Writing
Grade 4

"How Writers Work"

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TAT Curriculum Institute, 2013

This unit is comprised of revised and modified lessons from Fundamentals: Writing Units of Study, Schoolwide, Inc.
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:

- A Writer’s Notebook by Ralph Fletcher
- Amelia Writes Again by Marissa Moss
- I’m in Charge of Celebrations by Byrd Baylor
- A Desert Scrapbook: Dawn to dusk in the Sonoran Desert by Virginia Wright-Frierson
- Saturdays and Teacakes by Lester Laminack
- Nothing Ever Happens on 90th Street by Roni Schotter
SIOP Lesson Plan
Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 1 Focus: Immersion-Previewing Text Grade: 4th

Common Core:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Visuals & Resources:
Saturdays and Teacakes by Lester Laminack, I'm in Charge of Celebrations by Byrd Baylor, Amelia Writes Again by Marissa Moss, A Writer's Notebook by Ralph Fletcher, Anchor chart- “As a Community of Writer's We...” (for T reference), “My Writing Interest Interview” organizer, chart- “Why Writers Write”

Content & Language Objective(s):
SW use touchstone texts in order to preview how writers think and work. SW reflect and write about their writing interest.

Key Vocabulary:
coast
reflection

Frames:
The detail in the text made me feel like I was there because _____.
One word that describes me as a writer is _______.
My favorite author and/or book that has inspired me as a writer is _______ because _____.

HOTS:
What type of writing do you usually do?
How do you feel about writing?
When and why do you write?
Do you agree with ___? Why or why not.
Connections to Prior Knowledge/Provide Background Information:
SW gather on the carpet. TW display the books. TW read the titles and authors’ names. Has anyone ever read (gesture) these books or heard (gesture) of these authors (pause)? If students respond “yes” ask: What do you remember about the books or know about the authors (pause)? TW explain that these books will be touchstone texts, texts they learn from and revisit often. Let’s take a look at some of these texts and authors and try to figure out why and how they write.

Before we read the first few pages of Saturdays and Teacakes I want to introduce a word to you. TW teach the vocab word “coast” using the Seven-Step vocab process. TW show the word “coast” on a notecard. SW say the word three times. Coast is a noun or a verb. In the story we are going to read it is a verb. The definition of “coast” as a verb is: to descend a hill or the like, as on a bicycle, without using pedals. When you coast down a hill (pause & gesture) you are not pedaling (pause). Here (pause & gesture to page 4), look at page 4 where it shows the main character coasting down a hill. Turn and share with a partner what would happen if you pedaled down a hill (pause & gesture) versus coasting down a hill (pause). SW share out. Who would like to give an example of coasting on their bike? One or two students will share about their experience coasting. Okay let’s repeat the word coast. When I add the “ed” to the end of coast it means it happened in the past. I need a volunteer (pause) that can use the word coast or coasted (pause & gesture to word) in a complete sentence. SW share out the sentence.

TW read the first four-five pages of Saturdays and Teacakes. Lester Laminack writes with such detail (pause). Don’t you feel (gesture & pause) as if you were there (gesture) with him (pause)? Turn and talk with a partner (pause & gesture) about how the detail in the text makes you feel (pause & gesture) as if you were there. SW share out. What do you think inspired (pause & gesture) Lester to tell this story (pause)? SW share out.

TW read pages 3-4 of I’m in Charge of Celebrations by Byrd Baylor. Byrd Baylor shares what and why she writes in her notebook. Why do you think (pause & gesture) it’s important for the girl to write (gesture) her things in her notebook (pause)? Do you write (gesture) in a notebook (pause)? SW share out.

TW read the dedication and first few pages of Amelia Writes Again. Marissa Moss writes (gesture) for the purpose of reflection (pause & gesture) and to record the events and experiences in her life (pause) through drawings (gesture & pause) and words (gesture & pause). Can you see how you (pause) might use your Writer’s Notebook in the same way (pause)? SW share out.
TW read pages 83-85 of *A Writer's Notebook*. Why does Louise Borden write (pause)? What stood out to you (pause)? What can we learn from her (pause & gesture)? SW share out.

**Meaningful Activities:**
SW go back to their desks. By previewing our touchstone texts, we have started to learn how these writers think and work. Now let's think about (gesture & pause) who we are as writers (pause) so we can get to know what types of writers (pause) we have in our classroom (pause). SW complete the "My writing interest interview". SW work on their writing interview while teacher will monitor the room and assist students who are struggling. SW come to the carpet to share out. TW chart their responses on a chart titled: Why Writers Write. Knowing more about each other as writers (pause) and the reasons we write (pause) will allow us to grow together as a writing community (pause & gesture).

**Review & Assessment:**
What is something that sticks out (pause & gesture) for you from our readings (gesture) today that you might want to try to do in your writing (gesture & pause)? Turn and share. SW share out one idea that they might try from today's readings.

**Wrap Up:**
Let's brainstorm writing workshop expectations (pause). Think about one thing that you would like to happen while you are in writer's workshop (pause). Turn and share (gesture), with the person sitting next to you, what your expectations are for you and the class (pause) while we are working in writer's workshop. SW share out response and teacher will write student responses on the anchor chart.
SIOP Lesson Plan

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

Lesson: 2  Focus: Immersion-A Writers Notebook  Grade: 4th

Common Core:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Visuals & Resources:
* Amelia Writes Again by Marissa Moss, A Writer's Notebook by Ralph Fletcher, "What is a Writer's Notebook?", "Letter to Parents About the Writer's Notebook", Teachers writer's notebook, Ralph Fletcher

Content & Language Objective(s):
SW reflect upon what writers do and the places they do it in order to create their own writers notebook.

Key Vocabulary:
personality

Frames:
I noticed that Amelia has _____ in her Writer's Notebook.
My Writer's Notebook will be used to/for ________.

HOTS:
Why do writers take pride in their Writer's Notebook?
What will make your Writer's Notebook different from others? Explain.

Connections to Prior Knowledge/Provide Background Information:
SW join together on the carpet. Yesterday (pause) we talked about what we are like as writers (gesture & pause). We also discussed our expectations (pause) for writer’s workshop. Today (pause) we are going to reflect (pause & gesture) upon what writers do and the places (pause) they do it. We are also going to discuss (gesture) how we can use our Writers' Notebooks (gesture & pause) and why having one is so important to many writers (pause).
Ralph Fletcher (gesture to book) says "Writers are like other people, except for at least one important difference. Other people have daily thoughts (gesture & pause) and feelings, notice the sky or that smell (pause), but they don’t do much about it. All those thoughts (pause), feelings (pause), sensations, and opinions pass through them like the air they breathe (pause). Not writers. Writers react (pause). And writers need a place to record those reactions. That’s what a writer’s notebook is for." (pause) Let’s stop and think (gesture) about what Ralph Fletcher says about the writer’s notebook (pause). Why do you think (gesture) writers are different (pause) from other people (pause)? Turn and talk about what you think with your partner. SW turn and talk with a partner. SW share out. Writers take pride (pause) in their notebooks or wherever they choose to write their thoughts (pause).

Ralph Fletcher says a Writer’s Notebook should reflect your personality. What does that mean? TW teach the word personality using the Seven Step Process. TW show the word personality on the notecard. SW say the word three times. Personality means qualities that make someone interesting or popular. Here is the word in a sentence: He has a great personality because he is always kind, smiling and very helpful. A similar word for personality is standout or superstar. Do you like to hang out with people who have a good personality or bad personality? SW turn and talk with a partner, thumbs up when they finished talking. SW share out. SW repeat the word. Marissa Moss’s character Amelia uses her notebook (gesture to book) to capture her life experiences, which many of you will relate to (pause). Now, let’s take a closer look at these two (gesture) books so we have a clear image (gesture & pause) of how we (pause) may use our Writers’ notebooks (pause).

Meaningful Activities:
TW read the foreword from A Writer’s Notebook pages 1-7 "What is a Writer’s Notebook Anyway?" TW stop after he compares notebooks to a ditch on page 2 and ask: What do you think Ralph means (pause)? SW turn and talk. SW share out. TW continue reading and stop at points to discuss important ideas. SW turn and talk about what is being read, and TW record on chart paper some of Fletcher’s key ideas.

Now, let’s look at Amelia Writes Again (gesture to book). TW skim through some pages so students notice how Amelia keeps her notebook. SW turn and talk about what they notice. Amelia lives the life of a writer (pause). Notice all the ways she uses her notebook (pause): as a sketchbook (gesture), notepad (gesture), to share her thoughts (gesture), to share feelings (pause), to "hold" important artifacts (gesture), and to record observations (gesture). TW read the pages with the “caution” tape (7 pages) and read about the fire at her school. Notice what Amelia does as a writer (gesture & pause). Writers react to events that move them.
I think these two (gesture) books have helped us figure out what writers do (pause), plus how and why they keep notebooks (pause). Let's brainstorm (gesture & pause) what our writers' notebooks will look (gesture) and sound like (gesture), inside and out! TW begin to chart their ideas along with the ideas from the books read. This chart should be added to as the unit progresses. (Teacher might want to type this chart for students to put into their Writer's Notebook for future reference).

**Review & Assessment:**
TW share their Writer's Notebook with the Ss. Notice how my notebook is decorated to fit my own style and my personality. When you decorate (gesture & pause) your Writer's Notebook anyone should be able to look at it (gesture & pause) and know that it belongs to you (gesture & pause). Let's make a sketch (gesture) of what we want our notebooks to look like (pause). If you are uncertain (pause) as to what to draw (gesture), make a bulleted list (model) of the things you like that you might want to cut out (gesture) from a magazine or from the computer to make your notebook your own (pause). SW create a quick sketch of their own Writer's Notebook. TW monitor Ss and help when needed.

**Extension:**
Ss should be given the opportunity to decorate their Writer's Notebook with pictures they cut from magazines, their own pictures they bring from home, drawings, stickers or anything else that means something to them.

**Wrap Up:**
SW join on the carpet with their sketches. *Today (pause) we have discussed how two (gesture) authors value their Writer's Notebook (pause) and how we (pause) plan to create our own notebook (pause).* SW share with a partner how they want their notebooks to look. *What types of artifacts will you use to decorate your front and back cover?* SW share out.
SIOP Lesson Plan
Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 3  Focus: Immersion-A Writer Collects  Grade: 4th

Common Core:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources: take notes and categorize information, and provide a list of sources.

Visuals & Resources:
A Desert Scrapbook By Virginia Wright-Frierson, teacher’s personal scrapbook

Content & Language Objective(s):
SW listen to A Desert Scrapbook by Virginia Wright-Frierson in order to illustrate how writers look and listen to the world around them, sketching and writing down all they notice and feel.

Key Vocabulary:
scrapbook
dedicate

Frames:
I would dedicate my writing to _____ because _____.
The pictures help me understand _______ in the text.
Sketching is similar to writing because _______.

HOTS:
How do the pictures support your understanding of the text?
How is sketching similar to writing?
Who would you dedicate your writing to? Why?
Connections to Prior Knowledge/Provide Background Information:
SW join together on the carpet. Yesterday (pause), we discussed how two (gesture) writer’s use their Writer’s Notebooks (pause). Today (pause) we will discuss what a scrapbook is (pause). What is a scrapbook (pause)? TW allow Ss time to respond. SW share out. TW teach the vocabulary word scrapbook using the Seven Step Process. TW show the word on an index card. SW say the word three times. A scrapbook is a type of book wherein people collect (gesture) and paste or tape small objects (pause & gesture), newspaper clippings, favorite poems, invitations, a lucky coin, a picture of a trophy, a lock from a first haircut, etc. It is a place to collect artifacts (pause), sketches, and writings that reflect special times (pause), events (pause), people or places (pause). A Writer’s Notebook is a similar type of book. Today we will be looking at a book called Desert Scrapbook and we will look at the different things the author has decided to put into the scrapbook. Can I have a volunteer to put the vocab word up on the word wall? One SW put the index card with the vocab word on the word wall.

TW read and discuss the title and cover illustrations for A Desert Scrapbook by Virginia Wright-Frierson. As I read this book (pause), look closely (gesture) at Virginia Wright-Frierson’s pictures and listen (gesture) carefully to her words to understand (gesture) how she captures (gesture & pause) the sights (gesture), sounds (gesture), and feelings (gesture) of this special place (pause).

Meaningful Activities:
TW pass out blank paper for students to fold in half to create sketches on when teacher specifies. TW begin to read the book. Pay attention to the way she uses all her senses to describe the desert, beginning on the second page (pause). TW stop reading when Wright-Frierson is sketching the cactus wrens. Sketch what you saw (gesture) in your mind’s eye. After Ss have had a few minutes to sketch, have them turn and talk with a partner about what stood out to them. Ss can compare and contrast sketches to see what descriptive images came to mind. They are also practicing how to sketch to capture an image, which is something writers like Wright-Frierson do. TW continue reading and notice everything Virginia sees, she sketches. Look on the page where she is sitting under the tree and at all the detailed drawings on the page. TW ask: How do the pictures support your understanding of the text (pause)? SW turn and talk with a partner, thumbs up when they have finished talking. SW share out thoughts. TW ask: How is sketching similar to writing (pause)? SW turn and talk with a partner, thumbs up when they have finished talking. SW share out thoughts. Pay close attention to the real purpose (pause & gesture) of Wright-Frierson’s writing. On the last page she speaks (gesture) of all the artifacts she has collected (gesture & pause), the sketches (gesture) and the writing (gesture & pause).
She thinks (gesture) about what she will “make” with all of this. A scrapbook, of course. What a great way to organize her ideas! (pause)

TW read the Dedication and Special Thanks. She dedicates (gesture to vocab word) the book to her husband in the Dedication (pause) because his work brought them to the Sonoran Desert (pause) and their Tuscan friends who helped them come back. TW teach the vocab word dedicate by providing the definition and showing examples of authors dedications. Have you (pause) thought about people you might want to dedicate (gesture) your writing to? SW discuss their thoughts with a partner. SW share out.

Let’s look at the Special Thanks. Why do you think (pause) Virginia thanks the people at the desert museum (gesture & pause)? Allow Ss time to hypothesize. Maybe they (pause) helped her with the research (pause) and facts about the desert (pause). Do you think Virginia drew (gesture) images before she wrote (gesture) her words? Why? SW share their thoughts with the whole class.

Writers sometimes begin (pause) with an image (pause) or a sketch (gesture & pause) and then the writing follows. Maybe (pause) she sketched (gesture) what she observed (pause) and then described (gesture) what she saw and felt (pause). She obviously researched the flowers and animals to find out more facts to include. Can you imagine sketching (gesture) in your Writer’s Notebook (pause)? What in your world would you sketch (pause)? TW give examples of what he or she might sketch in their Writer’s Notebook. SW share out. Sometimes sketching can inspire writing!

In your writing notebook (pause) you are going to have the opportunity to sketch (gesture) if you choose to. You can sketch before (pause) or after you write (pause). Today (pause) we are going to participate in a quick sketch and write activity (pause). I have five (gesture) different poster boards with objects (gesture), pictures/images (gesture), and maybe some writing (gestures). Your job will be to get into a group of four (pause). When the timer goes off (gesture), you will stand and look at one of the posters (model). Your job is to think (pause & gesture) of something to comment about what you see. Then you will write (gesture) about your thought (gesture) on the paper and circle it (model). Remember to include your name (pause) next to your comment (gesture & pause). When the timer goes off again (pause), your entire group will move to the next poster board paper (model). You will be working independently (pause), but with others in your group (pause). TW set the timer for each group to have about 4 minutes to look at the poster and then to write a comment. Once the class has moved to at least 3 groups, the teacher can decide if the students should continue to the other posters or stop.
Upon completion of the activity, SW join together on the carpet and TW show the posters with the Ss comments. This is what your Writer’s Notebook could look like on the inside (pause). You might want to have a lot of different things on one page (pause), and like Amelia you might write a comment next to the images or objects (pause). You get to decide how you want to organize your own notebook (pause).

Review & Assessment:
TW use the sketch activity to assess students’ participation. TW make anecdotal notes during the lesson from student’s responses. TW have emergent learners participate in the activity with assistance from a higher level student or with the teachers help.

Wrap Up:
TW discuss when and how you will be using other tools during writing workshop (besides the Writer’s Notebooks” and the location of these materials for easy access. For example: pens, pencils, highlighters, sticky notes, dictionaries, thesauruses. TW conclude the lesson with the discussion from the activity and creating a small anchor chart of ideas that students have for things that they might put in their Writer’s Notebook.
SIOP Lesson Plan
Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 4 Focus: Immersion-Author's craft Grade: 4th

Common Core:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Visuals & Resources:
Saturdays and Teacakes, “Sample Craft Chart” organizers, Writers notebook, craft chart anchor chart

Content & Language Objective(s):
SW listen to Saturdays and Teacakes by Lester Laminack to identify author's craft and contemplate what the author had to do to make his book.

Key Vocabulary:
author's craft
teacakes

Frames:
A special moment I have had in my life was when ______.
A connection I can make to the character is when I ______.
I will use the anchor charts when ________.

HOTS:
How does Lester Laminack create strong images?
How did he begin the text? Why did he choose to say it that way?
Why did he include dialogue here?
What type of author's craft do you notice that Laminack does in this text? Explain with details.
What types of entries did he have in his Writer’s Notebook that may have led him to publish this story?

Connections to Prior Knowledge/Provide Background Information:
SW join together on the carpet. Yesterday (pause) we discussed how writer’s look (gesture) and listen (gesture) to the world around them and sketch and write down what they notice and feel. Today (pause) we are going to identify author’s craft (pause) and contemplate, or think about, what the author had to do to make his book. I am going to read aloud the book Saturdays and Teacakes by Lester Laminack. TW teach the word teacakes by explaining how they are any various small cookie, cake or biscuits and they are usually eaten with tea. Also, the TW provide pictures of teacakes or refer to the teacakes in the text.

Lester says, “Special moments lie glowing in our memories. Glowing and waiting for us to find the secret door into that place where memories are like embers. Glowing and waiting for us to fan them into flame and burn again brightly in the pages of our notebooks.” Turn and share with your partner (pause) one special moment that you have had in your life (model & pause). SW turn and talk. SW share out. Lester’s book "Saturday and Teacakes" (pause) was inspired by his special memories (pause)-memories of going to grandma’s (pause), eating teacakes (pause), and feeling loved (pause). Lester’s descriptive writing (pause) and the illustrator’s realistic paintings (pause) make this story engaging and fun to read.

Meaningful Activities:
As I read this story (pause), I will stop at certain points (pause) so we can connect to his experiences (pause & gesture) and discuss how he writes about them (gesture & pause). By analyzing the text deeply (pause), we will be able to notice (gesture) the author’s craft. TW teach authors craft by providing examples from texts previously read in reader’s workshop. Authors craft is the term that is referred to the style and devices used by an author. Examples are listed below. TW begin reading and notice how the repeating line “Every Saturday” emphasizes the importance of this ritual. TW stop at points and marvel at the author’s craft. Here are some examples:

- Repetition
- Similes
- Italics
- Ellipses
- Onomatopoeia
- Sensory details
- Vivid verbs
- Doubling up of adjectives
- Internal thinking
- Dialogue
- Personification

TW ask students to stop you when Laminack's words create a strong image in their minds and/or if they make a personal connection to his story. Why does Lester end his story the way he does (pause)? Turn and share your thoughts (pause) on the ending with a partner. SW turn and talk. SW share out.

Review & Assessment:
Lester's writing is so specific (pause), so clear, that it helps readers see (gesture & pause) and feel the close relationship that he had with his grandmother (pause). We learned a lot about the qualities of good writing from reading Saturdays and Teacakes. Let's make a craft chart so we can remember all the techniques Lester used to make his writing alive and engaging. Then we can try his techniques in our own writing (pause). TW refer to the "Sample Craft Chart" as a reference.

Wrap Up:
Craft charts (gesture & pause) are another writing resource in the room (gesture & pause). We will revisit these during mini-lessons (pause), independent writing (pause), conferences (pause) and share time (pause). We can refer to these charts (gesture) when we are having trouble thinking (gesture) of an idea, if we need ways to revise our stories (pause), or if we want to be inspired by wonderful words (pause). Turn and share with your partner (pause) one way that you plan to use this anchor chart of authors craft during writer's workshop. SW turn and talk. SW share out what their partner said.
SIOP Lesson Plan
Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 5  Focus:  Immersion-Sharing writing  Grade: 4th

Common Core:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
W.4.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Visuals & Resources:
I’m in Charge of Celebrations by Byrd Baylor, A Desert Scrapbook by Virginia Wright-Frierson, blank anchor chart, markers, modified excerpt from page 3 of Baylor’s text.

Content & Language Objective(s):
SW listen to I’m in Charge of Celebrations by Byrd Baylor in order to understand how writers value and celebrate the little things in their lives.

Key Vocabulary:
“in charge”
Value
celebration

Frames:
It is important to celebrate the small things in our lives because___.
One thing I noticed that is similar about the author is___.
One thing I noticed this is different about the authors is___.

HOTS:
Why do you think it is important to celebrate the “small things” in our lives?
Why is sharing important in writers workshop?
Sharing is important because___.

17
Connections to Prior Knowledge/Provide Background Information:
This week (gesture) we have been looking at different touchstone texts to help us better understand writers. Today (gesture) we are going to read Byrd Baylor's, *I'm in Charge of Celebrations* to understand how writers value and celebrate the little (pause and gesture) things in their lives. TW introduce key vocabulary using the 7 step vocabulary process. TW read aloud and display an excerpt from page 3 of Baylor's book. "I keep a notebook and write the date and then I write about the celebration because your heart will POUND and you’ll feel like you’re standing on top of a mountain and you’ll catch your breath like you were breathing some new kind of air." *In Byrd's book* (pause and gesture to the book) *I'm in Charge of Celebrations* she show readers how to find the good in the little (gesture) things and she uses her notebook to record these small moments.

Meaningful Activities:
TW read aloud the book, stopping occasionally at unusual celebrations that Baylor writes down, such as Dust Devil Day, Rainbow Celebration Day and Green Cloud Day. TW point out how the text looks like a poem. *Turn and talk to your partner about why you think* (pause and gesture) *Baylor uses dialogue and internal thinking in her writing?* Allow Ss time to share their responses. Towards the end of the book ask students:

- Why do you think it is so important to celebrate the "small things" in our lives?
- Do you think she was lonely? Why or why not?
- What did you think about Byrd's story?
- How were her celebrations different than our own?

*Let's compare this book to A Desert Scrapbook* (pause and point to book). “ *Turn and talk to your partner about how the two authors are similar and then talk about how they are different.*

One important expectation in writing workshop is sharing. We will be sharing often. We need to learn to share our thoughts and feelings with each other to build a strong community of writers. TW share with students that sharing can take many forms:

- Students can turn and talk to a partner in both the mini-lesson and at the end of the workshop
- You can have a mid-workshop interruption share where you the good work a student has done
- You can have a "read to the circle" share where every student can read his or her favorite line or part from his or her writing
- You can have a partner share where students can share their pieces and ask for suggestions, comments, or compliments
Review & Assessment:
T and Ss will brainstorm why sharing is important and create a class anchor chart that students can refer to as needed. Some sample responses include:
- We can learn from each other
- We can help each other when we are stuck
- We can share our knowledge
- We can clear up confusion for others
- We all have important stories from our lives to share

Wrap Up:
What is one important thing you learned from today’s lesson? TW allow a few students to share their responses.
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: Generating Ideas-Times We Will Never Forget  Grade: 4th

Common Core:
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Visuals & Resources:
Saturdays and Teacakes by Lester Laminack, Writer's notebooks, "Times We Will Never Forget" organizer

Content & Language Objective(s):
SW reflect and write about their unforgettable memories, where they took place, and who was there in order to generate ideas for writing.

Key Vocabulary:
recall
ritual

Frames:
A memory I have from my childhood is _____.
I was with _____.
It was special because _____.

HOTS:
What is it about this person/place that holds such a special place in your heart? Tell me about it.
What kind of details can you use to show readers why this memory is so special?
Connections to Prior Knowledge/Provide Background Information:
SW gather on the carpet. Today as writers (pause), we are going to think about important times in our lives (pause) that you will never forget (pause). These memories might be a specific place (gesture & pause) or with special people (gesture & pause). We are going to reflect (gesture & pause) and write (gesture) about that unforgettable memory (pause), where they took place (pause), and who was there (pause). Lester Laminack reminds us (pause) that often it is the times we spend with people we love (pause), in places we love (pause), that inspire great stories (gesture & pause). The memories we can recall (gesture & pause) with precise detail (pause) make great ideas to write about. Today (pause), writers, you are going to think (gesture) about those special people (pause) and places as sources of inspiration (pause).

Meaningful Activities:
TW teach the vocab words recall and ritual using the Seven-Step vocab process.
Ritual. SW say ritual three times. A ritual is a noun (pause). It is a pattern of behavior repeated (gesture & pause) in a fixed form and order as though prescribed by custom or authority. A ritual I have (pause) is every morning around 6/6:30 (pause) I have to walk my dog Jake (pause). We have to do this every day for him to get exercise before I leave for work (pause). Some people have rituals (gesture to the word) for the holidays they celebrate (pause). For example (pause), it is a ritual that for Christmas eve (pause), my dad's side of the family has a party (pause). Can you think (gesture) of a ritual that you have with your family (pause)? Turn and share what the ritual is, and who participates in the ritual. Thumbs up (gesture) when you are finished talking. SW turn and share. SW share out their partner's ritual. TW provide examples of rituals and non-rituals. SW clap when they believe it is a ritual. SW be silent if they don't believe it is a ritual. TW read these examples: celebrating your birthday at your mom's house every year (yes- clap). Going to the beach one day (no-silent). Riding your bike every Saturday to your aunt's house (yes- clap). Brushing your teeth every morning and every night (yes- clap) Rake leaves and jump in them each fall (yes-clap). Great! What is the word (pause)? SW say the word ritual aloud.

The next vocab word is recall. Recall is a transitive verb (pause), and it means to bring to mind; remember. When I have to recall (gesture & pause) information, I usually need to clear my mind (gesture & pause) of everything else, and it needs to be quiet. Or, I just close my eyes (gesture) for a few seconds. If I recall information about a trip, I might use pictures (gesture & pause) to help remind me (gesture) of what I did. In school, teachers ask you (pause) to recall information that you have learned the previous year to help you learn something new. Turn to your partner and recall something that you learned in math last year. SW turn and talk about something they

22
recall learning from last year. SW share out. What is the word (gesture to word)? SW respond together saying recall.

In Saturdays and Teacakes (gesture & pause) Lester shares a special time in his childhood (pause), something he remembered (gesture) with great detail - going to his grandma's house (pause) and eating tea cakes at her kitchen table (pause). This is something Lester did every (pause) Saturday. It was a family ritual (pause) that Lester counted on and looked forward (gesture) to. Lester emphasizes the ritual by repeating the words “every Saturday...” (pause). He also includes many details in his story so we can visualize (gesture) his words and understand his feelings (gesture & pause). As I read (gesture & pause), listen (gesture) to the descriptive details he writes about this memorable place and person (gesture & pause). TW read from the page that starts with “Come on then, Mammaw says, heading toward the door...” TW point out his use of sensory details, vivid verbs, internal thinking, adjectives, similes, repeating lines, and dialogue. All of his details (pause) help us understand how special these moments with his grandma were.

TW read the last two pages at the end of the text that start with, “Every Saturday as I pedaled over the gravel again and out of Mammaw's drive...” The ending reminds us that writers can think back to important times or family rituals as a source of inspiration. TW share a childhood memory that includes a special person or place. The story should include details like Laminack does (refer to the Sample Craft Chart). TW model how to use the graphic organizer and jot down ideas in one row. Now it's your turn. I want you to think of a special time or experience that you can remember clearly. Maybe it involves a family ritual - something you do every birthday or summer or Sunday morning. Maybe it was something you only did once but will never forget. Who were you with? Where were you (pause)? What important details can you recall (pause)? SW complete at least one row of the graphic organizer “Times We Will Never Forget”. SW complete at least one row of the graphic organizer “Times We Will Never Forget”. SW complete at least one row of the graphic organizer “Times We Will Never Forget”. SW turn and share ideas with a partner. SW share out.

Review & Assessment:
Today we learned how writers use memories (pause) that bring back strong connections with special people or places (pause). Descriptive details help your readers connect to your experience and understand why this time and person or place was so special to you.

Wrap Up:
Now that you have thought of a memory, I want you to think about what dialogue you might use or your internal thinking. This will help to make your writing a lot stronger.
Lesson Plan

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

Lesson: 7  Focus: Generating Ideas-Strategies That Keep Us Going  Grade: 4th

Common Core:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Visuals & Resources:
A Writer's Notebook by Ralph Fletcher, Writers notebook, "What to Do if I'm Done or Stuck?" Anchor chart

Content & Language Objective(s):
SW use different strategies to start writing and keep writing in order to learn to "write small".

Key Vocabulary:
immense
unusual

Frames:
If I get stuck, I will _______.

HOTS:
What strategy worked well for you today? How did it help you?
What strategy might you try the next time you feel stuck or done?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (gesture & pause) we talked about how writers pick one (gesture) special memory that they can recall (pause) a lot of information about. However, writers sometimes get stuck (pause). They are at a loss for words (pause). They feel as if they
don't know (pause) what to write about or they have not more (pause) to write. Has this ever happened to you (pause)? SW share out thoughts. What do you do about it? SW share out thoughts. Today we are going to discuss strategies writers use to overcome writer's block and keep writing (pause).

**Meaningful Activities:**

I often wonder (gesture & pause) about what writers do when they feel like us (gesture) and say "I don't know what to write" (pause) or "I have nothing left to write about." (pause) How can we keep our writing going (gesture & pause) and continue to generate new and interesting entries (pause)? Let's hear (gesture) some writing advice (pause) from Ralph Fletcher. Ralph says on page 24, "Maybe the single most important lesson (pause) you can learn is to write small." SW use their writer's notebook to jot down the important little details you notice or hear about. TW read page 25. The world is jam-packed (pause & gesture) with millions of details to notice; in your Writer's notebook (gesture to notebook) you'll only have room for a tiny fraction of these (pause). Using your senses is one way to zoom in on (gesture) the small details to describe them well and paint the clearest picture possible for your readers. Instead of saying, "The cookies were good," you can say "The hot, chewy chocolate chip cookies tasted like a dream come true." See the difference? (pause) TW read page 72 from Chapter 7. TW teach vocab words immense and unusual by reading the word in context and providing examples and synonyms. Another strategy Ralph teaches us (pause) is the power of lists (pause & gesture). TW begin reading from the bottom of page 76 to the middle of page 77. Making lists (pause) is one way to help you brainstorm (gesture) ideas for writing (pause). Lists are powerful (pause). We can make lists about our favorite sports (pause), animals (pause), hobbies (pause), celebrations (pause), things we're an expert on (pause), and more. Then each item on our list (gesture & pause) becomes a writing idea we can develop (pause). Ralph gives us two great strategies to get more writing into our notebooks (pause) or things to think about when we are done or stuck. Lastly (pause), don't forget to look around the room (gesture) at the charts we have created (pause). TW revisit the crafts charts and the Writer's notebook ideas chart from the immersion. TW model how they can be used. Use those charts when you're done or stuck (pause & gesture). With your partner or table group (pause), share strategies that you can use when you aren't able to keep your writing going (pause) when you feel like you have come to a place that "feels done" (examples: look at a photograph, look out the window, use books, talk to a friend.) SW share out.

Today (pause), your job is to write in your notebook and use your time wisely. Use one of the strategies that you learned from today to help you generate an entry in your writer's notebook if you get stuck. Your entry idea can be about anything that you want to write about or something that you wrote in your "Times We Will Never Forget"
organizer.

Review & Assessment:
TW discuss with Ss the following questions: What strategy worked well for you today? Explain. How does making lists help you with generating ideas? TW assess based on students writing and through conferring with students.

Wrap Up:
Today we learned different ways to help us as writers when we feel that we might be stuck. On a sticky note I want you to write down one idea that you will try when you get stuck. Make sure to include why on your sticky note. When you are complete you may pass it to me. If time allows, TW take students outside to observe the environment or take a building walk. Have students sketch or list possible entry ideas in their notebook. Or, students can bring in objects or create a memory box with important artifacts to help with generating ideas. Remind students that their decorated notebooks can inspire writers.
Lesson Plan

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

Lesson: 8  Focus: Selecting-Deciding What to Publish  Grade: 4th

Common Core:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Visuals & Resources:
A Writer’s Notebook by Ralph Fletcher, Writers notebook, sticky notes, “Selecting a Piece to Publish” organizer

Content & Language Objective(s):
SW use a graphic organizer “Selecting a Piece to Publish” in order to choose one idea to develop and publish by rereading their entries and think about their audience and purpose for writing.

Key Vocabulary:
develop

Frames:
______ seems interesting to me because _____.
I selected the topic ________ because ________.

HOTS:
Which one of your entries has a clear purpose and inspiration?
Which idea do you have that you can say more about?
Why is it important to choose one topic to write about, when publishing a piece?

Connections to Prior Knowledge/Provide Background Information:
SW gather on the carpet. Yesterday (pause) we discussed that sometime writers get stuck, but there are different strategies (pause & gesture) that we can use to keep us writing (pause). Our goal for writing is to be able to have a finished piece. Writers have many different reasons for writing (pause). One key element (pause) is that you feel connected to making it the best piece possible (pause). Today (pause) you are
going to reread your notebook entries (gesture & pause) to find an idea or piece (pause) you want to develop (pause) and publish (pause). Thinking about why the story is one you want to tell (pause), and for whom (pause), will help make the decision about which piece to select (pause).

TW teach the vocab word develop using the Seven-Step Process. TW show the word on an index card. SW say the word three times. The word develop is a transitive verb. One of its definitions is to add detail to: elaborate. If I want to develop my writing, I will add more details and elaborate. When I moved into my new house, I had to develop a calm bedroom by adding candles, a nice comforter set, curtains, and a soft paint color to the walls. Turn and talk with a partner as to how an author might develop the idea to his story. SW share out. Repeat the word in a silly voice "develop".

Meaningful Activities:
By now (pause) you should have different entries (gesture) in your Writer's notebook on topics that are important to you (pause). Today (pause) you will reread to "Dig out the crystals" as Ralph Fletcher says, to help you make your choice. TW read from "A Writer's Notebook" starting on page 120 and stopping periodically to make the connection, if necessary about digging for crystals and finding a "gem" in their notebooks. Ralph says (pause), "It starts with rereading." He tells us to keep these important questions in mind: What seems interesting/intriguing to me? (pause and write on the an anchor chart) What do I care most deeply about? (pause and write on the an anchor chart) What keeps tugging at me? (pause and write on the an anchor chart) What is just not the same old thing? (pause and write on the an anchor chart)
	TW model this rereading and questioning process by thinking aloud using your Writer's notebook or ask a student permission to use his or her notebook. As I look at these entries about the camping trip (pause & gesture), getting my dog (pause & gesture), and starting a recycling project at school (pause & gesture), I am thinking about what the most important (pause) thing for me to share is. Another important question I ask myself is: Why am I writing this? (Pause) Writers write to entertain their readers (pause), share an experience they don't want to forget (pause), persuade them to do or try something (pause), or bring about an emotional response (pause). Secondly (pause & gesture), I also want to think about who (pause) I am writing this for. Am I writing this for my peers? My dad? My friend? I will use this handout (pause & gesture) to guide my thinking. TW pass out the organizer "Selecting a Piece to Publish" and read through the questions with the students.

I want you to reread (pause & gesture) your entries and put a sticky note (pause & gesture) on the one you feel strongly about. As you read through your entries (pause &
gesture), think about the one (pause) that really seems the most important to you (pause) and consider the questions we just went over (pause & gesture).
SW go back to their seats to reread their entries in their Writer's notebook. TW pull a small group of students that might have already expressed frustration with the selecting process. TW help students to reread and select one writing piece to publish.

Review & Assessment:
SW gather on the carpet. This is a very important day. You will be making an important decision. You need to take the time to think deeply about what you really care about and why it is a story you want to tell. Today in writing workshop, after you put a sticky note on the entry you have chosen; complete the "Selecting a Piece to Publish" handout. Then we will come back and share our publishing ideas. SW work independently on the "Selecting a Piece to Publish"

Wrap Up:
SW share out their topic while the teacher writes down ideas to use for a "Going Public" chart. TW express how important it is to stick to one topic and not switch to write about something different.
Number 1-3 For Self-Assessment of Objectives (p. 179 in 99 Ideas & Activities): TW review the objectives from the beginning of class and students will then rate themselves 1, 2, or 3.
1= I didn't (or can't) meet (or do) the objective
2= I didn't (or can't) meet (or do) the objective, but I made progress toward meeting it.
3= I fully met (or can do) the objective.
Lesson Plan
Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 9 Focus: Collecting-Sketch to Stretch Grade: 4th

Common Core:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Visuals & Resources:
A Desert Scrapbook by Virginia Wright-Frierson, Amelia Writes Again by Marissa Moss, Writers notebook, "Sketching Frames" organizer

Content & Language Objective(s):
SW use a graphic organizer "Sketching Frames" in order to sketch and zoom in on small details as a way to develop and explore their seed ideas.

Key Vocabulary:
sketch

Frames:
The type of people that might sketch before writing something are ______.
I think people make sketches because ______.
I sketch because ______.
I added ______ as a detail because ______.

HOTS:
What kinds of details did you decide to add? Why?
What questions, thoughts, or feelings come to mind as you were sketching?
Why do you sketch?
Connections to Prior Knowledge/Provide Background Information:
SW join together on the carpet. Now that we have selected (pause) the entry you want to continue working on (pause & gesture), the next part of the writing process is collecting (pause). Collecting is the time for you to think (pause & gesture) more deeply about the idea you chose to publish (pause). You will need to gather information (pause) or details that allow you to say (gesture) more and develop your story (pause). Today we will try sketching as a way to expand our ideas. TW introduce the word "sketching" using the 7 step vocabulary process.

A Desert Scrapbook by Virginia Wright-Frierson (gesture to book & pause) shows us how writers use sketching as a way to look (gesture) closely, zooming in on specific details. As Virginia sketches (gesture) she thinks about what she sees and remembers and feels. TW read and notice the sketches on page 4 and 5 starting with "Today as I sketch some doves..." and concluding with "beetle larvae for her babies." TW share with students the illustrations of the roadrunner with the zebra-tailed lizard and point out the details. I would never have known (pause) what a cactus wren looked like (pause) without the sketches in her notebook (pause & gesture) and the details (pause) in her writing. Sketching can be a way to stretch our ideas and help us focus on important details in our stories. What type of people might sketch before making a final draft of something? Turn and share your thoughts with a partner. SW turn and share. SW share out.

Let’s look at Amelia Writes Again by Marissa Moss. TW read the first page of the story aloud. From the very first page of this text (pause), Amelia is telling us in words (gesture) and drawings (gesture) that even though she just turned 10 exciting years old, she feels exactly the same as when she was 9. Look at the picture she draws (gesture) of herself labeling how her brain (pause), ideas (pause), and thoughts (pause) are all the same, her ears still aren’t pierced (pause), she has the same scar from when Cleo threw a toy teapot at her (pause), and she has the same dip under her nose (pause). TW share the picture with the students. Those details labeled in the picture (pause) sure give us a lot of information about Amelia. Did you notice that Amelia sketches on almost every page and how she includes many details in her story? Why do you think she sketches (pause)? Is sketching another way to collect and record important information or details? TW share their own sketches if they have them.

Meaningful Activities:
Now (pause) it’s your turn to sketch to stretch (gesture & pause) your thinking. TW hand out copies of "Sketching Frames" or the students will use a blank page in their Writer’s notebook and divide it into 4 equal parts. Think about the story idea you selected (pause). Close your eyes (gesture & pause) and picture it. What kind of day
was it? (pause) What did you see, hear, and feel around you? (pause) Who was there? (pause) What was important about this experience? (pause) Now open your eyes (pause) and make a quick sketch (gesture) of the picture you saw in your mind (gesture & pause). Don’t forget the important details (pause), the ones that will show your readers (pause) why this story is so important to you (pause). SW take a few minutes to make one or two quick sketches. SW will have the opportunity to share to model how they could evoke questions, thoughts and lots of writing. For example: How were you feeling when you ___? You look excited, and that was an important detail to include. Why don’t you write some thoughts under or around your sketch? Students will share their sketches with a partner and ask partners to give feedback.

Review & Assessment:
Collecting by sketching to stretch a story (pause) is one way writers get more information down (pause). These sketches bring your writing to life (pause) by capturing important details (gesture & pause). It also may bring up questions that need to be answered. Hopefully (pause), these sketches have sparked some new ideas (pause) for your writing today. So today (pause), in writing workshop, you will continue to make a few more quick sketches (pause & gesture) and jot down some writing (gesture) under or around the sketches. You can also go to your Writer’s notebook and write down the important details you want to include in your published story. SW work on continuing their sketches, while the teacher pulls a small group to help them continue to draw sketches or to write thoughts/ideas under the sketches.

Wrap Up:
Today (pause), we have sketched (gesture) and zoomed in (gesture) on small details to develop our writing piece (pause). Your writing will become stronger (pause) when you can add important sensory details, such as what you see, hear, touch, or smell. You should use the strategy of sketch to stretch (pause) whenever you feel that you do not have enough details or writing in a story.
**STOP Lesson Plan**

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

**Lesson:** 10 (2-3 day lesson) Focus: Drafting: Ideas and Their Order  
**Grade:** 4th

**Common Core:**
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.c. Use a variety of transitional words and phrases to manage the sequence of events.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Visuals & Resources:**
*Saturdays and Teacakes* by Lester Laminack, Writer's notebook, Drafting folders, Lined paper, Highlighters (3 different colors), “Let’s Get Organized” organizer, “When Drafting we..” anchor chart, sketching frames organizer (previous lesson) for Ss and T sample

**Content & Language Objective(s):**
SW organize their writing so it makes sense to the reader. SW use a graphic organizer “Let’s Get Organized” in order to take the information from their notebooks to timeline a beginning, middle, and end of their stories.

**Key Vocabulary:**
timeline

**Frames:**
In the beginning ___.
In the middle ___.
In the end ___.

33
I noticed ___.

HOTS:
How did the organizer help you?
*Point to the beginning/middle/end.
How does using a timeline organizer to help you write compare to using a web or nothing at all?

Connections to Prior Knowledge/Provide Background Information:
SW join together on the carpet. You have worked with your idea for a few days now (pause) and have collected important details and information (pause & gesture to graphic organizer "Sketching Frames") about your idea (pause). Now (pause) you are ready to create a draft (pause) that tells your story in a clear (pause), organized way (pause) so it makes sense (pause & gesture) to your readers (pause & gesture). You will be using more organizers today (pause & show organizers) and writing on lined paper (pause & gesture) that will be kept in a folder (pause & hold up folder). First (pause & gesture) you will need to read over your entries (pause & gesture) and decide what you want to include in your drafts (pause). Once you have made these decisions (pause), you are ready to get organized!

Meaningful Activities:
Before you get started on your stories (pause & gesture), let's look at Saturdays and Teacakes by Lester Laminack (pause & hold up book) to get an idea of how he organizes his story (pause). His story structure demonstrates a clear beginning (pause & gesture), middle (pause & gesture), and end (pause & gesture). This structure (pause) allows readers to easily understand (gesture) and follow the sequence of events (pause & gesture). We feel time pass (pause) from the beginning when he gets on his bicycle (pause & gesture to picture), to the middle when he sits in Mammaw's kitchen (pause & gesture to page in book), to the end when he pedals back home (pause & point to last page). One way writers often organize their ideas (pause & gesture) is by using a timeline. TW introduce the word "timeline" using the 7 step vocabulary process. This helps them think about the beginning (pause & gesture), middle (pause & gesture), and end (pause & gesture) of the story. Let's look at "Saturdays and Teacakes" (hold up book) again (pause) and place sticky notes (pause & hold up sticky notes) where the beginning (pause & gesture), middle (pause & gesture), and end (pause & gesture) is. Then (pause) we will list Lester's ideas using a (pause & hold up Timeline graphic organizer). T & Ss will skim through "Saturdays and Teacakes" and place sticky notes where the beginning, middle and end is. TW also note the following:

- In the beginning:
  - his bicycle ride to his grandmother's
Lester begins with "When..." and then writes about his feelings, "I couldn't wait for Saturdays..."

- In the middle:
  - it is most of the book and where he describes in detail what happens

- In the end:
  - similar to the beginning
  - on the last page Lester ties up the story by writing what he thinks, as if he was talking to his grandmother.

TW use "Let's Get Organized" after sticky noting the beginning, middle, and end to write down what students noticed in each section. Now (pause) it is your turn (gesture) to think about (gesture) how you want your story to go (pause). You are going to take your graphic organizer from yesterday (pause & hold up Sketching ideas organizer) and highlight (pause & gesture with highlighter) all of the details you want in the beginning in one color (pause & hold up one highlighter), then highlight (gesture) all of the details you want in the middle in another color (pause & hold up 2nd highlighter), then highlight all of the details you want in the end (pause) in a 3rd color (pause & hold up 3rd highlighter). TW model through thinking aloud and using T sample of "Sketching Details" organizer. Remember (pause) you do not need to highlight (gesture) and use all of your ideas that you sketched out yesterday (pause & gesture). The details you highlight (pause) will be the information you include in your timeline (pause & hold up timeline). TW model using highlighted entries from "Sketching Details" organizer to fill in timeline by doing a think aloud. You may need to add more details (pause) if you didn't have enough in your entries (pause), like here ___ (TW specify a space where she may need to add more details). Your job as a writer today is to: (TW in list form and use pictures/examples as she reiterates directions) first (pause & gesture), highlight (hold up highlighters) the three different parts (pause) using your "Sketching Details" (pause & hold up organizer), "second" (pause & gesture) use those details (gesture to highlighted portions) to put into your timeline (pause & hold up organizer) and third (pause & gesture) add more details to your timeline (pause & point to where T added in details on sample). Tell a partner (pause) what your job is as a writer today. SW turn and talk, then share out. When you have finished doing those three jobs (pause & gesture) you will use your timeline (hold up organizer) to help you write a complete draft your story in your Writer's Notebook (pause & hold up notebook). SW go back to their seats and begin writing

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 need help structuring or adding in ideas, Ss can 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 a story with a strong beginning, middle and end. Ss who are in pre-production and early production language stages will work on sketching either a new story or adding more detail to their sketches in order to make their story flow. Additionally those Ss can meet with the T or a peer of their choice to show them their story sketch. T (or peer) can ask them simple yes/no questions, ask them the names of people in their story (i.e.: Who is this? as the person is pointed to on their film strip) or have them point to sections in their story.

Review & Assessment:
SW work through highlighting details they want to include in their stories and adding it to their timeline. TW confer with Ss and pull Ss in small groups as necessary. For those Ss who are in pre-production or early production language stages: SW sketch out their story using a film strip and label the various parts/people. If students are able they will write short sentences with the help of frames.

Wrap Up:
SW join together on the carpet. Today in writing workshop you used your timeline to organize your ideas, which included a clear beginning, middle, and end. The timeline also helped you determine which parts of your story might need more writing if there were any gaps or missing parts. SW reflect on the drafting process: How did highlight help you determine the details to add in your timeline? How did the timeline help you organize your thoughts? Did one organizer help you more than another? Why?
SIOP Lesson Plan

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

Lesson: 11  Focus: Revising- Bring Out Your Voice  Grade: 4th

Common Core:
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SL.4.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Visuals & Resources:
I’m in Charge of Celebrations by Byrd Baylor, Student drafts, chart paper, markers

Content & Language Objective(s):
SW use the graphic organizer “Dialogue and Internal Thinking” in order to add dialogue and internal thinking to bring out their voices in their writing.

Key Vocabulary:
Dialogue
quotation marks
parentheses
internal

Frames:
I will add in __.
The dialogue is __.
My internal thought was ___.

**HOTS:**

How does writing dialogue in English compare to other languages?
*Point to an example of dialogue.
*Point to an example of internal thought.
*(T points to example) Is this dialogue or internal thought?

What is the purpose of dialogue or internal thought?

**Connections to Prior Knowledge/Provide Background Information:**

SW join together on the carpet. Revision (pause) is a very important part of the writing process (pause). It enables writers to "re-see" (gesture) their writing. All of you (pause & gesture) are publishing stories about yourselves (pause & gesture). You want your readers (gesture) to picture (pause & gesture) and connect (pause & gesture) with your stories and you (pause & gesture). One way (gesture) to do that (pause) is by bringing out your own unique voice (pause & gesture) and the voices of other important characters in your stories (pause & gesture). Today (pause & gesture) you will reread your pieces (pause & gesture) to identify places you can bring out your voices (pause). It is a time where you (pause & gesture) can show what was said (pause & gesture) or how you felt and thought (pause & gesture) in the moment (pause). Many books we read are filled with dialogue or internal thoughts. TW introduce "dialogue" using the 7 step process. Dialogue is set off by quotation marks. TW introduce "quotation marks" using the 7 step process. Many books also include internal thoughts. TW introduce the word "internal" using the 7 step process. Internal thoughts are set off by parentheses. TW introduce the word "parentheses" using the 7 step process.

**Meaningful Activities:**

Let's look at *I'm in Charge of Celebrations* by Byrd Baylor (hold up book) to see how and why an author uses dialogue and internal thoughts (pause). TW display first two pages of book and read text, pausing frequently and gesturing when possible. Here Byrd Baylor uses dialogue and writes (T points to conversation as she rereads it):

*Sometimes people ask me (pause), "Aren't you lonely out there with just the desert around you?" (pause) And I say (pause), "How could I be lonely? I'm the one in charge of celebrations." (pause) Why do you think dialogue is important? (pause) How does it help the reader? Turn and talk with your partner. SW turn and talk then share out. This conversation (pause), or dialogue, helps us understand (gesture) how Byrd's character feels (pause & gesture) about the desert and a sense of who she is (pause). She is also showing us she is not (gesture) thinking (gesture) those thoughts in her head (pause & gesture), but that she is saying them (gesture) directly to someone else. TW reframe main idea by writing on chart paper titled Bring Out Your Voice: Dialogue, "", and an
example of dialogue. Let's look at an example (pause) of how Byrd uses internal thought (gesture & pause). Byrd using internal thinking on page 4: TW display page for Ss to see and read aloud: "Otherwise (pause), I count it just an average day. (I told you I was choosy) (pause). " Notice how the last line (point to line & pause) is in parentheses (pause & point to parentheses). It is how Byrd distinguishes her narrative writing (pause & gesture) from her internal thoughts (pause & gesture). It is like she is speaking only to us (pause) or as if we can "read her mind (pause). " Why do you think adding internal thinking is important? (pause) How does it help the reader? (pause) Turn and talk to your partner. SW turn and talk then share out. By adding her thinking (pause & gesture), we know how interested she is in something (pause)- like the rainbow. TW add to the anchor chart: Internal thought, ( ), and an example of internal thought. Let's read a little bit more (pause). When you hear or see dialogue (pause) or internal thought give a thumbs up (pause & gesture). TW read through a few more passages (depending on time) and discuss Ss responses as necessary. Now (pause) it is time for you to read through your stories (pause & gesture) and think about (pause & gesture) where you can add in dialogue or internal thinking. You will take out your story (pause), read through it (pause & gesture), think about it, (pause & gesture) then talk with a partner (pause & gesture) about what you will add. Once you have talked through it with a partner (pause & gesture), go back and add it into your story (pause & gesture). SW go back to seats and read through story. After a few minutes T will pair up students and they will discuss their ideas. SW then go back and write in their dialogue and internal thoughts, using the anchor chart for reference.

Review & Assessment:
TW monitor S responses and discussion. TW also confer with Ss and help guide them in their writing process. TW also pull those Ss who may be in the pre-emergent or early emergent language stages and work in a small group/one on one. They will review (or create if necessary) an emotion chart with faces. Then TW show Ss how to add in thought bubbles and write in words that relate to how the S or characters in their film strips were feeling in the moment.

Wrap Up:
SW join together on the carpet. SW reflect on how they brought out their own voice in their writing. Was writing dialogue or internal thought more difficult? Why? What did you do when you got stuck?
Number 1-3 For Self-Assessment of Objectives (p. 179 in 99 Ideas & Activities): TW review the objectives from the beginning of class and students will then rate themselves 1, 2, or 3.
1= I didn't (or can't) meet (or do) the objective
2= I didn’t (or can’t) meet (or do) the objective, but I made progress toward meeting it.
3= I fully met (or can do) the objective.
Lesson Plan

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

Lesson: 12  Focus: Editing-What is Editing?  Grade: 4th

Common Core:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Visuals & Resources:
Colored pencils/pens (4 colors), Students drafts, Spelling resources (dictionaries, word walls, word lists), "CUPS" editing checklist organizer, modified CUPS editing checklist

Content & Language Objective(s):
SW edit their writing and focus on their spelling, grammar, capitalization, and punctuation in order to use the "CUPS" checklist.

Key Vocabulary:
Conventions
Paragraphing
Grammar
capitalization

Frames:
The challenging part was ___.
The checklist (was/was not) useful because ___.

41
HOTS:
What was challenging when editing your piece?
What was different about editing your piece compared to editing a partner's piece?

Connections to Prior Knowledge/Provide Background Information:
SW gather on carpet. Writers spend a long time working on pieces they want to publish (pause). They put their hearts into their work (pause). Editing is the stage in the writing process when we reread our pieces (pause) one last time (pause & gesture) to make certain (gesture) they are easy to read. It helps writers determine whether they meet the conventions of writing (pause). Today (pause & gesture) we are going to use an editing checklist (pause and hold up check list) to check our writing for correct spelling (pause), punctuation (pause), capitalization (pause) and usage (pause). We have worked long and hard on our pieces these past few weeks (pause). It is now our job as "editors" (pause) to make sure our pieces are ready to be read (pause & gesture). When writers edit their work (pause) they are looking for (gesture) mistakes that might make their work confusing (pause & gesture) for readers (pause). Have you ever tried to read something (pause) that had sloppy penmanship or misspelled words or no punctuation (pause)? Turn and talk to your partner about a time that it was difficult to read a piece (pause). SW turn and talk then share out. Editors (pause) read the writer's piece (pause 7 gesture) and look for a few specific things (pause). TW introduce the key vocabulary using the 7 step process. Focusing on conventions (pause) such as spelling (pause), punctuation (pause), capitalization (pause), grammar (pause), and paragraphing (pause) is what editing is all about (pause). Writers (pause) use conventions (pause) to make sure the messages of their stories are easy to understand (pause).

Meaningful Activities:
Using an editing checklist (pause & hold up checklist) is one way (gesture) to help us make the editing job a little easier (pause). TW display an enlarged version of CUPS editing checklist. I (gesture) am going to show you (gesture) how to go through each box (gesture) on the checklist one at a time (pause & gesture). I will use a colored pencil (pause & show pencils) to mark and correct my errors (pause). By concentrating on one convention at a time (pause & gesture), I will be able to focus (pause & gesture) on each item of the checklist (pause). I will start with capitalization (pause & gesture to capitalization on checklist) and use my red pencil (pause & hold up pencil). TW model thinking aloud and correction for capitalization errors with her sample draft. As T goes through a few examples Ss will raise their hands when they notice an error in capitalization. TW repeat the same procedure for usage, punctuation, and spelling using 3 different colors. Now (pause) it is your turn to use the checklist (pause & hold up checklist) to help you edit your piece (pause). You will read through your drafts
(pause & gesture) and check for each convention (pause), checking them off (pause & gesture) once you have made the necessary corrections (pause). Once you have finished editing your own piece (pause) you will work with a partner (pause & gesture) and edit your partner’s piece (pause & gesture) as they edit your piece (pause & gesture). You will use the "peer" column (pause & point to peer column) when you edit a partner’s piece (pause). Turn and tell a partner what your job is as a writer today. SW turn and talk about their jobs as writers then share out. SW go back to seats and TW distribute CUPS checklist.

Review & Assessment:
TW monitor Ss work through the use of conferring and their own self-evaluations of their editing. TW also take note of discussions once partners are working together in order to peer-edit. For those Ss who are pre-emergent and early emergent TW pull in a small group or one on one and work using a modified editing checklist for their film strip stories.

Wrap Up:
SW join together on carpet. Number 1-3 For Self-Assessment of Objectives (p. 179 in 99 Ideas & Activities): TW review the objectives from the beginning of class and students will then rate themselves 1, 2, or 3.
1= I didn’t (or can’t) meet (or do) the objective
2= I didn’t (or can’t) meet (or do) the objective, but I made progress toward meeting it.
3= I fully met (or can do) the objective.

SW share out what they needed to edit in their letters. SW discuss: What was challenging when editing your piece? What was different about editing your piece compared to editing a partner’s piece?
STOP Lesson Plan
Key: SW = students will; TW = Teacher will; HOTS = Higher Order Thinking Skills
* = Varied Questions

Lesson: 13 (2-3 days)  Focus: Publishing-What is Publishing?  Grade: 4th

Common Core:
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.c. Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.6. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.

Visuals & Resources:
Author's note from I'm in Charge of Celebrations by Byrd Baylor, Illustrations from Saturdays and Teacakes by Lester Laminack and A Desert Scrapbook by Virginia Wright-Frierson, Dedication from Amelia Writes Again by Marissa Moss, "Author’s note/dedication" organizer, "Ways to Celebrate" anchor chart

Content & Language Objective(s):
SW write a final copy in order to get their piece ready to go out into the world. SW write an author's note and a dedication in order to let the audience know more about
the writer.

Key Vocabulary:
publishing
review of dedication,
review of author's note

Frames:
___ makes a piece more inviting.
What I noticed about the dedication was ___.
Illustrations are an important part of stories because ___.

HOTS:
Why are Author's Notes important?
Why are Dedications important?
Why are illustrations an important part of stories?

Connections to Prior Knowledge/Provide Background Information:
Today, (gesture) you will think about the presentation of your piece. How will you make your piece neat and inviting? You took your time to think about an important story that you wanted to tell, your purpose, and your audience. Publishing features such as a dedication or an author's note are two ways to let your audience know about you. They invite readers into your mind and heart. Another feature of published stories is beautiful detailed illustrations. What makes a piece more inviting? TW allow time for student responses. Today you will add some final touches to your piece that will make you proud to share it.

Meaningful Activities:
There is no one (pause and gesture) way to go about publishing a piece of writing. Some of you might handwrite (pause and gesture) your final copy and some of you might type (pause and gesture) it. No matter which way you choose, your final, published piece must be neat and easy to read. Think carefully about whether you want to include an author's note, dedication or both. Let's look at Byrd Baylor's Author's Note in I'm in Charge of Celebrations. TW read the last page of the book. Turn and talk to your partner about what you noticed about the dedication. Allow students time to respond. TW chart the students' responses for their use when they create their own dedications. Byrd is sharing what she believes and what inspires her to write. A quote from Byrd is included to show her strong belief and inspiration. The Author's Note also tells what other books she has written and where she lives. An Author's Note helps the readers learn about the writer behind the words. Now let's look at a dedication that shows where the author's inspiration came from. Hold up Amelia
Writes Again. Marissa Moss's Dedication is to Lisa because she liked the first story so much and to journal writers everywhere. She dedicated her book to people who inspired her. Publishing a piece with an Author's Note and/or Dedication is one more way to share a part of yourself with your readers. Lastly, let's look at the illustrations and sketches of A Desert Scrapbook and Saturdays and Teacakes. TW skim through both books pointing out the illustrations. Turn and talk to your partner about why the illustrations are an important part of these stories? TW allow time for students to discuss and share out. TW point out how illustrations help place readers in a time and place, create different moods, and show different angles (whole scene, close up, bird's eye). What if these books had no illustrations? Would they be as inviting and engaging to readers?

Review & Assessment:
Today you will talk with a partner about how you would like to publish your piece. You will also decide if you are going to include an Author's Note and/or Dedication. Think about one place in the story you would like to illustrate as well. TW hand out the "Author's Note/Dedication organizer. After you have decided what you will be working on you can get started. TW monitor student work and confer as necessary.

Wrap Up:
Students will gather on the carpet. Who would like to share what they decided to work on today? TW allow several students to share their work so far. SW continue working over next few days on rewriting/typing their final drafts, Author's Notes, Dedications and Illustrations.
APPENDIX
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.
As a Community of Writers We . . .

- Write often and work independently;
- Work with partners by listening and sharing ideas;
- Keep a Writer's Notebook and take care of it;
- Write for real reasons/purposes;
- Write with the audience in mind;
- Write from the heart;
- Use our time wisely;
- Read often and learn from mentor authors;
- Think about what and how we will write;
- Know where our writing tools are kept;
- Come to the meeting area quickly and quietly;
- Have writing conferences;
- Feel safe, take risks, and feel supported;
- Respect each other's ideas, thoughts, and feelings; and
- Come prepared every day.
What Is A Writer’s Notebook?

A Writer’s Notebook is a special place to collect the stories of our lives. Writers use a notebook to write down thoughts, ideas, plans, memories, images, questions, answers, stories, and anything else he/she can think of. A Writer’s Notebook is not a journal! A journal is just for recording events. Instead, writers record snippets of their lives in their notebooks. There are many different things you can write about in your notebook.

Some ideas include:

- Things that are important to you or things you care deeply about
- Stories/adventures that really happened
- Important people, special places, animals, pets
- Drawings/sketches, diagrams
- Songs, poems, observations
- Writing from a photograph
- Important firsts ... day of school, camp, bike riding, sleepover
- Good times, bad times, celebrations, vacations
- Lists
- Dreams
- Memories
- Conversations
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,
# Sample Craft Chart

<table>
<thead>
<tr>
<th>Title/Author</th>
<th>Author's Purpose/Inspiration For Writing</th>
<th>Craft</th>
<th>Examples From The Text</th>
</tr>
</thead>
</table>
| *Saturdays and Teacakes* by Lester Laminack | • To reflect on a childhood memory  
• Share rituals  
• Remembering important people and places | • Repeating words                  | • "Every Saturday . . ."  
• "Pedal . . . pedal . . . pedal"  
• "Sunlight poured through the windows like a waterfall"  
• "Crick-craack-crick-craack, whoosh!"  
• "Mower choked on mouthfuls of wet grass"  
• "Sweet, iced tea, black cookie jar, flour-dusted cloth"  
• "Sputtered, struggled, slammed"  
• "Humming, clung, splatter" |
What to Do If I’m Done or Stuck

- Reread entries and look for places to “write small.”
- Reread your entry and check to see if it makes sense or if you left something out.
- Reread and look for correct use of writing conventions (punctuation, capitalization, spelling).
- Use the charts around the room (e.g., “What Is A Writer’s Notebook?”).
- Go to a mentor text for ideas.
- Observe your surroundings or things in nature and write about what you see, hear, feel, imagine, and wonder.
- Add descriptive language.
- Express your feelings, thoughts, fears, frustrations, successes, or confusions.
- Reflect on current events/concerns for the world.
- Meet with a friend and see if he or she can help.
- Request a teacher conference.
When Drafting We ...

Here are some helpful hints when it comes to drafting:

1. Reread your writing in your Writer’s Notebook to see what you want to use in your draft.

2. Highlight what you will include in the beginning, middle, and end.

3. Come outside your Writer’s Notebook to work on lined paper.

4. Check that the flow of your story makes sense and that it’s easy for your readers to understand.

5. Keep your draft in a folder.

6. Skip lines when writing.

7. Only write on one side of the page.
Ways To Celebrate

There are many ways to celebrate the completion of a published piece of writing. It is important for students to see it as a huge accomplishment, as they have spent several weeks living the life of a writer.

Some suggestions for celebrating include:

- Partner up with another class on the same grade level and form groups of four to read their published pieces aloud. Each student listening can provide the authors with a question, comment, and/or compliment on a sticky note.

- Invite parents in to celebrate and make an “Author’s Tea” where students can read their whole pieces in small groups or everyone can take turns reading their favorite parts.

- Set up a “story museum” where students bring in photos or objects that are connected to their writing. Desks can be arranged in a large square, and students can place their published pieces, their photos/objects, and a copy of the “Readers’ Comments” sheet on their desks and then stand behind their desks. Students from other classes and/or parents can be invited to walk around the room, read the students’ work, ask them questions, and then use the “Readers’ Comments” sheet to offer short, written comments and compliments.
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
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.
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 Interest Interview

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

1. How do you feel about writing?

2. Use 3 words to describe yourself as a writer

3. Where do you like to write? (In your backyard? In your bed? At a desk? On the couch?) Why do you like to write there?

4. Do you have a favorite author and/or book that has inspired you as a writer?

5. What else do you want me to know about you as a writer? How can I help you to become a better writer?

Lesson 1
My Writing Interest Interview

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

1. Circle how do you feel about writing?
   - [ ] I hate it
   - [ ] It’s okay
   - [ ] I love to write!

   I feel __________________ about writing because ________________________

2. Choose one(1) word from below that describes you as a writer or choose your own word.
   - Fast
   - Proud
   - Frustrated
   - Creative

   I think I am a __________________ writer because ________________________

3. Where do you like to write?
   - In my bed
   - At my desk
   - In my special spot

Lesson 1
I like to write ________________________________.

4. What else do you want me to know about you as a writer? How can I help you to become a better writer?

__________________________________________
My Writing Interest Interview

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

1. Circle how do you feel about writing?

I hate it  It's okay  I love to write!

2. Choose one(1) word that describes you as a writer.

Fast  Proud  Frustrated  Creative

3. Where do you like to write?

In my bed  At my desk  In my special spot

I like to write ____________________________________________
I’m in Charge of Celebrations
Byrd Baylor, pg. 3

“I keep a notebook and write the date and then I write about the celebration because your heart will POUND and you’ll feel like you’re standing on top of a mountain and you’ll catch your breath like you were breathing some new kind of air.”
I'm in Charge of Celebrations
Byrd Baylor, pg. 3 (modified)

I have a notebook. First, I write the date. Next, I write the celebration. The celebration feels exciting. It is exciting like a fast heart beat. It feels like standing on top of a mountain. It feels good like taking a deep breath of fresh air.
<table>
<thead>
<tr>
<th>Details</th>
<th>Memory/ Ritual</th>
<th>Person/ Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Catch something</td>
<td>- Summer fishing trips (happens every summer)</td>
<td>- Grandpa Joe, Lake George, New York</td>
</tr>
<tr>
<td>- Waiting anxiously but patiently to fish</td>
<td>- Hearing the birds chirping</td>
<td></td>
</tr>
<tr>
<td>- Talking about how Grandpa learned to</td>
<td>- Seeing the reddish orange sunrise</td>
<td></td>
</tr>
<tr>
<td>- Eating egg sandwiches</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Times We Will Never Forget**

---

**Date:**

**Name:**
**Lesson 6**

<table>
<thead>
<tr>
<th>Details</th>
<th>Memory</th>
<th>Place</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something</td>
<td>(happens every summer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waiting anxiously, but patiently to catch</td>
<td>Summer fishing trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking about how Grandma learned to fish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating egg sandwiches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing the birds chirping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeing the reddish orange sun rise</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Times we will never forget**

---

**Date:**

**Name:**
<table>
<thead>
<tr>
<th>Details</th>
<th>Memory</th>
<th>Place</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking anxiously, but patiently to catch fish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking about how Grandpa learned to eat egg sandwiches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing the birds chirping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeing the reddish orange sun rise</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Here is what I remember:**

- **Event:** Fishing trips (happens every summer)
- **Place:** Lake George, New York
- **Person:** Grandpa Joe

**Times We Will Never Forget**

---

**Date:**

**Name:**
Questions or thoughts from my partner:

Who am I writing this for? Who is my audience?

Is this something that would be interesting for others to hear about? Why?

Is this a topic I have more to say about? What else can I add?

Is this a topic I feel strongly about? Why?

Questions to think about:

Selecting a Piece to Publish
Questions or thoughts from my partner:

Who am I writing this for? Who is my audience?

Yes, No, Maybe (circle one)

Will my friends be interested in reading what I wrote?

Details I can add:

What else can I add to this piece?

I choose this topic because

Why did you choose this topic?

Selecting a Piece to Publish

Date: ___________________

Name: ___________________
Lesson 8

1. What is the story about?

2. I am writing this story for ____________ (grandma, mom, sister, brother, friend, teacher).

3. Here is a picture of what I am writing about:

4. Question or thought from my partner:

Questions for you to think about:

Selecting a Piece to Publish

Date: _______________________

Name: ______________________
Lesson 9

Make your sketches in the frames and then use the lines to write any thoughts or ideas you might have about them.

Sketching Frames

Date: _____________________________  Name: _____________________________
# Let’s Get Organized

## Beginning
- 
- 
- 
- 
- 
- 

## Middle
- 
- 
- 
- 
- 
- 
- 

## End
- 
- 
- 
- 
- 
- 

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Grade 4 How Writers Work Drafting: Ideas And Their Order  
Appendix 1: “Let’s Get Organized” p.27

Lesson 10
<table>
<thead>
<tr>
<th>Lesson 12</th>
<th>Teacher</th>
<th>Peer</th>
<th>Self</th>
<th>Cups</th>
</tr>
</thead>
<tbody>
<tr>
<td>help, and using the print around you for help. the word out to hear all the sounds, asking a friend for correctly? Remember to use strategies such as stretching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling: Have you done your best to spell all words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you used correct dialogue punctuation? contractions have apostrophes in the correct place? Have you used commas carefully? Do possessives and exclamation point (at the end of every sentence? Have</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation: Is there punctuation (period, question mark,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usage: Have you used words correctly? Do they make any words? Have you written complete sentences? Are they in the correct order? Have you left out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalization: Have you remembered to capitalize the first word in each sentence and all the proper nouns?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Cups Editing Checklist |
|------------------------|--------|
| Date:                  | Name:  |</p>
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Peer</th>
<th>Self</th>
<th>CUPS</th>
</tr>
</thead>
</table>

**Did I spell the words correctly?**

- Yes
- No

**Spelling:**

**Punctuation:**

- Correct
- Incorrect

**Usage:**

- Correct
- Incorrect

**CUPS Checklist:**

- Date:
- Name:
Because

I dedicate this book to

Dedication

Author's Note