart on what it means to be a good listener.

Key Vocabulary:
motivation, inspiration, "come from within"
(TW introduce the vocabulary using the 7-step process)

Frames:
I think Eileen means__.
I think this book will be about ____ because___.
Her mother's advice changed her writing because___.
Her mother's advice turned out to be the best advice of all because___.

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HOTS:
How did her mother’s advice change her writing?
Why did her mother’s advice turn out to be the best advice of all?
Why do you think Eileen wrote this book?
Do you think you should write from the heart? Why?

Connections to Prior Knowledge/Provide Background Information:
Yesterday, (pause and gesture) we talked about what to do when you feel like there is nothing to write or you are stuck. Who remembers (pause and gesture) some of the things we talked about? (gesture to yesterday’s anchor chart) TW allow students processing time and then choose on a few to share out what they remember. Today (pause and gesture) we are going to read the book The Best Story by Eileen Spinelli and talk about how writers sometimes need inspiration and motivation to come up with good ideas for writing. One thing that Eileen Spinelli always says is “Keep your eyes and ears and heart open. Ideas come from you.” Turn and talk to your partner about what you think she means by that. TW walk around and monitor student conversations and guide the discussions when necessary. TW allow 3 students to share their thoughts.

Meaningful Activities:
Before Reading:
When you look at the cover, the title and the illustrations, what do you think this book will be about? TW allow students to respond. Maybe Eileen wrote this book for students like you who are learning about writing.

During Reading:
TW begin reading the book aloud. On the second page of the text, point out how the character finds it hard to come up with ideas and therefore turns to her family members for motivation. Continue to read nothing all the people she asks for help and the advice they give her. At the end of the book the main character asks her mother for advice. TW reread the mother’s advice aloud She gave me a hug. “I think the best story is one that comes from the heart. Your own heart.” How did her mother’s advice change her writing? TW allow students to respond. Turn and talk about why her mother’s advice turned out to be the best advice of all? TW monitor discussions and guide the students when necessary.

After Reading:
Now that we read this book, (gesture to the book) turn and talk to your partner about why you think Eileen wrote it? What does she want us to know about writing? Using all of the ideas that are in your heart can motivate and inspire you to write. The special
people, places and events in your heart can develop into your best story ever. In order for us to be able to write these wonderful stories we have to make sure we have a writing community that is made up of writers who share and listen (pause and gesture) to each other's stories and ideas. Let's make a list of things that good listeners do and say. (gesture) TW Refer to the "Good Listeners..." chart and create a similar anchor chart with the class that encompasses the students ideas we well as the ideas on the sheet. When you are supposed to be sharing make sure you use the "say" (gesture to the chart) side of the chart and when you are listening use the "do" (gesture to the chart) side of the chart.

Review & Assessment:
You are going to work in pairs. (pause) You will try telling a short story (pause & gesture) while your partner listens (pause & gesture). Then (pause) your partner will try telling (gesture) a short story (pause) and you (gesture) will listen (pause & gesture). Be sure to use the chart (pause & gesture) to help you follow the rules (gesture) for your role. TW walk around and monitor conversations and guide students back to the chart when necessary.

Wrap Up:
What did you think was easy about being a good listener? TW allow a few students to share out their responses. What do you think was hard about being a good listener? TW allow a few students to share out their responses. Great work today. Always think about what you (pause and gesture) could write about that would make the best story. If you think (pause and gesture) of something make sure you write (pause and gesture) it in your Writer's Notebook so you don't forget it!
**STOP Lesson Plan**

**Key:** SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

**Lesson:** 5  
**Focus:** Immersion  
**Grade:** 2nd Grade

**Common Core:**
W.2.8 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in larger and small groups.
RF.2.4 a. Read grade-level text with purpose and understanding.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Visuals & Resources:**
Nothing Ever Happens on 90th Street by Roni Schotter, blank anchor chart, markers, teacher copy of “What Is A Writer’s Notebook?”, Copy of Roni Schotter’s response to where she gets her ideas for writing.

**Content & Language Objective(s):**
SW listen to Nothing Ever Happens on 90th Street by Roni Schotter and orally discuss how writers’ use their notebooks to write down what they notice in the world around them and how they become ideas for writing. SW help create an anchor chart about what a writer’s notebook is and its proper care.

**Key Vocabulary:**
spies, eavesdropping

**Frames:**
Eva would put that in her notebook because____.
I would write ___ in my writer’s notebook.
A writer’s notebook is____.
One thing I learned about the writer’s notebook is____.
HOTS:
Why do writers have writer's notebooks?

Connections to Prior Knowledge/Provide Background Information:
Yesterday, (gesture) we read *The Best Story* (gesture to the book) by Eileen Spinelli who taught us that we can find ideas for writing by thinking about the special people and events in our hearts. But sometimes, even when you have that idea, you don't know how to write about it. Today, (gesture) we are going to read parts of the book *Nothing Ever Happens on 90th Street* by Roni Schotter. When the author of this book (gesture) Roni Schotter was asked where she got her ideas for writing this is what she said... TW display the response on the projector. Let's look at some vocabulary she uses that will help us understand what she says. TW introduce key vocabulary words using 7 step process. Now let's read Roni Schotter's response. TW read the response allowed. TW allow time for students to discuss the authors words and share out their thoughts and connections to her words.

Meaningful Activities:
Before Reading:
*In this book, (gesture) the main character Eva carries around her Writer's Notebook and starts to write down what she notices around her. As we read today notice all of the people and places and events that Eva see as she walks around her neighborhood even though she thinks "Nothing ever happens on 90th street."

During Reading:
As T reads stop periodically and point out all of the people, places and events that Eva encounters as she walks around her neighborhood. As you read the different scenes, ask students notice the observations that Eva records. *Why would she put that in her notebook?* TW allow for student responses. TW ask students if they say any patterns in the details that she writes down. (They should notice that she uses her sense to describe her environment) *Do you notice that wherever Eva goes, whatever she sees (gesture), she always makes sure to write things down in her notebook?*

After Reading:
*In this story, (gesture) Eva has a safe and special place to write down all of the interesting things that she sees (gesture), smells (gesture), tastes (gesture) and feels (gesture). This is one of the most important things that writers do. As writer's we (gesture) must write these things down in order to keep them safe, not allowing those ideas to slip away from our minds and hearts. That's what our Writer's Notebooks (gesture to the notebooks) are for!*

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Review & Assessment:
TW create a chart titled "What is in a Writer’s Notebook" and begin a discussion. Think about what we have learned all week and turn and talk to your partner about what you think a Writer’s Notebook is. TW walk around and monitor student discussions and guide conversations as necessary. SW use “What Is A Writer’s Notebook to help guide the student discussion. T and Ss will create an anchor chart together that students can refer to throughout the year. The following are some guiding questions the T can use:
• Where do you plan to take your notebook to gather ideas?
• What types of entries will you put in your notebook?
• How will you make sure you will keep your notebook safe?
• What information should you put on the inside front cover to recover your notebook if it ever gets lost?

Wrap Up:
Turn and talk to your partner about one thing that you learned about the Writer’s Notebook. TW walk around and monitor conversations and take anecdotal notes to ensure students have an understanding of the use and importance of the writer’s notebook.
The Writing Workshop Process

The following lessons go through each of the steps of the Writing Workshop process. The beginning of each lesson usually refers to one of the mentor texts explored in the “Immersion” lessons at the beginning of the unit. The mentor texts should be displayed in an area of easy access as all of the texts will be referred to and used throughout the rest of the unit. Students who are in the pre-production or early production language stages should be encouraged to sketch and label their writing as much as possible instead of writing sentences when they use the graphic organizers. Film strip frames are in the resource section of the appendix for students to use when it is time to draft, revise and edit their work.
Lesson Plan

Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 6  Focus: Generate Ideas  Grade: 2nd Grade

Common Core:
W.2.3. Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Visuals & Resources:
"Unforgettable Moments" graphic organizer, Fire Flies by Julie Brinckloe (Substitute: Too Many Tamales/Qué montón de tamales by Gary Soto), Writer's Notebooks, Chart paper, markers, T photograph or artifact.

Content & Language Objective(s):
SW be able to recall and record important memories and details to generate ideas for their writing.

Key Vocabulary:
unforgettable, emotion, memory

Frames:
One emotion is ___.
One detail is ___.
I notice the author ___.
I felt __ when ___.

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HOTS:
When was there a time in your life that brought you tremendous joy? Sadness? Frustration? Pride? Tell me about it.
*Point to a feeling you felt. Draw a picture of what happened.
What memory makes you smile or cry just from thinking about it?

Connections to Prior Knowledge/Provide Background Information:
SW gather on the carpet. When writers come up with ideas (pause) they think back in their past (pause & gesture). Some of the memories may bring back tears (gesture) and some of the memories may bring back smiles (pause & gesture) but all of the memories have some sort of strong emotion attached to them (pause & gesture). Before we get started let’s look at some of the vocabulary we will need to use. TW introduce vocabulary using 7 step process. Let’s look at Fire Flies by Julie Brinckloe (pause and hold up book). The narrator shares a special moment: (pause) catching fireflies on a warm, summer night (pause & gesture to fire flies). Julie (the author) adds in many tiny details into her story. The details help the reader (pause & gesture) understand (gesture) how special and emotional the event was (pause). I am going to re-read some of the story (pause & gesture). I want you to listen (gesture) and be ready to share some of the details that help us know how unforgettable the day was.
TW read from the page starting with “But something...” until the page where the boy slams the door to leave. As the T reads TW pause frequently and slow the rate of speech. Additionally, TW gesture to and point to pictures in the book to help Ss understand meaning. As T reads TW do a think-aloud of one of the first details: As I read (pause & gesture) I noticed (gesture) the narrator showed her excitement by describing the flickering light (pause & gesture) and then writing the word fire flies with an exclamation point (pause & gesture). I'm going to keep reading (pause & gesture). Be thinking (gesture) about other details the author uses in her story (pause & gesture) to share with a partner (gesture & pause). TW continue reading and stop a few times in order for Ss to turn and talk and share out ideas. Do you see how Julie's descriptions and pictures let us know how special and exciting this night was?

Meaningful Activities:
TW share a moment that brings back strong emotions, including small details that let Ss know how special the event was- preferably using a photograph or other realia to aid in description. Did you notice how my memory included strong emotion (pause & gesture) and how I included details that gave you an idea as to how I was feeling (gesture & pause)? Turn and talk (pause) about one detail you noticed (pause & gesture). SW turn & talk then share out. I know all of you (pause & gesture) have many memories (pause & gesture) that you could write about (gesture & pause). They can be happy memories (gesture) or sad memories (gesture & pause), positive or negative
(pause) as long as they are strong memories (pause & gesture). Let's make a list (gesture) of emotions (pause) that might be connected to special events (pause). Turn and talk with a partner about some feeling words then be ready to share out. SW turn & talk then share out. TW create chart of feeling words with picture of faces when possible to show emotion. I want you to think (gesture) about a few memorable moments in your lives (gesture & pause). Close your eyes and take a moment to think (gesture & pause). SW close their eyes and think of a few moments. Turn and talk (gesture) to your partner about one or two (gesture) of the moments you were thinking of. SW turn and talk about memory. We will be writing down (gesture) a few of the memories we just thought about, (pause & gesture) using our graphic organizer (pause & hold up "Unforgettable Moments" graphic organizer). I am going to show you how to use it (pause & gesture) with one of my own memories (pause & gesture). TW model writing ideas down using graphic organizer. You will have the rest of writing time to record your memories (gesture) on the graphic organizer (pause & gesture). Turn and tell a partner what you will be doing for writing today. SW turn & tell a partner then share out. Give me a thumbs up or down (pause & gesture). TW clarify any questions etc. Off you go!

Review & Assessment:
SW complete graphic organizer "Unforgettable Moments" independently. For those Ss who are in the pre-production or early production stage they may draw their memory and label parts of it, including the emotion from the chart made during whole group.

Wrap Up:
SW come back to the carpet and reflect on the writing process. What was it like writing about the strong emotion? What was difficult? What was easy? TW frame main ideas of lesson by using anchor charts. We discussed today that writers use memories (pause & gesture) that bring back strong emotions (pause & gesture) to help them discover ideas for writing (pause & gesture). Using details will help the reader feel (gesture) what you felt on the day (pause). Today in writing workshop we used the graphic organizer (pause & gesture) to help us record some of our strongest memories (pause). We can use these ideas (gesture to organizer) to help us write a narrative when we are ready to write a full story.
Lesson 7  Focus: Generate Ideas  Grade: 2nd Grade

Common Core:
W.2.3. Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Visuals & Resources:
The Best Story by Eileen Spinelli (substitute: A Gift from Papa/Un regalo de Papa Diego), Writer's Notebooks, "What's in My Heart" graphic organizer, chart paper, marker

Content & Language Objective(s):
SW be able to generate a list of important people and places they know and care about as inspiration for their writing.

Key Vocabulary:
"mean a lot," "the best," advice

Frames:
A person in my heart is ___.
A place in my heart is ___.
I love that ___ because ___.
I noticed ___.
The character realizes ___.

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HOTS:
*Tell me about a person from your heart.
What do you love to do most with that person? Why?
*What place makes you feel the safest, most excited, etc. in the whole wide world?
Why does that place make you feel safe, excited, etc.?

Connections to Prior Knowledge/Provide Background Information:
SW gather on the carpet. Yesterday (pause) we learned that writers use memories with strong emotions (pause & gesture) to help them to generate ideas for their stories (pause). Writers also think (gesture) about special people and places in their lives (pause) that have meant a lot to them (pause). When a writer remembers (gesture) their grandparents, brothers, cousins or best friends (pause) it can make for a very powerful story (pause). Before we get started let’s look at some of the vocabulary we will be using. TW introduce vocabulary using the 7 step process. Let’s look back to The Best Story (pause & hold up book). Remember in the story (pause) the main character listens (gesture) to a lot of people tell her (gesture) what she should include in her story to make it “the best” (pause). She listens (gesture) to them give her advice about including crazy characters in crazy situations (pause & gesture). Even though everyone else thinks the stories sound great (pause & gesture) the character does not think so (pause & gesture). Then (pause & gesture) her mother gives her some advice (pause) and her story starts to feel like her own story (pause & gesture). TW read pages that begin with “In all this time...” until the end of the story. TW read slowly with frequent pauses and pointing to pictures and/or making gestures. Turn and talk with a partner (pause): What does the character in the story realize? (pause & gesture) Who should she be writing about? SW turn and talk then share out. Answers should include: Mother understand that the best stories come from the heart. Stories should involve the people and places that are the most important in our lives. The main character realizes ideas will come naturally to her and turn into fantastic stories when she writes about whom and what she knows best.

Meaningful Activities:
When I think about the people and places (pause & gesture) that are in my heart (pause & gesture), lots of ideas and memories come to my mind (pause). I’m going to use the graphic organizer (pause & hold up organizer) to help me record the people and places as well as some ideas they make me think of. TW model thinking of a special person or place (using a photograph or realia if possible) and filling out the graphic organizer. All of these people and places (pause & gesture) are great places for me to go to when I want to get an idea (pause & gesture) for writing a story (pause & gesture). Now it’s time for you (pause & gesture) to think (pause & gesture) about all of the people and places (pause & gesture to organizer) that are in your heart (pause &
The people (gesture to organizer) in your heart can be family members, friends, teachers, pets or anyone else who makes you feel special (pause). When you think about the places (pause & gesture to organizer) in your heart, picture places you love to be (pause), place that are fun or make you feel comfortable and safe (pause). It could be a vacation place or your own house (pause). Take a moment to think about people and places in your heart (pause) and maybe a few memories or ideas that go along with them (pause). SW think for a few moments. Turn and talk with a partner about the people and places in your heart. SW turn and talk then share out if time permits. You will think about those people and places and record them on your graphic organizer (pause & gesture). Then you will write some ideas down (gesture) that come along with those people (pause), just like I did on my graphic organizer (pause & gesture). Turn and talk: tell your partner what you are going to do during writing today. SW turn and talk then share out. Thumbs up or thumbs down (gesture)? TW clarify any thoughts or questions. Off you go!

Review & Assessment:
SW complete graphic organizer "What's in My Heart" independently. For those Ss who are in the pre-production or early production stage they may draw the people and places and label parts of it.

Wrap Up:
SW come back to the carpet and reflect on the writing process. What was it like writing about the strong emotion? What was difficult? What was easy? TW frame main ideas of lesson. Today (pause & gesture) we learned it is important to write (gesture) about people or places (gesture to organizer) that are in our heart (pause & gesture). Thinking about the special people and places in our lives (pause) is one way to come up with great writing ideas (pause). One of these ideas might turn into your "best story," just like the main character in "The Best Story."
SIOP Lesson Plan

Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 8 Focus: Selection Grade: 2nd Grade

Common Core:
W.2.3. Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Visuals & Resources:
Writer's Notebooks, “What Matters Most” graphic organizer/anchor, teacher (or student) example from previous lessons, chart paper, markers, (heart) stickers, previous anchor charts

Content & Language Objective(s):
SW be able to read through their Writer's Notebooks and carefully select an idea to develop into a published piece.

Key Vocabulary:
select, "feel deeply," publish

Frames:
I chose the entry about ___ because ___.
I feel ___.

HOTS:
Which one of your entries would be the most interesting and exciting for a reader?
Why would it be the most exciting?
*Which idea can you describe the best?
*Tell me/point to what idea you chose.

Connections to Prior Knowledge/Provide Background Information:
SW gather on the carpet. We have been using books authors have written (pause & gesture to books used in previous lessons) in order to help us understand that authors write stories that are from their past (pause & gesture). They may use memories that have strong emotions (pause & gesture). They may use people or places (pause & gesture to previous anchor charts) that they care a lot of about (pause). Writers choose to write stories about ideas (pause & gesture) to which they feel very connected (pause & gesture). They put a lot of time and careful thought (gesture) into choosing (pause & gesture) the idea they will write (gesture) more about and then publish (pause). You have generated a number of ideas in your Writer’s Notebook (pause & gesture to previous graphic organizers). You have written (gesture) about special people and places (pause & gesture to specific graphic organizer) as well as memories that mean a lot to you (pause & gesture to specific graphic organizer). Today you will choose one (gesture) idea (pause & gesture) that is closest to your heart (pause & gesture).

Meaningful Activities:
Authors ask themselves three questions (pause & gesture) when they are trying to choose one (gesture) piece to work on (pause). When I need to select a piece to work on (pause), I look at my ideas I have generated (pause & gesture) and then ask myself three (gesture) questions (TW create anchor chart with four questions as she states them):

1. Do I feel deeply about my topic? (pause)
2. Do I have more to say about this topic than the others? (pause)
3. Is this idea something in which my readers will be interested? (pause)
4. Is there an idea that already creates a picture in my mind? (pause & gesture)

I am going to look (gesture) at my ideas that I have generated (pause) and I will use these three questions (pause & gesture) to help me choose a topic to work on. TW model reading and thinking aloud through the three questions. TW pause and use gestures frequently. Now (pause) you are going to read through your ideas (pause & gesture) you have generated (pause). When you read through them (pause) start thinking (gesture) about these three questions (gesture) an author asks themselves (pause). Turn and tell a partner what you are going to do as a writer today (pause). SW turn and talk then share out. Off you go! TW circulate and help Ss who maybe having difficulty getting started. After a few minutes of quietly reading and thinking: Now that you have had time (pause) to look over and remember all the great ideas you came up with (gesture & pause), we are going to work with a partner (pause & gesture) to
help us choose the one (gesture) topic we will work on through the writing process (pause). Talk to your partner about which idea (pause & gesture) you think will make the best story to publish (pause). Remember (pause), the topic or idea will mean the most to you (pause), you will have the most to say about it (pause), and it will really excite a reader (pause). When you have found the one (pause), get a (heart) sticker and put it next to your idea (gesture). Then (pause), write (gesture) to me (pause & gesture) and tell me what entry you chose and why (pause). I will have the papers ___ (indicate location) so that you can get it when you are ready. TW frame main idea of what to do by reiterating directions and writing them (with pictures when possible) on chart paper.

Review & Assessment:
SW discuss their thoughts and writing entry selections with a partner. Then SW place a sticker next to the entry they chose. SW then write about their choice using the organizer/frames to help.

Wrap Up:
SW gather on carpet. Today you have taken one of the most important steps as you move towards beginning your piece of writing! (pause) What was it like choosing your piece? What was difficult? What was easy? If time permits SW share out what they have chosen to write about. As Ss share out TW create a T-chart with "Writers" on one side (for student name) and "Our Publishing Ideas" on the other side (for chosen entries).
SIOP Lesson Plan

Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 9 Focus: Draft (2 day lesson) Grade: 2nd Grade

Common Core:
W.2.3. Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Visuals & Resources:
The Best Story, Writer's Notebook, "Timeline of The Best Story," "Timing is Everything" graphic organizer, example story (in 5 parts) with clear beginning/middle/end, drafting anchor chart, chart paper, markers, previous anchor charts

Content & Language Objective(s):
SW be able to use information from their Writer’s Notebooks to draft their piece using a timeline that is sensible and interesting for readers.

Key Vocabulary:
draft, timeline, logical

Frames:
I noticed __.
In the beginning ___.
In the middle ___.
At the end ___.
I used ___ strategy because ___.
HOTS:
How did using the graphic organizer help you as compared to not using one?
What was the 5 finger strategy?
How was the 5 finger strategy/timeline useful?
*Point to the strategy you used.
*Point to/find the beginning/middle/end of your story.
Could you make it (one of the strategies) better?
Which did you prefer using, the timeline or 5 finger strategy? Why?

Connections to Prior Knowledge/Provide Background Information:
SW gather on the carpet. We have generated ideas (pause & gesture to previous
graphic organizers) and we have chosen one to work on through the writing process
(pause & gesture to T chart from previous day’s wrap up). When writers have done all
of that (pause) they are ready to begin a draft (pause). When a writer drafts a piece
of writing it means two things (TW display on anchor chart with the heading of
drafting):
1. Sorting out all of the work collected in our notebook and deciding what must
   be included in your story
2. Organizing all of your thoughts in a clear way so it makes sense for your
   readers.

The Best Story (pause & hold up book) is a good example of how a writer clearly moves
a story from one point (pause & gesture) to the next (pause & gesture). Eileen
Spinelli’s story (pause & gesture to story) has a very clear beginning (pause & gesture),
middle (pause & gesture), and end (pause & gesture). When thinking (gesture) about
how to write (gesture) her story (pause), I’m sure she thought about how it would move
along so (gesture & pause) that each part was sensible and interesting to her readers
(pause). Writers use two things (gesture) when drafting: a timeline and logic. TW
introduce vocab words using 7 step process. Writers often use a timeline (gesture) in
order to make sure their stories have a very logical beginning (pause), middle (pause),
and end (pause).

Meaningful Activities:
Let’s look at Eileen’s story to see how it progresses. TW skim through The Best Story
noting the beginning, middle and end (noting how she closes the story). I noticed Eileen
took us through the whole story smoothly (pause) and I don’t feel like anything is
missing (pause). As writers (gesture & pause) we can do the same thing (pause). I will
give you an example of a story I (gesture) made up (pause). It has a clear beginning
(pause), middle (pause) and end (pause) with five (gesture) points. Teacher will model
telling story using the graphic organizer “Timing is Everything” and one finger for each
of the five points she makes. Now (pause) I want you to think of your own story (pause
& gesture). Where are you? (pause) Who are you with? (pause) What are you doing? (pause) Then (pause) think about what happens next (pause), after that (pause) and last (pause). Those will be your 5 points (gesture) on your timeline (gesture & pause). TW pass out copies of the timeline and have an enlarged copy for all to see. Look at your timeline (gesture & pause) and think about your story (gesture & pause). Use your fingers (gesture & pause) to think through your 5 points (gesture & pause). SW take a few minutes to think through their story using the 5 finger strategy. Now you will turn and talk (pause & gesture) and tell your partner your story using the 5 finger strategy (pause & gesture). If you are the listener (gesture & pause) make sure you are listening for all the necessary parts to understanding the story (pause). When your partner finishes telling their story (pause) you will switch roles (pause & gesture). Turn and tell your partner your job. SW turn and talk then share out. SW turn and talk to their partner using the 5 finger strategy, taking turns to tell their story and listening.

Writers often begin drafting (pause) with an outline or timeline (pause & gesture to timeline). This helps them organize their ideas (pause & gesture). After the basic beginning, middle, and end are down, (pause) you need to go back (pause & gesture) and add all of the details (pause) to make your story interesting and engaging for your readers (pause). Today in writing workshop (pause), use your timeline (pause & hold up timeline) to draft (gesture) the five points (gesture) of your story (pause). Make sure you have a clear beginning (pause & gesture using the timeline or fingers), 3 middle points (pause & gesture using timeline or fingers), and an ending (pause & gesture) that wraps it all up for your readers (pause). Then you will use some of the details you collected in your notebook (pause) plus other important information (pause) to make a complete draft (pause) in your writing notebook (pause & gesture).

Extension:
After Ss have written their timeline they should meet with a partner to read through it and add or take away any information. Then, they should confer with the T. If students are at a higher level have Ss write one point from each of the sections of the timeline on to a separate paper (there will be 5 pages in total). Then the S will write a few sentences about each point in order to elaborate more. Otherwise, Ss will use the timeline to help them write a complete simple story with a strong beginning, middle and end.

Review & Assessment:
SW write their 5 points on the timeline then confer with a peer and the T. After writing the timeline Ss will draft their story.
Wrap Up:
SW gather on carpet. SW reflect on strategies they used to help them be better writers. What was the 5 finger strategy? How was it useful? Could you make it better? Which did you prefer using, the timeline or 5 finger strategy? Why?
**STOP Lesson Plan**

**Key:** SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

**Lesson:** 10  **Focus:** Revising  **Grade:** 2nd Grade

**Common Core:**
W.2.3. Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Visuals & Resources:**
*Author:* A True Story by Helen Lester (substitute: Gracias, Sr. Falkier), student drafts, "My Main Message" organizer, Revision anchor chart

**Content & Language Objective(s):**
SW be able to revise their work so their ideas are clear by adding relevant and engaging details that support their main ideas.

**Key Vocabulary:**
revise/revision

**Frames:**
I want readers to know ___.
Something important about my story is ___.

**HOTS:**
Why is it important to add details and revise?
What would happen if you did not add in details?
What would happen if you did not revise before publishing?

Connections to Prior Knowledge/Provide Background Information:
SW gather on the carpet. We have been working on drafting our stories (pause & gesture to drafts) and making sure we have a logical order (gesture) to the stories by using our 5 finger strategy (gesture & pause) and using a timeline (gesture & pause) to help organize our ideas (gesture & pause). Once writers have drafted their stories (pause), they need to reread them (pause & gesture) and check that they have included all the details necessary (pause) for their readers to understand (gesture) what's really important (pause). Revision (pause) gives you (gesture) the opportunity to not only check that your story is clear and interesting (pause) but gives you (gesture) the chance to make changes to your piece before it's too late! (pause)

Meaningful Activities:
Let's read the first page of Author: A True Story (pause & hold up book). From the first page of this text (pause & point), Helen Lester is telling us (pause) that she thought of herself as an author (pause) even when he was only 3 years old (pause & gesture)! She talks about her first pieces of writing (pause) (grocery lists) and how proud she was (pause) that she knew exactly what they said (pause). The title of this book (point & pause) and the first page (point & pause) let us know that Helen's story is mostly about her real life experiences (pause) of being an author. TW skim through the rest of the book, think aloud places where Lester gives other details about how she is an author. After about 2 examples Ss will give a thumbs up when they hear a detail that supports her big idea. Helen put it many details about her life as an author (pause). She gives us the clear message (pause) that even though being an author is tough sometimes (pause): her job of being an author is "better than a dream come true (pause)." Now (pause) it's time to see what the big idea or message of your story is (pause). TW introduce "message" through the 7 step process. You can figure out what the message is by asking yourself these questions (TW display questions on anchor chart titled "Revision"):  
  1. What is the one thing (pause) you want your readers to know or think about (gesture) as they read your story?  
  2. What is the most important thing about your story?  
  3. What's the message in our heart that you want to share with your readers?

TW model answering and writing the answers using "My Main Message" organizer and with her own draft example. I'm going to use my answers to the questions (pause & gesture) to help me see if I wrote enough for my readers to understand my message (pause & gesture). If I need to explain more (pause) or if I am missing any ideas
(pause) now is my chance to add to my story before it is too late (pause & gesture). TW model comparing answers of organizer to her sample story and point out where she will add more detail. Now you will reread your story (pause & gesture) and answer the revision questions (pause). When you finish answering the questions (pause & gesture) go back and make sure your story (pause & gesture) matches what you want your message (pause & gesture) to be. Turn and tell your partner (pause & gesture) what you will be working on in writing today. SW turn and talk then share out. Off you go!

Review & Assessment:
TW assess S progress through conferring. SW complete the "Main Message" organizer and revise their stories to add in more details or make their ideas clearer.

Wrap Up:
Find Someone Who (pg.182 of the 99 Ideas and Activities book)
Ss are given a review sheet with three questions. They will circulate around the room to find help in answering the questions on the sheet. They will ask each other the questions and if the student knows the answer they will write their name next to that question. After Ss finish the TW facilitate a review of the answers.
Lesson Plan

Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 11 (2 days)  Focus: Edit  Grade: 2nd Grade

Common Core:
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Visuals & Resources:
Let’s Do Nothing by Tony Fucile, Teacher copy and 1 per student of Editing Checklist, colored pencils, teacher writing sample

Content & Language Objective(s):
SW be able to use an editing checklist to edit their work to include correct usage of punctuation, capitalization, and spelling.

Key Vocabulary:
editing, checklist,

Frames:
One place where I edited my capitalization was___.
One place where I edited my punctuation was___.
One place where I edited my spelling was___.
Writers edit because___.

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HOTS:
Why do you think editing is an important step for a writer?
Why do writers edit?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (gesture), we revised our pieces and made sure we went back and added in
details and made our ideas clear. Today (gesture) we will edit our pieces. Editing is the
stage where we check our writing for correct spelling, punctuation, and capitalization.
Today (gesture) we are going to become editors.

Meaningful Activities:
When writers edit their work they are looking for mistakes that might make their
work confusing to readers. Your readers can only understand how much time, effort
and hard work went into your piece when you really take the time to edit your work.
Some of the things we will be looking for while we are editing are spelling, punctuation,
capitalization and grammar. Writer's use these to make sure their stories are easy to
read and understand. In Let's Do Nothing (gesture to book), Tony Fucile uses capital
letters for two reasons. TW read aloud the first page of the book with the picture of
the two children lying on the floor. How does Tony use capital letters on this first
page? (Ss should notice capital letters at beginning of sentence and capital letters for
proper nouns) He also uses ending punctuation marks like periods (point to a period in
the text), question marks (point to a question mark in the text), and exclamation points
(point to an exclamation point in the TW read through the first three pages and allow
students to show a thumbs up when they notice any ending punctuation. We can use
this editing checklist (display copy of checklist on the projector) to help us keep track
and check for proper spelling, punctuation, capitalization and grammar. Tw distribute
the Editing Checklist handouts and read through the handout together using the
checklist on the projector. Watch me as I use a specific colored pencil (hold the red
pencil up) to only look for capitalization errors. By focusing on one (pause and gesture)
task at a time, I will be able to really concentrate on each part of the checklist (pause
and gesture). If I find capitalization errors I will mark them in that color and make
the correction. TW go through the first page of their draft and make corrections to
capitalization only, thinking aloud as you move through the draft. TW follow the same
procedure for both punctuation and spelling.

Extension
Ss should complete the editing checklist themselves and then trade papers with their
writing partners to have them edited a second time. They should then make the
necessary changes on the drafts. Remind students that this is the last time that they
can fix their work before it is too late.
Review & Assessment:
Now I would like you to take out the colored pencils you will be using for capitalization (red), punctuation (green), and spelling (blue). Read through your draft and only look for places where your letter should be capitalized. When you are done you will read through the draft again looking only for places where you need to fix your punctuation and mark those places in green. When you are ready you will read your draft one (gesture) more time with your blue pencil and mark the places where you fixed your spelling. TW walk around and monitor student work and confer as necessary to ensure students are on track.

Wrap Up:
Ss will gather on the carpet with their editing checklists and their drafts. Who would like to share a place in their draft where they corrected their capitalization? Allow a few students to come up and project their work and show their corrections. Who would like to share a place in their draft where they corrected their punctuation? Allow a few students to come up and project their work and show their corrections. Who would like to share a place in their draft where they corrected their spelling? Allow a few students to come up and project their work and show their corrections.
Lesson Plan

Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 12  Focus: Publishing  Grade: 2nd Grade

Common Core:
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Visuals & Resources:
Teacher copy of draft of writing, choice of publishing paper (1 per student), question sheet (1 per student)

Content & Language Objective(s): SW be able to prepare their writing for publication by re-writing/typing onto publishing paper and including a relevant picture.

Key Vocabulary:
publishing, audience

Frames:
My job as a writer today is__.
One thing that is important about publishing is__.

HOTS:
What is important about publishing a piece?
Connections to Prior Knowledge/Provide Background Information:
SW gather on the carpet. Yesterday, (pause and gesture) we finished editing our pieces to make sure they had proper capitalization, punctuation and spelling. Once you feel your piece is ready to be shared with an audience. The final step of the writing process is to publish.

Meaningful Activities:
When we publish (pause), we need to make the piece perfect (pause) it is our final copy (pause). We need to make sure we include (pause) all of our sentences we have added (pause) and any changes we have made in capitalization (pause), punctuation (pause), and spelling (pause). We are not (gesture & pause) going to copy the piece exactly as we have written it (pause), meaning we are not (pause & gesture) going to write the piece with the lines crossing out (pause). We are going to write it (pause & gesture) like authors write a book (pause & gesture to mentor texts). Today (pause) you will watch as I publish my piece (pause & gesture). I will use my edited and revised piece (pause & hold up piece) to write my final copy. (pause) This copy will be ready to be shared with everyone (pause) during our writers’ celebration. (pause) I am going to take my time (pause) and make sure I do everything correctly (pause) the first time (pause & gesture). TW model rewriting a few sentences. Now, I’m going to put my finger where I am reading so it helps my eyes remember where I am. TW model how to write and check by pointing to the draft as she publishes. You will need your draft (hold up the paper) and a publishing paper (hold up the paper) of your choice.

Review & Assessment:
Turn and talk to your partner about what your job is today. SW turn and talk then share out. Who can tell me what your job as writers is today? TW listen for student responses. TW monitor and confer with students small group or individually as needed.

Wrap Up:
Find Someone Who (pg.182 of the 99 Ideas and Activities book)
Ss are given a review sheet with three questions about the writing process. They will circulate around the room to find help in answering the questions on the sheet. They will ask each other the questions and if the student knows the answer they will write their name next to that question. After Ss finish the TW facilitate a review of the answers.
Teacher Resources

The following pages are references from the original unit, “How Writers Work,” by Schoolwide, Inc. They are to help teachers create anchor charts, guide student discussions and communicate with parents.
Dear Parents,

I am very excited to begin writing workshop this year! This will be a time when students take part in a writing lesson and, most importantly, write independently. I will provide explicit instruction on the various stages of the writing process. At each stage we will be looking at great models of writing by authors who will serve as mentors. Students will be encouraged to take risks as they develop their own individual writing styles and become part of a writing community that shares ideas and learns from one another.

Today we launched another exciting component of writing workshop—our very own Writers’ Notebooks.

In his book, A Writer’s Notebook: Unlocking the Writer Within You, Ralph Fletcher, an author and writing mentor, explains what a Writer’s Notebook is:

"Writers are like other people, except for at least one important difference. Other people have daily thoughts and feelings, notice this sky or that smell, but they don’t do much about it. All those thoughts, feelings, sensations, and opinions pass through them like the air they breathe.

Not writers. Writers react. And writers need a place to record those reactions. That’s what a writer’s notebook is for. It gives you a place to write down what makes you angry or sad or amazed, to write down what you noticed and don’t want to forget, to record exactly what your grandmother whispered in your ear . . .

A writer’s notebook gives you a place to live like a writer, not just in school during writing time, but wherever you are, at any time of day."

Your child will be taking home his or her Writer’s Notebook this week to personalize it and make it special. Your child should decorate the front and back cover of his or her notebook. I shared my Writer’s Notebook with the children today, and we discussed how they would like them to look. Your child can add photographs of special memories, people, pets, places, ticket stubs, and any other artifacts that are meaningful to his or her life. These decorations should have the potential to inspire ideas for writing.

Your child’s decorated Writer’s Notebook needs to be back in school by:

As always, if you have any questions, please feel free to contact me. Thank you for your help in what is sure to be an exciting writing adventure!

Sincerely,
Estimados padres,

¡Estoy muy emocionado(a) por empezar a trabajar en el taller de escritor este año! Los estudiantes van a participar en lecciones sobre la escritura y, más importante, ellos van a escribir independientemente. Ofreceré instrucciones explícitas sobre las etapas del proceso de escribir. En cada etapa examinaremos libros ejemplares de los autores que nos servirán de modelo. Animaremos a los estudiantes a que intenten nuevas cosas para desarrollar su propio estilo de escritura y para formar parte de nuestra comunidad de escritores, compartiendo ideas y aprendiendo los unos de los otros.

Hoy lanzamos otra parte importante del taller del escritor—el Cuaderno de Escritor. En el Cuaderno de Escritor, los estudiantes escribirán sus pensamientos y sentimientos. Apuntarán detalles sobre su mundo, por ejemplo notando cómo es el cielo o cómo huele una comida. A diferencia de las personas que experimentan estos pensamientos y sensaciones pero no hablan o escriben acerca de éstos, nuestros estudiantes escritores van a apuntarlos para luego reflexionar y tomarlos como inspiración para la escritura. El Cuaderno de Escritor les ofrece un lugar seguro para guardar sus pensamientos internos en cualquier momento del día.

Esta semana su hijo(a) llevará el Cuaderno de Escritor a casa para decorar y personalizar las portadas, haciéndolo su libro especial. Ya le he mostrado mi propio Cuaderno de Escritor a los estudiantes y hablamos sobre algunas ideas de lo que pueden hacer. Su hijo(a) puede incluir fotos de memorias especiales, personas, mascotas, o lugares. Puede poner entradas de un evento o cualquier recuerdo pequeño que le es significante. Estas decoraciones deben tener el potencial para inspirarle al momento de empezar a escribir.

El Cuaderno de Escritor ya decorado se debe volver a la escuela antes de:

Como siempre, si tienen alguna pregunta, por favor llámenme. Gracias por su ayuda. ¡Vamos a compartir una aventura divertida con la escritura!

Con respeto,
# Writing Workshop

## Roles and Responsibilities

<table>
<thead>
<tr>
<th>Students’ Roles &amp; Responsibilities</th>
<th>Teacher’s Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen carefully and participate in the discussions.</td>
<td>• Listen carefully to students’ thoughts and ideas. This will inform all your mini-lessons and conferences.</td>
</tr>
<tr>
<td>• Have your writing supplies with you (notebook, folder, pens, pencils, etc.).</td>
<td>• Show students what good writing looks and sounds like, using literature, students’ writing, and your writing.</td>
</tr>
<tr>
<td>• Try new techniques, methods, and strategies to improve your writing.</td>
<td>• Encourage students regarding what they have done well. Compliment them often!</td>
</tr>
<tr>
<td>• Work with your fellow writers, helping them if they are stuck or need writing suggestions. We are all writing teachers.</td>
<td>• Confer with students about strategies on which they need to improve.</td>
</tr>
<tr>
<td>• Respect other writers and their writing by working quietly. Let your pencil “talk” for you.</td>
<td>• Assess students in an ongoing way through anecdotal notes, conferences, and rubrics.</td>
</tr>
<tr>
<td>• Use your time wisely.</td>
<td>• Keep a Writer’s Notebook and write frequently.</td>
</tr>
<tr>
<td>• Take pride in your work and produce the best work you can.</td>
<td>• Live and grow like a writer yourself!</td>
</tr>
<tr>
<td>• Think, imagine, and WRITE.</td>
<td>• Remember you are teaching writers, not pieces of writing.</td>
</tr>
<tr>
<td>• Live and grow as a writer every day!</td>
<td></td>
</tr>
</tbody>
</table>

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*Grade 2  How Writers Work Immersion  Appendix 1: “Writing Workshop Roles and Responsibilities”  p.11*

*Lesson 1*
What To Do When You Are Stuck

- Talk with a fellow writer. Work with classmates to see if they can help you solve your problem. They might have a suggestion based on their own writing, something in their notebooks, or a great piece of advice that comes from a future reader!

- Use a mentor text to help you find ideas. Go to a favorite book or author for inspiration.

- Reread an entry and circle or underline words or phrases you can pull out, put at the top of a clean page, and write from.

- Go back into your Writer's Notebook and see if there is information that can help guide you. It is a treasure chest of tips, strategies, and ideas.

- Use writing tools to help you! Dictionaries, word walls, thesauruses, spell checkers, highlighters, sticky notes, and other writing resources can help you choose the right words, correct your spelling, organize your drafts, and make your writing interesting.

- Think about your reader! Survey classmates on what else they want to know about your piece. Ask questions of them like: What else do you want to know? Which part is your favorite? Which part seemed confusing or dull? What questions are you still wondering as the reader? Add the suggestions to your piece and ask your reader to review it for confirmation.
<table>
<thead>
<tr>
<th>SAY</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did you feel when ...?</td>
<td>Listen with their ears, their brains,</td>
</tr>
<tr>
<td>What happened next?</td>
<td>and their hearts</td>
</tr>
<tr>
<td>I especially liked the part when you said ...</td>
<td>Look at the speaker to show respect</td>
</tr>
<tr>
<td>You must have been so scared (or happy, or sad, etc.) when that happened.</td>
<td>Connect 10 ideas being shared</td>
</tr>
<tr>
<td>Tell me more about ...</td>
<td>Nod their heads</td>
</tr>
<tr>
<td>I'm still wondering</td>
<td>Think about what the person is saying</td>
</tr>
<tr>
<td>... About ...</td>
<td>Think about making a connection</td>
</tr>
</tbody>
</table>

- Good listeners
What Is A Writer’s Notebook?

It helps me live a writer’s life by:

- Listing topics that inspire me, move me, make me laugh or wonder;
- Questioning life, the universe, everything and anything;
- Recording personal observations, in particular the small details of life;
- Gathering meaningful photographs or other artifacts;
- Creating sketches or illustrations;
- Remembering important memories and special moments;
- Recalling dreams (daydreams and night dreams);
- Having fun, being creative, and experimenting.

**Timeline of The Best Story**

- **How the story begins**
  - **POINT 1**
  - Little girl finds out about contest, wants to write the best story ever, but has difficulty thinking of anything to write.

- **Next point**
  - **POINT 2**
  - Brother gives her advice—make it exciting.

- **Middle Point**
  - **POINT 3**
  - Dad gives her advice—make it funny.

- **Next point**
  - **POINT 4**
  - Others give her advice—make it sad, romantic.

- **How the story ends or wraps up**
  - **POINT 5**
  - Mom gives her the best advice—write about what’s in your heart. Story starts flowing, and she’s proud of her story whether or not she wins the contest.
<table>
<thead>
<tr>
<th>Title of Text</th>
<th>Publishing Extras</th>
<th>Information It Gives Us</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author: A True Story</strong> by Helen Lester</td>
<td>• Book Synopsis on front inside flap</td>
<td>• Gives background for readers to know a little bit about the topic, author, and message of the book</td>
</tr>
<tr>
<td></td>
<td>• Meaningful Title</td>
<td>• Title speaks to the autobiographical nature of the book</td>
</tr>
<tr>
<td><strong>The Best Story</strong> by Eileen Spinelli</td>
<td>• Meaningful Title</td>
<td>• Title is addressed at the beginning of the story and throughout, including at the end</td>
</tr>
<tr>
<td></td>
<td>• Dedication</td>
<td>• Dedication speaks to her connection to other writers/storytellers and includes a little picture of writing tools</td>
</tr>
<tr>
<td><strong>Fireflies</strong> by Julie Brinckloe</td>
<td>• Book Review on back cover</td>
<td>• Gives readers insight into what other people think of the book and why it's a good read</td>
</tr>
<tr>
<td><strong>Let's Do Nothing</strong> by Tony Fucile</td>
<td>• Book Synopsis on front inside flap</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meaningful Title</td>
<td>• Gives background for readers to know a little bit about the topic, author, and message of the book; asks readers questions to engage them</td>
</tr>
<tr>
<td></td>
<td>• About the Author</td>
<td>• Title speaks to the mission of the characters and is repeated throughout the book; characters are introduced with their “mission” before the title page</td>
</tr>
<tr>
<td><strong>Nothing Ever Happens on 90th Street</strong> by Roni Schotter</td>
<td>• Meaningful Title</td>
<td>• Gives background information on the author, life as a writer, and life outside of writing</td>
</tr>
<tr>
<td></td>
<td>• Book Reviews on back cover</td>
<td>• Title speaks to the dilemma of the character, is repeated throughout the book, and turns out to be the opposite of what actually occurs in the story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gives readers insight into what other people think of the book and who would enjoy reading it</td>
</tr>
</tbody>
</table>
Ways To Celebrate Our Writing!

What teachers can do:

- Set up a writing museum in the classroom where writers can read each other’s work and provide positive feedback.

- Have a publishing party with your class or team up with another class that has also published.

- Have a publishing party with your students’ families; send out invitations.

- Have students write down their favorite line or part from one of the mentor texts on sentence strips and then combine the strips to make a new mentor text.

- Form writing groups in which students read their pieces to their groups and then discuss their favorite parts.

- Create an anthology of students’ pieces and rotate the newly published book between families.

What students can do:

- Frame your published piece, decorate it, and give it to someone special as a gift.

- Read your piece aloud to friends and family.

- Read your piece aloud to kindergartners or first graders and tell them how you published it.

- Display your piece in your classroom, school library, or public library.
7 Step Process for Vocabulary Development
Margarita Calderon and Associates, Inc.

1. Teacher says the word.
2. Asks students to repeat the word 3 times.
3. Teacher states the word in context from the text.
4. Teacher provides the dictionary definition(s).
5. Explains meaning with student-friendly definitions.
6. Highlight grammar, spelling, polysemy, etc.
7. Engages students in activities to develop word/concept knowledge.
Conferring:
Through the use of Instructional Conversations

Conferring during writing is a way to determine what writers have learned and what they need to practice, the teacher then provides suggestions for targeting instruction to meet students' needs. Its explicit teaching methods demonstrate:

- researching a student's use of skills through questions and observations
- complimenting to support and build upon successes
- following up on prior instruction for accountability and depth of understanding
- explaining a writing strategy by providing an explicit purpose and context
- modeling the strategy to make the invisible brainwork of writing more visible
- guiding a writer in practicing the strategy
- linking the strategy to independent writing
Resources

The following pages are resources to help support the unit lessons. There are differentiated graphic organizers, “Wrap Up” activities as well as sample anchor charts and checklists.
My Writing Life Survey

Think about your writing life and then answer the questions below honestly and thoughtfully.

1. When do you like to write?

2. Where do you like to write?

3. What do you like to write? **(Circle)** all that apply.
   - Poems
   - Stories
   - Recipes
   - Lists
   - Informational Texts
   - Letters

4. Where do you keep your writing?
5. Is writing difficult or easy? Why?

--------------------------------------------------

--------------------------------------------------

6. Do you illustrate? What types of things do you like to draw?

   Yes ✔

   No ✗
My Writing Life Survey

Think about your writing life and then answer the questions below honestly and thoughtfully.

1. When do you like to write?
   I like to write .................................................................

2. Where do you like to write?
   I like to write .................................................................

3. What do you like to write? (Circle) all that apply.
   Poems  Stories  Recipes
   Lists  Informational Texts  Letters

4. Where do you keep your writing?
   I keep my writing in ...........................................................
5. How do you feel about writing? Why?

I like it!  It’s OK  I hate it.

I feel this way because ________________________________________
___________________________________________________________
___________________________________________________________

6. Do you illustrate? What types of things do you like to draw?

Yes ✔  No ✗

___________________________________________________________
___________________________________________________________
My Writing Life Survey

Think about your writing life and then answer the questions below honestly and thoughtfully.

1. When do you like to write?
   - [ ] Day
   - [ ] Night
   - [ ] Special Occasion

2. Where do you like to write?
   - [ ] School
   - [ ] Home
   - [ ] Outside

3. What do you like to write? (Circle) all that apply.
   - [ ] Poems
   - [ ] Stories
   - [ ] Recipes
   - [ ] Lists
   - [ ] Informational Texts
   - [ ] Letters

Lesson 1
4. How do you feel about writing?

- I like it!
- It's OK
- I hate it.

6. Do you illustrate? What types of things do you like to draw?

- Yes ✔
- No ✗
Response by Roni Schotter

“Everywhere. Writers are spies — eavesdropping on conversations, carefully observing the details of what someone is wearing, always noticing how the wrinkles under that old woman’s eyes look—like old lace, or maybe like a spider’s web? I love noticing how something smells and tastes, and then jotting it all down in a notebook.”
Response by Roni Schotter
(Modified)

“Writers are spies. They eavesdrop on conversations. They carefully observe the details of what someone is wearing. Writers always notice how someone looks. They think about how the wrinkles under an old woman’s eyes look. The wrinkles look like old lace, or maybe like a spider’s web? I love noticing how something smells and tastes. Writers take what they notice and jot it all down in a notebook.”
<table>
<thead>
<tr>
<th>Small Details to Include</th>
<th>Emotion</th>
<th>Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sad</td>
<td>Happy</td>
</tr>
<tr>
<td></td>
<td>Angry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scared</td>
<td></td>
</tr>
</tbody>
</table>

*Unforgettable Moments*

---

*Date: __________________________ |

*Name: ________________________ |
<table>
<thead>
<tr>
<th>Memory</th>
<th>Name</th>
<th>Place</th>
</tr>
</thead>
</table>

What's in My Heart

Date: ___________________________  Name: ___________________________
What Matters Most

Do I feel deeply about my topic?

Do I have more to say about this topic than any other?

Will this idea be interesting to my readers?

Does this idea create a picture in my mind?

Lesson 8
Timing Is Everything

How your story begins

Next point

Middle Point

Next point

How your story ends or wraps up
My Main Message

When trying to get to the heart of your story, think about the following questions:

1. What is the one thing you want your readers to know as they read your story?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What is the most important thing about your piece?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What is the message in your heart that you want to share with your readers?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
My Main Message

When trying to get to the heart of your story, think about the following questions:

1. What is the one thing you want your readers to know as they read your story?
   
   I want my readers to know ____________________________
   ____________________________
   ____________________________.

2. What is the most important thing about your piece?
   
   The most important thing is ____________________________
   ____________________________
   ____________________________.

3. What is the message in your heart that you want to share with your readers?
   
   The message in my heart is ____________________________
   ____________________________
   ____________________________.

Lesson 10
<table>
<thead>
<tr>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>An attempt to re-spell them has been made.</td>
</tr>
<tr>
<td>Words that seem misspelled have been circled.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each sentence ends with a period (.)</td>
</tr>
<tr>
<td>All proper nouns begin with a capital letter.</td>
</tr>
<tr>
<td>Each sentence begins with a capital letter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capitalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item as you complete it. (Put a check mark next to each partner's edit)</td>
</tr>
</tbody>
</table>

### Editing Checklist

- **Blue** Pencil: Spelling
- **Green** Pencil: Punctuation
- **Red** Pencil: Capitalization

You will need 3 colored pencils.

---

**Date:**

**Name:**
<table>
<thead>
<tr>
<th>Question</th>
<th>Student's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the last step of the writing process?</td>
<td></td>
</tr>
<tr>
<td>2. Why is editing an important step in the writing process?</td>
<td></td>
</tr>
<tr>
<td>3. What does it mean to draft?</td>
<td></td>
</tr>
<tr>
<td>4. What does it mean to be a writer?</td>
<td></td>
</tr>
</tbody>
</table>