

# Launching Writing Workshop

## Unit Introduction

### NOTE

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages. Sometimes, in the process of revising, original lessons were deleted or moved and new lessons added. Lesson numbers were not changed, but the pages were renumbered to be sequential in each unit.

### Unit Overview:

This is the first unit in the First Grade Writing Units of Study. It is important to spend time in this unit, rolling out your expectations and procedures gradually and re-teaching as necessary so students work with confidence and independence.

This unit culminates with an opportunity for students to publish a piece of writing. You may choose to use an “All About Me” theme to assist students who have trouble deciding on something to write about. You may also want to establish criteria for publishing. In the resources at the end of this unit you will find a generic publishing checklist as well as one specific to an “All About Me” project.

Celebration at the end of the publishing process is an important way to let students know we value their writing. It is something to look forward to and can motivate students to do their best work while publishing. Celebrations can be as simple as sharing their writing with a partner or as elaborate as an author’s tea with parents. It is entirely up to you. Try different ways to celebrate at the end of each unit and have a marvelous time with your students as you write together throughout the year.

To incorporate the Common Core State Standard W.1.6, to "use a variety of digital tools to produce and publish writing," you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Student Goals for this Unit:

1. Students will develop strategies for spelling:
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

2. Develop strategies for printing legibly and spacing letters, words and sentences appropriately.
3. Tell, draw and write stories from their lives.
4. View themselves as authors and members of a writing community.
5. Learn and use classroom routines and procedures to become independent writers.

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# Launching (1) What is Writing Workshop?

## **Minilesson Teaching Point:** What is Writing Workshop?

[NOTE: When you feel like your students need to refocus on writing, reteach this lesson as needed throughout the launching unit.]

## **Standards:**

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

## **Materials:**

- Chart paper
- Markers
- Student writing paper
- Pencils
- Writing folders or a place for students to store their individual writing.
- Word bank of common summer activities plus pictures to support ELL (optional).

## **Connection:**

*“We’ve been getting to know each other, You’ve been telling me some terrific stories from your summer. Well, today is a really exciting day because you are going to learn to put these and other wonderful stories from your life into books like real authors! We are going to do writing workshop starting today. Every day we are going to gather here in our meeting area and learn about writing. We are going to learn to do all types of writing!”* Hold up examples of books, stationery/letters, an envelope, etc., and briefly explain. *“We are going to be authors, and today we’ll learn how to do that.”*

## **Teach (modeling):**

*“In first grade we will spend time writing every day. Our workshop will begin by my sharing a strategy or technique that professional writers use. We’ll spend some time learning and then you will go back to your seats to work on your own writing.”*

*“Watch me as I write.”* Pick up a marker and act like you’re wondering what you could write about. *“Gosh, what could I write about? Let’s see...I could write about Pokémon, but wait! I don’t really know that much about Pokémon. I think it’ll be easier to write about something I know a lot about. Writers often write about themselves. So, I’m going to write about myself.”*

*“Okay, I’m going to close my eyes. I got it! I ride my bike a lot. I’m making a movie in my mind about what happened this morning on my way to school.”*

*“I’m drawing my story, making a picture of me on my bike and how it was raining. Mud splashed all over my face. I looked like I had polka dots!”*

Model your thinking aloud as you sketch and label your drawing, stretching out words and writing some sounds (bike, mud, me, dots). Below the drawing, write a sentence or two, depending on your students’ experience with writing workshop.

It was raining. Mud splashed. I looked like I had polka dots!

*“So, first I thought about something I did – riding my bike—and then I made a movie in my mind about one time that I rode my bike (this morning with my polka dots). Then I made a sketch, a picture of my story. Finally, I wrote some words to go with my picture.”*

ELD: Create a word bank with pictures of common summer activities.

**Active Engagement (guided practice):**

*“Close your eyes and think of something about yourself, think about something from your life. It might something that happened to you today, like me, or it might be something you did this summer. Turn and tell your neighbor your idea.”*

**Bridge to Independent Practice:**

*“Writers, may I have your attention? When I call on you, you will come up and I will give you writing paper. Then you will get a pencil from you table basket (or they will retrieve it from wherever you keep class supplies) and get started on your story idea. If you finish, start a new writing piece. There is lots more paper in this writing basket.”*

**Conferring:**

Midway through their writing time, suggest a way to write more (if they think they are done). *“What are more details you can write about your story?”*

Prompt students to get another piece of paper and write another story if they cannot think of any more to add to their piece of writing.

**Closure:**

Teacher selects 2 or 3 students to share their writing with the whole group.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Calkins, Lucy, Launching the Writing Workshop. pp. 2-7.

## Launching (2) Finding Ideas

**Minilesson Teaching Point:** Finding ideas.

**Standard(s):**

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Materials:**

- Denver writing poem
- SF Reading Street Unit 1 Anthology- Sam, Come Back! Page 14
- Chart paper
- Markers

**Connection:**

*“Students, yesterday we talked about how writers write about themselves. I found a poem to share that reminds us of this.”*

Read poem:

I have stories...I have pictures...  
And they're sleeping in my head.  
I wake them up...I write them down.  
Then I share them with my friend.

**Teach (modeling):**

*“Just like it says in the poem, authors get their ideas from things they know a lot about or things that happen to them. Think of something you know a lot about. You might be picturing your cat or dog, or a place you like to go. Picture that (visualize) in your mind and tell yourself what it is. Now turn and talk.”*

SF Connection: “Think of the story Sam, Come Back! By Susan Stevens Crummel that we read. The author, Susan Stevens Crummel wrote about her cat and all of the funny things he does. The author knows a lot about her cat so it was a good piece for her to write.”

ELD: Teacher shows illustrations as she skims the book Sam, Come Back!

**Active Engagement (guided practice):**

*“Let’s make a list of some of your ideas.”*

Record student suggestions on chart paper. Read list together.

Keep this list for later lessons.

ELD: Use sketches next to ideas on list.

**Bridge to Independent Practice:**

*“Using the list of ideas that we made together, decide what you will write about today. You might decide to write about one of these ideas or you may choose to write about a different idea. Turn and talk with your neighbor about your idea.”* Give think time.

*“Now go back to your seat and begin writing. I’ll be really excited to read your wonderful stories!”*

**Conferring:**

*“If you finish your writing, look at the list again and find another idea that you can write about.”*

**Closure:**

Teacher selects 3-5 students to share their writing with the group.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Denver poem

## Launching (3) Using a Sketch To Write More Details

**Minilesson Teaching Point:** How a sketch can help you write more details.

### Standard(s):

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### Materials:

- Chart paper
- Markers
- Whole-class experience to be made into a class story

### Connection:

*“Writers, the last couple of days we have been talking about our story ideas. We’ve talked about how writers often write about what they know about, how they often write about themselves.”*

### Teach (modeling):

*“I’ve been watching you close your eyes and make movies of your stories in your minds. Then you have been drawing your pictures and labeling them. This is a smart strategy to help you plan out your writing. It also helps you remember all of the little details, the little parts of your stories. After that, you have been writing words and sentences.”*

*“I’m going to try your smart ideas and use them to plan my story. Okay, I’m closing my eyes. Oh, I’ve got it! I just made a movie. Here’s my story:”* (Tell the story and start sketching and labeling, don’t write sentences yet.)

We heard a loud bell ring. We froze. Then, (teacher name) said,  
“Line up! It’s a fire drill.”

*“I want to get all of my story, all of the details, into my illustration, my picture. First, I’ll draw some of you frozen. Oh, I was there, too! I need to draw me. Do you see how I’m adding the whole picture, all of the details to my illustration?”*

Teacher models how to use the sketch to start writing and writes a few sentences.

ELD: Drawings support students.

### Active Engagement (guided practice):

*“Writers, will you help me with my story? Turn and talk with your neighbor about other parts of the story that I could add. Talk about the little details that I could add to my fire drill story.”*

Listen to students as they talk and help them think of details. Then add a couple of students’ ideas.

*“I heard a lot of wonderful ideas, a lot of details, that I can add. Right now I’ll add two of your ideas.”*

ELD: Give students the vocabulary, the phrases they might need to recall details. If needed, you or the students can act out the drill. You provide them with the language.

**Bridge to Independent Practice:**

*“Close your eyes and think about what you want to write about today. It might be an idea from our list that we made yesterday or it might be another idea. You might even decide to write your own fire drill story. Whatever it is, get it in your mind and make a movie about what happened in your story. Make sure you put the details, all of the parts of your story that you see in your mind, in your illustrations. Thumbs up when you’re ready to go off and write!”*

**Conferring:**

*“What more can you add to your illustration? Can you add any more details, other little parts that you saw in your mind?”*

*“Did you write about all of the details that you included in your illustration?”*

Help beginners label their drawings. With more advanced learners, make sure their writing has some sequence and the details are included in their words.

**Closure:**

Teacher selects 3-5 students to share their detailed illustrations and their writing with the whole group.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Calkins, Lucy and Mermelstein, Leah, Launching the Writing Workshop. pp. 28-32.



## Launching (4) Introduction to Writing Tools

### Minilesson Teaching Point:

Introduce students to the **writing tools** in the classroom or writing center.

[NOTE: This lesson may be taught over several days explicitly modeling how to use each tool.]

### Standard(s):

### Materials:

- (Varies by classroom.) The writing tools you want to introduce may include:
- Pencils
- Markers
- Sticky notes
- Paper choice [NOTE: you may need to model using particular paper choices]
- Writing folders (or a place for students to store their writing)
- Tape dispensers

### Connection:

*“We know that writers have lots of ideas to write about, but they also have special tools to help them write. Today I want to teach you where to find supplies you’ll need as a writer and how to take care of them.”*

### Teach (modeling):

Explain each writing tool (or just 2-3 tools today) and why or how a student writer might use each tool.

Model how to retrieve the writing tools. If you have a writing center set up with paper choice (at this point offer only one or two types of paper) and other materials, model first getting your folder and then going to the writing center to get paper. Afterwards, model getting a writing utensil.

ELD: As you are naming materials, hold up a real example.

*“Turn and talk with your neighbor about what I just did to get ready to write.”*

Next, model putting the materials away. *“Okay, let’s pretend it’s the end of writing workshop. It’s time to clean up and then go back to the carpet for sharing. Watch me put my writing materials away.”* Put your writing into your folder, put the utensil away and come to the carpet with your folder. Sit down on your folder.

*“Turn and talk with your neighbor about what I just did to get ready to write.”*

**Active Engagement (guided practice):**

*“Let’s pretend that it’s the beginning of writing workshop and you’ve decided what to write about and you are ready to go to your seat. What tools are you going to need for writing? Turn and talk with your neighbor.”*

Have one student model the routine for getting writing tools/folders. Narrate for the rest of the class as the student practices. You might want students to turn and talk about what they saw. Then have another student model cleaning up. Again, narrate for the class. You could have students turn and talk here as well.

**Bridge to Independent Practice:**

*“As you go off and write, remember where and how to get your supplies.”*

**Conferring:**

Remind students to use the strategies they have learned: thinking of an idea, making a movie, writing those details in the pictures, labeling, adding words/sentences.

Other strategies to reinforce with students: stretching words, using your picture for ideas, using the word wall, writing about something you already know about.

**Closure:**

Practice the procedure for putting writing tools back in their places. Have a helper see if supplies are put back correctly. Give feedback to students on how they did—what could they improve?

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Launching the Writing Workshop by Lucy Calkins and Leah Mermelstein

## Launching (5) Stretching and Writing Words

**Minilesson Teaching Point:** Stretching and writing words.

**Standard(s):**

L.1.2. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Materials:**

- Simple story or use the example under “Teach” below
- Chart paper
- Markers

**Connection:**

*“We’ve learned where to find tools to help us write. Today I want to talk to you about a strategy that will help you write the words to your stories. Today we’ll learn about stretching and writing words.”*

**Teach (modeling):**

*“Okay, I have an idea that I want to write about. Now I’m closing my eyes and making a movie in my mind. Watch how I decide what letters I put on my page when I’m writing my words. Some words I already know, but some I will have to figure out. To figure out those words, I’m going to use the strategy of stretching out the word by saying it slowly and writing the sounds on my paper. Watch for how I figure out the spelling of words I don’t know. Here’s the first part of my story:”*

*(Say) “I went for a hike by the river.”*

*I—“Oh I know how to write that.”*

*Went—“/w/, /w/, ‘w’—/e/ is ‘e’, /n/ is ‘n’, /t/ is ‘t.’”*

*For—“I know, it’s on the word wall.” Demonstrate finding it and copying it down.*

*a—“I know this one.”*

*hike—“/h/, i, /k/--I think there’s an ‘e’ at the end of this word.”*

*by—“on the word wall.”*

*the—“on the word wall.”*

*River—“/r/ I hear an ‘r.’ I’m not sure about the next sound, but I hear a /v/ and another /r/. I think I’ll just write those letters and go on.”*

*“Did you notice that I said my words really slowly and listened for sounds that I knew?”*

**ELD:** If ELLs are having trouble remembering letter sounds, you can encourage them to use Scott Foresman Sound/Spelling Cards posted on your wall or give them an advance copy of a personal alphabet chart (L10).

**Active Engagement (guided practice):**

*“Did you see how I did that? Now let’s practice with a few more words. Here is the rest of my story.”* (Say both sentences, but then model just the first sentence. Save the second sentence for tomorrow’s lesson on using the word wall.)

I saw a fish jump out of the water. I smiled and jumped, too.

Just do the first sentence. Save the second sentence for tomorrow’s lesson on using the word wall.

*I—“Oh I know how to write that.”*

*saw—“That’s on the word wall.”* Demonstrate finding it and copying it down.

*a—“I know this one.”*

*fish—“Let’s say this together slowly and stretch out the sounds - /f/ /i/ /sh/. Who can tell us the first sound they hear? What letter makes that sound?”* Write the sound and continue.

*jump—“Let’s say this together slowly and stretch out the sounds - /j/ /u/ /m/ /p/. Who can tell us the first sound they hear? What letter makes that sound?”*

*out—“Let’s say this together slowly and stretch out the sounds - /ou/ /t/. Who can tell us the first sound they hear? What letter makes that sound?”* (Note: this word might be on your word wall already. If it is, pretend to find it and write it quickly.

*of—“That’s on the word wall.”* Demonstrate finding it and copying it down.

*the—“That’s on the word wall.”* Demonstrate finding it and copying it down.

*water—“Let’s say this together slowly and stretch out the sounds - /w/ /o/ /t/ /r/. Who can tell us the first sound they hear? What letter makes that sound?”*

As a group, say the words slowly. Students raise their hands to say the sounds they hear. Record letters on chart paper. Then, as a group, read the words as you point.

**Bridge to Independent Practice:**

*“Today in your writing, say the words you want to write slowly; try to stretch them out like we just practiced. Remember you can just write the sounds you know and keep writing.”*

**Conferring:**

Help students stretch words and record sounds as needed. Use a classroom alphabet chart with pictures to help students, especially for ELL.

**Closure:**

Select 3-5 students to share a word they stretched and wrote in their writing.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Launching the Writing Workshop by Lucy Calkins and Leah Mermelstein

## Launching (6) Using the Word Wall to Help Write Words

**Minilesson Teaching Point:** Using the Word Wall to help write words in our writing.

**Standard(s):**

L.1.2. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**Materials:**

- Chart paper and markers
- Simple story partially written from yesterday (use example in this lesson or your own story)
- Word Wall
- Sticky notes
- Paper choice or journal

**Connection:**

*“Writers use all kinds of resources to help them do their best work. One of the resources we have in the room is the **word wall**. You saw me use it yesterday. Our word wall has words that we use all of the time in both our reading and writing. Right now the words you learned in Kindergarten are on the word wall, words like “he” and “she” and “the.”*

Recall a student who used the word wall a day or two before and tell a short story about it.

*“A couple of days ago, Isaac was writing about a frog jumping when he went camping this summer. He wanted to write ‘I saw a green frog,’ but he had a problem – he didn’t know how to spell ‘saw.’ So, he did something really smart. He knew he had seen the word somewhere and then he decided to check the word wall. He knew it started with an ‘s’ so he went to the word wall and looked below the letter ‘s’ and found the word.”*

**Teach (modeling):**

Model writing the rest of the story from yesterday. First, reread the sentence you and your students wrote: *“I saw a fish jump out of the water.”*

*“The next part of my story is: I smiled and jumped too.”*

*I—“Oh that’s easy, it’s an ‘I,’ and just to check – oh, it is on the word wall.”* Model checking the word wall and thinking aloud as you do it.

*smiled— “I’ll sound it out, /s/ /m/ /i/ /l/ /d/”*

*and —“That’s a word we use a lot, so I think it might be on the word wall. I hear the /a/ sound, I’ll look under the ‘A’ on the word wall and see if my word is there. There it is! I’ll copy it down.”*

*Jumped— “I’ll sound it out...”* Quickly stretch it and write it down.

*Too—“I know that’s a word we use a lot. ‘To’- it starts with the letter ‘t’ so I’m going to the word wall and looking under the ‘T.’ There it is!”* Quickly write it down.

ELD: When possible, use visuals on the word cards as you put them on the word wall. Help ELLs find words on the **Word Wall** and write them on their paper.

### **Active Engagement (guided practice):**

*“I want to add to my story, ‘I love fish and fish like me.’ ‘I - Oh that’s easy, it’s an ‘I.’”*

*Love—“I don’t know how to spell the word ‘love.’ What’s the first sound? Can someone find it for me? See how Gage says the word to himself – ‘love’ – and then he remembers that it starts with /l/ sound and that this is spelled with an ‘L.’ Watch as he goes to the letter ‘L’ and finds ‘love.’ Let’s put it into the sentence now.”*

*fish—“Let’s say this together slowly and stretch out the sounds - /f/ /i/ /sh/. Who can tell us the first sound they hear? What letter makes that sound?” Write the sound and continue. Students may point out you wrote this yesterday. You can sound it out again for extra practice.*

*and—“That’s a word we use a lot. Who can tell us the first sound they hear? What letter makes that sound? Can someone find it for me? See how Julie says the word to herself – ‘and’ – and then she remembers that it starts with an /a/ sound and that this is spelled with the letter ‘A.’ Watch as she goes to the letter ‘A’ and finds ‘and.’ Let’s put it into the sentence now.”*

*“Let’s reread what we’ve written so far – ‘I love fish and...’ I wanted to write ‘fish’ again.” Think aloud as you ‘copy’ it from the earlier part of your story.*

*Like—“I don’t know how to spell the word ‘like.’ What’s the first sound? Can someone find it for me? See how Alex says the word to himself – ‘like’ – and then he remembers that it starts with /l/ sound and that this is spelled with an ‘L.’ Watch as he goes to the letter ‘L’ and finds ‘like.’ Let’s put it into the sentence now.”*

*“Let’s reread what we’ve written so far – ‘I love fish and fish like...’ My last word is ‘me.’”*

*Me—“That’s a word we use a lot. Who can tell us the first sound they hear? What letter makes that sound? Can someone find it for me? See how Aida says the word to herself – ‘me’ – and then she remembers that it starts with /m/ sound and that this is spelled with an ‘M.’ Watch as she goes to the letter ‘M’ and finds ‘me.’ Let’s put it into the sentence now.”*

*“We’re done. Let’s read our sentence together: ‘I love fish and fish like me.’ Now let’s read the whole story to make sure it makes sense.”*

### **Bridge to Independent Practice:**

*“So, today, writers, when you think of a word that you don’t know how to spell, think of the first sound and then go to the word wall. Look for the letter that makes that sound and see if your word is there.”*

*“In your writing today, if you use a word from the word wall you may write your name and the word on a sticky note and stick it right below the story we just wrote.”*

**Conferring**

*“If you have already have used a word from the word wall, try to find another one to use. We have lots of sticky notes.”*

ELD: When possible, use visuals on the word cards as you put them on the word wall. Help ELLs find words on the word wall.

**Closure:**

Students who used the word wall read their words to the class and share their experience of looking for the word, finding it, and writing it down.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

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## Launching (7) Quiet Environment for Writing

**Minilesson Teaching Point:** Quiet environment for writing.

[NOTE: You may want to divide this lesson into two sessions.]

**Standard(s):**

**Materials:**

- Chart paper with headings: “Writing Workshop looks like...” “Sounds like...” “Feels like...” (or a pre-made chart such as the “Writing Workshop” sample following lesson)
- Markers

**Connection:**

*“Authors need an environment that is quiet to do their best writing. Have you ever had trouble working when it is noisy?”*

Teacher gives an example of a time in the classroom when it was noisy and it was hard to concentrate.

**Teach (modeling):**

*“If the principal came into our room during writing workshop, what do you think he/she would see and hear?”*

Reveal the chart, “Writing Workshop looks like, sounds like, feels like...”

*“I’m making a picture in my mind of what writing workshop looks like. I see students sitting at tables, with their paper and pencils... Writers, close your eyes and make a picture in your mind of what writing workshop looks like to you. Turn and tell your neighbor.”*

Write on the chart 2-3 ideas you overhear students saying. If they have a hard time thinking of ideas, give them ideas. Then move on to what writing workshop sounds like.

*“Make a picture in your mind of what writing workshop sounds like. Now turn and talk with your neighbor.”*

Write on the chart 2-3 ideas you overhear students saying. If they have a hard time thinking of ideas, give them ideas.

You can prompt students with the following: *“What should you do when someone talks to you? You could try ignoring them. Or you could put your finger in front of your lips and give the ‘shhh’ sign, or you could say ‘I’m trying to work.’”*

Move on to what writing workshop feels like. [Feelings of acceptance, safety, success, tolerance, and listening to others.] If the students are getting squirmy, you could move on to the ‘Active Engagement’ part or save both parts for the next day.

*“Now let’s talk about how it feels to be part of writing workshop.”* Teacher continues chart with student input.

ELD: Use sketches or visuals with each item on list.

**Active Engagement (guided practice):**

*“We’re going to practice. We need a volunteer principal and a teacher who will visit our room to see if we are doing writing workshop correctly.”*

Teacher leads students in practice activity.

Feedback from volunteers.

**Bridge to Independent Practice:**

*“Now that we know what writing workshop should look like, sound like and feel like, let’s get to our writing. Be sure to think about the importance of being quiet and respectful to all of the writers in our classroom.”*

**Conferring**

*“I really like the way \_\_\_\_\_ is working quietly and getting a lot of writing done. Writers, if kids around you are distracting you, try: ignoring, the “sh” sign or asking them to be quiet. If you already tried one of those and your neighbors are still distracting you, what else can you try?”*

**Closure:**

Review “Looks Like, Sounds Like, Feels Like” chart. Have students evaluate how they did.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

“Second Grade Writing: Units of Study,” Portland Public Schools, 2008.

## Launching (8) Whole Group Sharing

<b>Minilesson Teaching Point:</b> Whole group sharing.
<b>Standard(s):</b> W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>Materials:</b> <ul style="list-style-type: none"><li>• “Whole Group Sharing” chart (sample in resource section at end of this unit)</li><li>• A student to share a story during ‘Active Engagement’</li></ul>
<b>Connection:</b> <i>“Part of being a writer is sharing your work with an audience. Today we will learn how to share writing in a whole group and also how to be a respectful audience member.”</i>
<b>Teach (modeling):</b> Teacher says and refers to chart: <i>“If it is your turn to read to the group, you need to practice reading first so you will remember your words. Also, when you are reading to a large group it is important to use a loud voice so everyone can hear you.</i> <i>When you are part of the audience, the listeners, it is important to be respectful because it is scary to be in front of everyone. What does that look like? You’ll be sitting, facing the reader, voice off, eyes on the reader, hands in your lap and listening closely to the words. This shows respect.”</i>  ELD: Role play different roles and refer to visuals on chart.
<b>Active Engagement (guided practice):</b> Students role play being a member of the audience and being a reader.
<b>Bridge to Independent Practice:</b> <i>“As you are writing today, think about how your writing will sound when you read it to the group.”</i>
<b>Conferring:</b> Have various students read their writing to you.

**Closure:**

Select one person to read to group. Discuss what went well during whole group sharing. Give feedback on how reader or audience members could improve.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

## Launching (10) Using an Alphabet Chart

**Minilesson Teaching Point:** Stretching and writing words, using the **Alphabet Chart** (SF Sound/Spelling Cards)

### Standard(s):

- L.1.2. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### Materials:

- Chart paper
- Markers
- Alphabet Charts (Sound/Spelling Cards) [Note: Teacher may decide to distribute personal copies of the **Alphabet Chart** for students (see sample in teacher resources section of notebook) or have students use the SF Sound/Spelling cards on the wall.]
- 3-4 words for sounding out in the Active Engagement part
- Optional: Dry erase boards

### Connection:

*“We’ve talked about how to find words on the **Word Wall** and stretching words. Today we will learn how to use the **Alphabet Chart** (SF Sound/Spelling Cards), too.”*

### Teach (modeling):

*“Watch how I decide what letters I put on my page when I’m writing my words. Some words I already know, but some I will have to figure out. Watch for how I use the **Alphabet Chart** (Sound/Spelling Cards) to help me write the letters that go with the sounds in my words. Here’s the first sentence in my story:”*

(Say) *“I have a pet.”* Thinks aloud and writes:

I—*“Ok, I know how to spell ‘I.’”*

have—*“I’m going to look at the **Alphabet Chart** and find something on it that starts with the same sound as have. Helicopter, oh helicopter starts with the same sound as ‘have’ so it must be ‘h.’ /a/ is an ‘a’ and /v/ is a ‘v.’”*

a—*“Oh I can find that on the word wall /a/.”*

pet—*“I’m going to look at the **Alphabet Chart** again and find something on it that starts with the same sound as pet. Oh, here it is! Pilot. It sounds like the /p/ in pet. Next I hear /e/ that’s an ‘e’ and /t/ that’s a ‘t.’”*

ELD: Chant sound chart regularly (multiple times per day) with English Language Learners so that they will memorize the names of the objects and the sounds on the chart. Ex: “Astronaut, astronaut, /a/, /a/, /a/. Boy, boy, /b/, /b/, /b/.” etc. Students should point to the letter as they say the sound.

**Active Engagement (guided practice):**

*“Did you see how I did that? Now let’s practice writing some words.”*

*“What sounds do you hear in the word, ‘library’?”* Practice writing 3-4 words with the students. You could use words that you have noticed students trying to spell, but are not on the word wall.

Teacher records sounds using **Alphabet Chart** (Sound/Spelling Cards) strategy.

Have students take turns writing on the chart, or for a more interactive lesson, have them write on dry erase boards or paper.

**Bridge to Independent Practice:**

*“Today in your writing say the words you want to write slowly, try to stretch them out and use the **Alphabet Chart** (Sound/Spelling Cards) for sounds you don’t know. Remember, just keep writing! Writers write the best they can and move on.”*

**Conferring:**

*“Do you hear the /b/ in that word? What letter makes that sound? Let’s use the chart to find the picture that starts with the sound /b/.”*

**Closure:**

A couple of students share how they used the **Alphabet Chart** (Sound/Spelling Cards) in their writing.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

**Launching the Writing Workshop** by Lucy Calkins and Leah Mermelstein.

# Launching (11) What To Do When I'm Done

**Minilesson Teaching Point:** What to do when I'm done.

**Standard(s):**

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Materials:**

- “When I’m Done” chart (see sample at the end of this unit)
- Piece of modeled writing from lesson 1 or 3 or something you prepare
- A Kid’s Best Friend by Maya Ajmera and Alex Fisher (SF Big Book) or another text with which your students are familiar

**Connection:**

*“All of the writers in our class have been doing an excellent job of writing every day. I’m really proud of the work you have been doing. One thing I want you to know about writers is that we are never ‘done’ writing. There is always something we can be working on as a writer. Today I’ll show you what I do when I think I’m done.”*

**Teach (modeling):**

*“Here’s a piece we wrote earlier. Do you remember this? I’m going to work on it some more and show you what I do when I’m finished. Watch closely.”*

We heard a loud bell ring. We froze. Then, Ms.\_\_\_\_\_ said, “Line up!  
It’s a fire drill.

Read the piece aloud and then add one word, detail or sentence to it. (“We jumped up and lined up.”) and say, “*There, I’m done.*”

*“Now watch!”*

Look carefully at the piece and think aloud about another detail you forgot to add to the illustration (students lining up). Add the detail to picture; then put the piece in your folder.

*“This gave me another idea for a different story. This made me think about the time last year when my students and I were walking in the hallway and a big kid came up behind me and yelled, ‘Boo!’ and I screamed and my students laughed.”*

*“Watch what I do. I’m going to get a new piece of paper and start writing my new story.”*

Pretend you are going to write a new start. Then reveal the “When I’m Done” chart.

*“Here’s what writers do when they’re done. We re-read what we already wrote, add to the picture, add to the words, or start a new piece.”*

[NOTE: This next part is optional.]

SF Connection: Make sure to have read the book, A Kid’s Best Friend before continuing with this portion of the lesson (or use another text with which the children are familiar). *“Consider the book, A Kid’s Best Friend. Teacher shows book.*

*“The authors, Maya Ajmera and Alex Fisher started the book with some great details: dogs have floppy ears, a wagging tail and a wet nose” (p. 10-11). That’s a lot of information about dogs, right? But look at the next page, “with a big tongue and sloppy kisses to lick and tickle your face clean.” (p. 12-13) They added MORE details! But guess what? The authors didn’t stop there; they wrote lots more details about dogs and kids. When you’re writing, you can remember these authors and add lots and lots of details about your topic.”*

ELD: Teacher refers to the visuals/text on the “When I’m Done” chart as she discusses each point. Show illustrations in A Kid’s Best Friend as text is discussed.

**Active Engagement (guided practice):**

Students close their eyes as you lead them in a visualization of what to do when student thinks he/she is done. Prompt them as you guide them, referring to the chart.

**Bridge to Independent Practice:**

*“I am so excited to see you all writing today and I know all of you will remember what to do when you think you are done.”*

**Conferring:**

*“Did you read again?”*

*“Did you add to the picture?”*

*“Did you add another detail to your writing?”*

*“Are you ready to begin a new piece?”*

*“Did you use the “When I’m Done” Chart?”*

**Closure:**

At the end of the writing session, survey the class to share the options that they chose from the poster. *“I saw a lot of good choices being made during writing today. Raise your hand if you reread your writing...”* Continue through choices listed on the “When I’m Done” chart.

*“I want to teach you a phrase that someone taught me: ‘A writer’s never done, they’ve just begun!’ If you’ve checked your writing again, start a new piece!”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Calkins, Lucy and Mermelstein, Leah, Launching the Writing Workshop.



## Launching (12) Writing Folders

**Minilesson Teaching Point:** Writing folders.

**Standard(s):**

**Materials:**

- Students' writing folders with a red sticker dot on one side and green on the other. Their writing should be placed in the middle of their folders. [NOTE: You may want to include alphabet charts, dictionary, or any other resource in the folder. If so, you should give lessons on how to use the other resources.]
- Location for storing writing folders
- Samples of finished and unfinished pieces

**Connection:**

*"Writers, you have all been writing down your wonderful ideas. Now we need a place to put your writing. Authors have a special spot to keep their writing so they know where to find it."*

**Teach (modeling):**

Show students a writing folder. Make sure to explain the sticker dots on each side (red is for done work, green for ongoing. Show examples of work that might be on each side.)

*"Think about a traffic light; when the light is green the cars can go. When the light is red the cars must stop. It's the same with your writing; when the piece is **done** it is stopped and it goes in the red side. When a piece still isn't done, it is **ongoing** and it goes in the green side. Just like the cars that can keep going when a traffic light is green."*

ELD: Demo a clearly **done** (words fill the page) and a clearly **ongoing** (detailed sketch but only a few words written) piece being put into the correct side.

**Active Engagement (guided practice):**

As a group, go through a stack of pieces and decide which side they belong on. Think aloud and call on student volunteers to explain how they know if pieces are **done** or **ongoing**.

**Bridge to Independent Practice:**

Students should be in the practice of bringing their writing folders to the carpet, but for today you and classroom helpers pass out writing folders with their writing loosely placed in the middle.

*“In the middle of your writing folders you will find your pieces of writing. The first thing to do today is to go through your writing and decide if your writing is **done** or **ongoing**. If it’s **done**, put it on the red (stop) side. If it is **ongoing**, put it on the green (go) side. Then go ahead and write.”*

**Conferring:**

Check in with students to be sure papers are properly sorted.

Continue helping students with their writing:

*“Did you read again?”*

*“Did you add to the picture?”*

*“Did you add another detail to your writing?”*

*“Are you ready to begin a new piece?”*

*“Did you use the “When I’m Done” Chart?”*

**Closure:**

Use a student’s folder as an example of properly organized work and show to the group.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Calkins, Lucy and Mermelstein, Leah. Launching the Writing Workshop.

## Launching (13)

### Continuing a Piece of Writing the Next Day

**Minilesson Teaching Point:** Continuing a piece of writing the next day.

**Standard(s):**

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Materials:**

- Chart paper
- Markers
- Teacher writing folder with unfinished paper
- Where is My Town? by Robin Nelson SF Trade Book (previously read to class OR another text with which students are familiar)

**Connection:**

Teacher tells story of a student not being finished with a piece when writing time was over. Teacher says: *“Professional writers will work on the same piece for several days or sometimes even longer. Today we’ll learn how to continue working on a piece the next day.”*

**Teach (modeling):**

SF Connection: Be sure to have read the book Where is My Town? before proceeding with this portion of the lesson. (Or, you can use any text that your students are familiar with and enjoy.)

*“Consider the book, Where is My Town? by Robin Nelson. This author wrote a lot of details about her town, right? She starts out explaining about specific things that happen in her town: she goes to school, shops and plays.” (show pages 4-7). “But then her book starts to explain different kinds of towns and cities all over the world.” (Show pages 9-16). “Her topic is so detailed—it must have taken her quite a while to write this book. I bet she wrote the first section one day, then came back the next day and asked herself what she was thinking about the day before while she was writing. Then I bet she continued writing her book. Writers work for many days to write it!”*

*“Let’s look at my folder. I have some **ongoing** writing on my green side that I really want to finish. I know that it is **ongoing** because it has room for more words. I’ll read through it. This is the story I wrote a long time ago about riding my bike and getting mud on my face. Next I try to remember what I was thinking about yesterday. What comes next? I’m making a movie in my mind. Oh, I remember...”* Add more words, sentences and details to your writing.

It was raining. Mud splashed on my face. I looked like I had polka dots!

Add: It made me laugh. “Hee-hee!”

ELD: Emphasize the empty space on your modeled writing to show it is “ongoing.” Show illustrations in Where is My Town? as you discuss the details of the book.

**Active Engagement (guided practice):**

*“Writers, look in your folders and find an **ongoing piece** (look on the green side of your folder). Re-read and then turn and talk about what details you could add to this piece today. If you don’t have anything **ongoing**, pick a piece you really like from the done side and think of one more detail you could add.”*

**Bridge to Independent Practice:**

*“Writers, now it’s time to go back to your seats and continue working on an ongoing piece that you began earlier in the year. Remember to add more details and information to what you’ve already written. And don’t forget – ‘A writer’s never done, they’ve just begun! If you finish adding details to your words and illustrations, get a new piece of paper (“or booklet,” if you’ve introduced them) and start a new story!”*

**Conferring:**

Continue to refer to the chart when helping students:

*“If you think you are done, check your “What to Do When You are Done” poster. If you really are done with that piece, put it in that ‘done’ side (red side). Then start a new piece.*

*“Did you read again?”*

*“Did you add to the picture?”*

*“Did you add another detail to your writing?”*

*“Are you ready to begin a new piece?”*

*“Did you use the “When I’m Done” Chart?”*

**Closure:**

Ask for volunteers who continued working on an **ongoing** piece to share what they added to their piece.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Calkins, Lucy and Mermelstein, Leah, [Launching the Writing Workshop](#).

## Launching (14) Using Known Words to Spell New Words

**Minilesson Teaching Point:** Spelling—Using known words to spell new words.

**Standard(s):**

- L.1.2. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Materials:**

- Chart paper
- Markers
- Word wall words that can be used to spell other words marked with an \* sign (e.g., at\*, play\*, me\*, can\*)

**Connection:**

*“We have talked about strategies for learning how to spell words correctly. Today we will learn a new one—using words or sounds that we already know.”*

**Teach (modeling):**

*“Writers use words they already know to learn how to spell new words. They listen for the sounds and see if they know a word that sounds like it. Think of the word ‘bat.’ It has the sounds /b/ /a/ /t/. We know the word ‘at’ because it is on our Word Wall. What do we need to add to the word ‘at’ to make ‘bat’? Right, just a ‘b.’ How about ‘cat’? /c/ /a/ /t/. What did we add to ‘at’? Right, just a ‘c’ in front of the ‘a.’”*

ELD: Teacher circles “at” in the words created. Show where “at” is on the word wall. Draws a bat and a cat next to text on chart paper.

**Active Engagement (guided practice):**

*“Now you try it. Think of the word ‘sat.’ Turn and tell your neighbor what you would add to ‘at’ to make ‘sat.’”*

Try some more examples. Include examples that show substituting sounds on a word from the word wall. For example: can, man, fan or had, mad, glad.

**Bridge to Independent Practice:**

*“When you are writing today, see if you can use a word you already know to help you spell a new word.”*

**Conferring:**

With more advanced learners, teach them more advanced ways to use the “chunks” or words they already know: “at” is part of “clatter” and “Saturday.”

Continue reinforcing all of the spelling strategies, referring to class charts: stretching words, magic line, word wall, alphabet chart, etc.

**Closure:**

Select a few students to share who used this strategy.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

## Launching (15) Complete Sentences

**Minilesson Teaching Point:** Complete sentences.

[TIP: Include ‘complete sentences’ activities in the morning message during this week to reinforce the concept.]

**Standard(s):**

L.1.2.b. Use end punctuation for sentences.

**Materials:**

- “Complete Sentence” chart (see sample at end of this unit)
- Sentences from a simple teacher story, written up on chart
- Chart paper
- Marker

**Connection:**

*“We’ve been learning a lot about how professional authors write. You may have noticed that professional authors usually write in complete sentences. Today we’ll learn about how to write a complete sentence.”*

**Teach (modeling):**

Show “Complete Sentence” chart.

*“Complete sentences make our writing easier for our readers to understand our stories. To write a complete sentence we need to tell ‘**who or what did something**’ and then explain ‘**what they did.**’ I wrote, ‘I sang songs with my students.’ Let’s check the chart and see if I have ‘who or what’ and ‘what they did.’ Did I tell who or what? Yes, my sentence is about me! I’m a ‘who!’ Did I tell what I did? Yes, I wrote about singing. The sentence I wrote is a complete sentence! Let’s try another one; remember complete sentences need a ‘who or a what’ and ‘what they did.’”*

We sang loudly.

We scared the class hamster.

ELD: Point to chart as you explain. Chart should have visuals.

**Active Engagement (guided practice):**

*“Writers, think about the story you are working on. Close your eyes and think about a complete sentence you wrote in you story, or a complete sentence you could add to your story. Turn and talk with a partner and work together to think of a complete sentence.”*

Call on volunteers and check their sentence with the chart to see if they have ‘who/what’ and ‘what they did.’ Quickly write a sentence or two. You can do other student sentence examples orally.

**Bridge to Independent Practice:**

*“As you write today, remember that complete sentences have two parts: ‘who or what’ and ‘what they did.’”*

**Conferring:**

*“Does your sentence have ‘who or what?’”*

*“Does your sentence have ‘what they did?’”*

*“Is this a complete sentence (use the chart)?”*

**Closure:** Teacher selects 3-5 students to share one sentence and to explain how they know it is a complete sentence.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Mastering the Mechanics by Linda Hoyt and Teresa Therriault.

SF Grammar Book, Pig in a Wig.



## Launching (16) Spelling- Long vs. Short Words

**Minilesson Teaching Point:** Spelling—Long or short words/visualizing words.

**Standard(s):**

L.1.2. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Materials:**

- Chart paper
- Markers

**Connection:**

*“We have already learned five strategies for spelling words we don’t know: Stretching out sounds, using the word wall, our alphabet chart (Sound/Spelling Cards), the Magic Line, and using known words to write new words.”*

**Teach (modeling):**

*“Writers use another strategy to spell words they don’t know—they think about if the words are long or short. Often a writer can make a picture of the word in their mind if they have read it before. Let’s try it! Shut your eyes and see if you can make a picture of the word ‘and’ in your mind. Can you see it? Now make a picture in your mind of the word ‘football’. Can you see it? Can you tell which one is the longer word? Which one has more sounds? Which will have more letters? Let’s open our eyes and count the sounds we hear in ‘and.’ /a/ /n/ /d/ 3 sounds. Let’s count the sounds in football. /f/ /oo/ /t/ /b/ /a/ /l/ 6 sounds. So which one will be a longer word? Right! The one with more sounds! Now let’s write those words. You can use the picture of the word that you made in your mind to help you know if we are writing the word correctly. Circle both words. Which is longer?”*

ELD: Circle both words, emphasizing with arrows that one is long and one is short.

**Active Engagement (guided practice):**

*“What did I do to figure out which word was long and which word was short? Turn and tell your neighbor what you saw.”*

**Bridge to Independent Practice:**

*“As you write today, remember that long words will have more letters than short ones. Try to circle two long words in your writing.”*

**Conferring:**

Remind students to make pictures of the words in their minds or listen to sounds in their words to decide if they are long or short.

**Closure:**

Have 3-5 students share their long words.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

## Launching (18) Spacing in and Between Words

**Minilesson Teaching Point:** Spaces in and between words.

**Standard(s):**

**Materials:**

- Chart paper
- Markers
- Prepared writing samples on chart paper—one with spaces between words, one without
- Two of the same sentences from, e.g., Pig in a Wig, one showing proper spacing and the with the words squished together.

**Connection:**

*“Have you ever noticed in your writing that sometimes it is difficult to read? Authors want people to read what they have written! It has to be legible! One thing that is really important is spacing. When we have spaces between our words, it makes it easier for other people to read our writing.”*

**Teach (modeling):**

*“When I write, I need to think about sounds and I need to be sure my reader knows which sounds (letters) go together in one word. These sounds (letters) need to be close together. But my reader needs to know where my word ends and a new word begins. I show them this by putting spaces between my words.”*

Share two writing samples (one with spaces between words, one with no spaces between words) to emphasize how much easier it is to read when spaces are present. [Show two of the same sentences from, e.g., Pig in a Wig, one with proper spacing and one with the letters squished together.]

*“Examine these two sentences. Tell yourself how they are different. Is one of these sentences easier to read? Why is it easier to read?”*

As a student or two respond, confirm their answers, *“You’re right. This one is so hard to read because it doesn’t have any spaces between the words. This other one is so much easier to read!”*

*Watch while I write a sentence. I’ll put the sounds (letters) of a word together and use my finger to leave a nice big space between words.”*

Model writing 2 or 3 short sentences with finger spaces in between words.

*“I’m going to add on to my story from yesterday. First, I’ll reread what I wrote:”*

I slipped on my bike. I cut my hand.

*“I want to add:”*

I got blood on it. I cried and cried.

<p><i>“Watch closely as I write my words.”</i> Model thinking aloud about how, for example, all the letters in ‘got’ go together because they are one word, but how when you don’t hear any more sounds in that word, you need to make a space to write your next word.</p> <p>ELD: Supported in lesson.</p>
<p><b>Active Engagement (guided practice):</b></p> <p><i>“Turn and talk about the finger spacing you saw me use.”</i></p> <p>Invite a couple of students up to the chart paper to demonstrate finger spaces between words with simple sentences.</p>
<p><b>Bridge to Independent Practice:</b></p> <p><i>“As you write today remember that letters in a word need to be close together and when you don’t hear any more sounds in that word you are done. Then you need to make a space and write your next word. You may want to use your finger to help you make spaces between words.”</i></p>
<p><b>Conferring:</b></p> <p>Monitor students’ independent work, reminding them about spacing.</p>
<p><b>Closure:</b></p> <p>Select a few examples of good spacing to share.</p>
<p><b>Reflection:</b></p>
<p><b>Resources &amp; References: (adapted from, acknowledgments)</b></p>

## Launching (19) Using Periods at the End of a Sentence

**Minilesson Teaching Point:** Using periods at the end of a sentence.

**Standard(s):**

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Materials:**

- “Complete Sentence” chart (see sample at end of unit)
- Chart paper
- Markers
- Color-coded sentence strips prepared with subjects and predicates (see sample sentences in the Active Engagement section)
- Sentence strip pieces prepared with periods
- Optional: Sticky notes

**Connection:**

*“We’ve been learning about professional authors and how they write. We learned about how to write a complete sentence. Have you ever noticed that professional authors always use periods at the end of their complete sentences? Today we’ll talk about where and when to use periods.”*

**Teach (modeling):**

Show mentor text on document camera or enlarged photocopy to illustrate that professional authors use periods. [TIP: Make sure the example you use has all complete sentences – in the real world we often write fragments.]

*“To write a complete sentence we need to write about ‘who or what’ and ‘what they did.’ If we have written something and it has both of these pieces, we are ready to use a period to show that the sentence is finished. Help me as I write:”*

Write: My dog...

Think aloud: *“Let’s see if I have a complete sentence yet. Did I tell ‘who’? Yes. Did I tell ‘what they did’? No, so I don’t have a complete sentence and I can’t use a period yet. I still need to write what my dog did.”*

Write: My dog chased the ball.

Think aloud: *“Did I tell what my dog did yet? Yes, I did, so I can put a period at the end of the sentence! Let’s write another sentence.”*

Think aloud, use chart, and write another sentence or two. (You may want to not capitalize the next two sentences in anticipation for tomorrow’s lesson or just change them to lowercase after this lesson):

he grabbed it with his teeth.

then he growled and shook his head.

ELD: Circle ‘my dog’ with one color and points to the ‘who or what’ part of the Complete Sentence Chart. Circle ‘chased the ball’ in another color and point to the ‘what they did’ part of the “Complete Sentence” chart.

**Active Engagement (guided practice):**

*“Writers, I have some sentence strips here with ‘who or what’ and ‘what they did’ written on them. Let’s read them together and put them together to make some complete sentences that are ready for periods.”*

Make up a simple story that pertains to your class or use the following examples:

My mom	was so funny
So I	forgot to pack my lunch
It	had to buy lunch

The story could read as follows:

My mom forgot to pack my lunch. So I had to buy lunch.  
It was so funny!

After the group organizes the story, then add the periods (and/or exclamation point) that are on the separate sentence strips. [NOTE: All sentences end with a period, but some may have a question mark or exclamation point on top of the period.]

ELD: Color code sentence strips to correspond with the same colors used in activity above.

**Bridge to Independent Practice:**

*“When you are writing today, remember to use a period at the end of a complete sentence. Use the complete sentence chart to know when you are ready for a period.”*

Optional: *“If you write a complete sentence with a period, get a sticky note and post your name on our chart.”*

**Conferring:**

*“Does your sentence have ‘who or what?’”*

*“Does your sentence have ‘what they did?’”*

*“Is this a complete sentence (use the chart)?”*

*“What does your sentence need at the end?”*

**Closure:**

Select 3-5 students to share a sentence they wrote today, how they knew they had written a complete sentence and how they knew to use the period.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

“Mastering the Mechanics” by Linda Hoyt and Teresa Therriault

## Launching (20) Capitalizing the Beginning of Sentences

**Minilesson Teaching Point:** Capitalizing the beginning of sentences.

[NOTE: To create a flow from L19, use the same writing sample, i.e., “dog story.”]

### **Standard(s):**

L.K.2.a. Capitalize the first word in a sentence and the pronoun I.

### **Materials:**

- Chart Paper
- Markers
- Piece of shared or modeled writing from a previous lesson (prepare a sample that has an error or two)
- Mentor text

### **Connection:**

*“Writers, we’ve been learning about how professional authors write. Yesterday we learned that when authors write complete sentences they always put a period at the end. This tells their readers that their idea is finished. Now we do this too, we write complete sentences with periods at the end.”*

*“You may have noticed that professional authors use capital letters at the beginning of their sentences. Capital letters tell us, the reader, that a new idea is beginning. Today we’ll learn to use a capital letter at the beginning of every sentence.”*

### **Teach (modeling):**

*“No matter what kind of sentence you’re writing, the first letter of the first word always needs to be capitalized.”*

Consider using a mentor text on document camera or an enlarged photocopy to show an example of a professional author using capitals at the beginning of sentences. Also, reinforce using periods.

*“Watch how I use a capital at the beginning of the sentence as I write.” (Write: This afternoon we’ll go to art.) “Did you notice how I started my sentence? It’s very important to always use a capital letter at the beginning of a sentence.”*

ELD: Teacher points to the first letter of the sentence as she refers to it. Use a visual of a capital letter vs. a lower case letter with arrows emphasizing their size difference.

### **Active Engagement (guided practice):**

Show a piece of shared or modeled writing from earlier. Say: *“Writers, I need some help with my story that I was working on yesterday. I’m going to reread it and then turn and talk with your neighbor about how many sentences I wrote. Did I use a capital letter at the beginning of every sentence? Do I need to add capital letters anywhere?”*

Reread the following story or your own story, pointing to each word as you read:

my dog chased the ball. he grabbed it with his teeth. then  
he growled and shook his head. i laughed.

<p><i>“Gosh, do I need capital letters anywhere? Let’s see...how many sentences do I have?”</i></p> <p>Students respond.</p> <p><i>“You’re right. I have four periods so that means I have 4 sentences. If I have four sentences, I wonder how many capital letters I need? Turn and talk with you neighbor about where you think I need to add capital letters.”</i></p> <p>As students are talking, prompt them as needed to tell you where periods belong. Also, have them tell you how they know that is where a period belongs.</p> <p><i>“You need a period at the beginning – ‘my.’”</i></p> <p><i>“Why do I need a period there?”</i></p> <p><i>“It’s the beginning of a sentence.”</i></p> <p><i>“That’s right. It’s where my idea begins. And then when I get to the period I know my idea stops. So, I’m going to use this special editing pen and change the ‘m’ from lowercase to a capital ‘M.’”</i></p> <p>Call on students to tell you where to put the other three capital letters using the special editing pen (this might be a felt tip marker that, eventually, you will need a class set of for students to edit their own writing – see Personal Narrative Units for more information). Model your thinking aloud, repeating what students tell.</p>
<p><b>Bridge to Independent Practice:</b> <i>“As you write today, please remember to use a capital letter at the beginning of every sentence that you write.”</i></p>
<p><b>Conferring:</b></p> <p>Have students point to the capital letters at the beginning of their sentences. If it is helpful, have them highlight where they used capital letters or where they need them. Continue reinforcing the idea of complete sentences – subject/predicate – with a period at the end.</p> <p>For advanced learners, teach them to use question marks and exclamation points.</p> <p>If you already have a set of pens (all of one color), you could start to teach individuals or small groups to use them just for making changes on their work, i.e., changing lowercase letters to capital or vice versa.</p>
<p><b>Closure:</b></p> <p>Select 3-5 students to share their writing and show the class how they used capital letters correctly. Have them explain <i>why</i> they used capital letters (beginning of a sentence, new thought is starting).</p>
<p><b>Reflection:</b></p>
<p><b>Resources &amp; References: (adapted from, acknowledgments)</b></p> <p><u>Mastering the Mechanics</u> by Linda Hoyt and Teresa Therriault</p>



## Launching (21) What to Do When You're Stuck

**Minilesson Teaching Point:** Review of concepts: what to do when you're stuck  
[NOTE: You will want to leave a little extra time for the 'Closure' today. Students will need to bring their writing to the carpet for this section and pick a piece to publish.]

### Standard(s):

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Materials:

- Alphabet charts (Sound/Spelling Cards)
- Word wall
- "When I'm Done" poster (see sample at end of unit)
- Writing folders
- Topic list created in previous lesson

### Connection:

*"Sometimes writers get stuck and just can't figure out what to write. Has this ever happened to anyone here? Today we are going to learn what to do when you are stuck."*

### Teach (modeling):

*"There are lots of different reasons writers get stuck. Let's think about the strategies we have learned that may help us when we get stuck."*

*"First, ask yourself why you are stuck."*

*"If you need help with spelling you can try:"*

alphabet charts (Sound/Spelling Cards), word wall, magic line)

*"If you need help with an idea to write about you can try:"*

'What To Do When I'm Done' poster, looking through writing folder, topic list

*"If you need help making your message clear for the reader you can try:"*

Re-reading, partner reading, making spaces between words, adding details.

ELD: Hold up each tool as it is mentioned.

**Active Engagement (guided practice):**

*“Writers, what has helped you keep writing after you felt that you were stuck? Turn and talk with your neighbor.”*

*“Let’s remind ourselves what we can do when we’re feeling stuck.”*

As a whole group, review posters, charts, lists and strategies.

**Bridge to Independent Practice:**

*“As you write today, remember these strategies for what to do if you get stuck.”*

**Conferring:**

*“Are you stuck on a word? Which tool can you use?”*

*“Are you stuck on an idea? Which tool will help you?”*

**Closure:**

Students need to bring their writing folders to the meeting area and sit on them.

*“Writers, in a couple of days we are going to celebrate our writing. We are going to publish it! When authors have been writing for a while, they pick a piece they really love, and they ‘fix it up’ for publishing.”*

Lay out the writing you have in your folder. *“Gosh, which piece do I want to share with others and then have it hung out in the hallway? I really like the piece about having mud polka dots on my face. I think other people will really like this one, too.”*

*“I’d like all of you to pick a piece right now that you want to publish and share with your friends. When you’ve picked your piece, put it right on top so that you can find it first thing tomorrow morning.”*

*“Think about what you could add to your piece. Good job! You are ready to start publishing!”*

**Reflection:****Resources & References: (adapted from, acknowledgments)**

## Launching (22) Preparing to Publish

**Minilesson Teaching Point:** Introducing simple editing and revision.

**Standard(s):**

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Materials:**

- Whole-class experience written as a simple story (with errors) on chart paper
- Mentor Text
- Markers
- Pencils, crayons, etc.

**Connection:**

*“Since we started our writing workshop, you have all learned to write like real authors do. You think of an idea, you plan it out, you pick paper to match what you want to write, and then you write and make your illustrations.”*

*“Today is a special day because we’ll learn about publishing our work like professional authors! In a couple of days we are going to have a publishing party and share our writing with others.”*

**Teach (modeling):**

*“When writers know it is time to publish their writing, they reread their writing and choose a piece they want to celebrate with others. They choose a piece they love. And because they love that piece, they want to fix it up. After they fix it up, it is ready to publish!”*

*“Yesterday we chose a piece we wanted to publish. Today, I am going to show you how to fix up your piece. Have you ever fixed and fancied yourself up for a birthday party or a wedding? Well, authors do the same thing with their writing. They ‘fix up’ their writing and then they ‘fancy it up’ too. They want to make sure that other people, their readers, can read their writing.”*

ELD: Show pictures of someone getting ready for a party or wedding. If available, show examples of ‘fixed up’ and not ‘fixed up’ writing.

**Active Engagement (guided practice):**

*“Writers, I need you to help me ‘fix up’ my writing piece. As I read it, I will ask myself, ‘Does the story make sense? How can we fix it? Do I need to add to my story?’”*

On Monday we saw a cricket. We thought it having a baby.

*“Turn and talk with your neighbor about how I could fix my story.”*

*“It doesn’t make sense. You left out a word.”*

*“You didn’t say that the cricket pooped!”*

*“Thanks for all of your great suggestions. Before I publish my piece, I’ll add the missing word and I’ll add more to my story about what the cricket was really doing!”*

### **Bridge to Independent Practice:**

*“When you go off and write today, you are going to first get the piece that you want to publish and do what you just helped me do. Ask yourself, ‘Does it make sense? How can I fix it? What can I add?’”*

### **Conferring:**

If needed, help students pick a piece to publish.

When the children are ‘fixing up’ and ‘fancying up’ their work, it is to make their good writing *even* better! Compliment then on their writing and give them the opportunity to tell you more – “Where will you add that great idea?” Tell them that this is what profession authors do – they ‘fix up’ their writing too! You can encourage them to add on by letting them add more pages, use a sticky note, make it into a book, etc.

Aid them with ‘fixing up’ their piece, repeating the above questions:

- Does it make sense?
- How can I fix it?
- What can I add?

### **Closure:**

Share with the class the different ways students chose to ‘fix up’ their writing.

[Note- Depending on your preference, published projects can be hand written by student (do NOT have students rewrite their pieces, unless THEY want to) or typed by an adult. They can be printed across several pages and bound/stapled, or all on one page.

### **Reflection:**

### **Resources & References: (adapted from, acknowledgments)**

Calkins, Lucy and Mermelstein, Leah, Launching the Writing Workshop. pp. 104-107.

## Launching (23) Using a Publishing Checklist

### Minilesson Teaching Point:

Using a checklist to prepare a writing piece for publishing.

[NOTE: Depending on your group of students, you may want to divide this session into two lessons.]

### Standard(s):

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### Materials:

- Chart paper
- Markers
- Mentor Text
- Enlarged “Publishing Checklist” for display (see sample at end of unit)
- Copies of “Publishing Checklist” for individual student use (sample at end of unit)
- Special editing pens for each student (optional) or have them bring a pencil or marker to the carpet with their folders.

### Connection:

*“Writers, we have learned a lot about what good writing looks like over the past couple of weeks. We’ve read books by great authors like (name authors of read alouds). Today we’re going to decide what elements of great writing we should be sure to include in our writing pieces for our publishing celebration.”*

### Teach (modeling):

*“Since writing workshop began, we’ve learned about how professional writers write about things they know a lot about. We’ve learned how to put details in our writing, and we’ve learned lots of strategies for making our writing easier for others to read.*

*“I read your writing pieces last night, and guess what? You all gave me great ideas for a checklist. A checklist is a list that has ideas or questions to help us remember what we need to have in our writing. Here it is:”*

#### Publishing Checklist

I have periods at the end of my sentences.

I have capital letters at the beginning of my sentences.

I have spaces between my words.

I used resources and checked my spelling.

ELD: List should include pictures.

*“Watch me as I check my writing. I’m going to point to each word as I reread my piece. First, I’m going to check for periods at the ends of my sentences.*

On Monday we saw a cricket. We thought it **was** having a baby. it was just pooping weall laughed

<p>Reread each time checking for a different component. Model your thinking aloud as you reread. You can put a line between ‘we’ and ‘all’ to indicate the need for a space.</p>
<p><b>Active Engagement (guided practice):</b></p> <p>You may want to have students do this part at their seats as the “Bridge to Independent Practice” is another teaching point.</p> <p>Optional: Pass out special editing pens (all one color) to have students fix their writing. The special pens will be formally introduced in the Personal Narrative unit.</p> <p><i>“Writers, take out the writing piece you are going to publish, the piece you worked on yesterday. Ask yourself, ‘Do I have periods at the end of my sentences?’ Then reread and check your writing for periods. When you are done ask yourself, ‘Do I have capital letters at the beginning of my sentences?’ Then reread your writing and check for capital letters. Next, ask yourself, ‘Do I have spaces between my words?’ Reread and check for spaces. Do this right now. Finally, ask yourself if you have used our spelling resources to spell. If you get stuck, ask a partner for help. I will also try to help you.”</i></p> <p>ELD: Refer to the “Publishing Checklist” as you talk. Add visuals to the chart to aid the students.</p>
<p><b>Bridge to Independent Practice:</b></p> <p><i>“Writers, you are all doing incredible ‘fixing up’ right now. You are real authors! When you finish ‘fixing up’ your piece, you may take some time to ‘fancy it up’ as well. You may use colored pencils to add color to your illustrations. You may want to draw a decorative border around the edges of your paper. You may even want to copy your work neatly into a booklet or staple your pages and add a cover.”</i></p>
<p><b>Conferring:</b></p> <p>Refer to the “Publishing Checklist” as well as the questions from yesterday’s lesson to aid students with ‘fixing up’ and ‘fancying up’ process.</p> <p>When the children are ‘fixing up’ and ‘fancying up’ their work, it is to make their good writing <i>even</i> better! Compliment then on their writing and give them the opportunity to tell you more – “Where will you add that great idea?” Tell them that this is what professional authors do – they ‘fix up’ their writing too! You can encourage them to add on by letting them add more pages, use a sticky note, make it into a book, etc.</p>
<p><b>Closure:</b></p> <p>Have students share how they ‘fixed up’ and ‘fancied up’ their pieces. If time, have students practice reading their piece to themselves and/or a partner.</p>
<p><b>Reflection:</b></p>
<p><b>Resources &amp; References: (adapted from, acknowledgments)</b></p> <p>Calkins, Lucy and Mermelstein, Leah, <u>Launching the Writing Workshop</u>. pp. 111.</p>

## Launching (24a) Partner Sharing

**Minilesson Teaching Point:** Learning how to do partner sharing.

**Standard(s):**

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Materials:**

- A piece of student writing for each student (should be piece they are planning to share for the publishing celebration)
- “Partner Sharing” chart (see sample at end of unit)
- Assigned partners
- Sticky notes

**Connection:**

*“We are writing so that someone will read our work, just like a professional author! But we need to know how to share our writing with other writers in our class. How do we act? Where do we sit? What do we say?”*

**Teach (modeling):**

*“Today we are going to talk about what partner sharing looks like and sounds like.”*

Teacher shows partner sharing, and poster then models each section with a partner.

ELD: use visuals on poster

**Active Engagement (guided practice):**

*“Writers, now it’s your turn to practice how it’s going to look and what you are going to say during partner sharing.”* Partner students (be thinking about organizing assigned partners-refer to PN1.5) and walk them through the steps in the process. It is important to support students in deciding who goes first.

**Bridge to Independent Practice:**

*“Writers, be prepared to share a piece of writing with your partner at the end of our writing time today.”*

*“Right now you need to finish fixing up your writing. If you are all done with that, work on another piece. Remember – it’s writing time and we always write!”*

Give students 10 minutes to finish. Then have bring their finished pieces back to the whole group.

*“Now you will go off and read to your partner. Remember to read with a strong voice,*

*listen closely to your partner, and give them a compliment about their writing. Tell your partner one thing you liked about their story. If you forget what to do, look at our “Partner Sharing” chart.”*

**Conferring:**

Assist students as needed to finish their piece and practice partner sharing.

**Closure:**

Have students come to the carpet with their published piece.

*“Wow! You are so ready for tomorrow! We have one last thing that we need to do before tomorrow. I’m going to give you each a sticky note and you need to post the page in your writing that you want to share with the whole group tomorrow. If you just have one page to your story, post that page.”*

*“Now, let’s practice. Get into a circle (that’s how we’re going to be sitting tomorrow). Practice reading it aloud to yourself and then put your piece on the carpet in front of you.”*

*“Tomorrow we’ll get in this circle. Then we’ll go around the circle and we’ll each share the special page from our stories.*

OR

*“Now, let’s practice. Sit so that you can see the screen (that’s how we’re going to be sitting tomorrow).”*

*“Tomorrow we’ll sit like this. Then we’ll take turns sharing the special page from our stories on the document camera.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Calkins, Lucy and Mermelstein, Leah, Launching the Writing Workshop. pp. 116-120.



## Launching (25a) Publishing Celebration

**Minilesson Teaching Point:** Share writing with peers.

**Standard(s):**

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Materials:**

- Students' writing piece for publishing celebration
- Sharing protocols (have the "Partner Sharing" chart as a reference)

**Connection:**

*"Writers, I'm so excited! Today is a big day. It is our publishing celebration!"*

**Teach (modeling):**

*"When authors **publish** their writing, they celebrate it by sharing it with others. Today we are going to celebrate our writing with everyone. Remember how we practiced yesterday by getting in a circle?"*

OR

*"When authors **publish** their writing, they celebrate it by sharing it with others. Today we are going to celebrate our writing with everyone. Each student will stand at the document camera and read their chosen page to the class."*

Taking time to celebrate the children's work is very important. It helps give students purpose for their writing and it's an opportunity for self-expression. Writing celebrations do not have to be grandiose.

**Active Engagement (guided practice):**

Students get in a circle or gather where they can see images from the document camera.

**Bridge to Independent Practice:**

Students go around in a circle or stand at the document camera and share their posted page with the whole group.

**Conferring:**

Help students read their pieces if needed.

**Closure:**

*“Writers, congratulations! You should all feel very proud of your writing pieces!”*

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Calkins, Lucy and Mermelstein, Leah, Launching the Writing Workshop. pp. 116-120.

# Writing Workshop



## Looks like . . .

children writing at their table.

children using the word wall  
and their alphabet charts.

teacher conferencing with  
children.

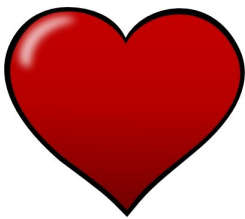


## Sounds like . . .

quiet voices.

writing tools moving on paper.

bodies moving quietly.



## Feels like . . .

it is calm.

it is happy, excited.

it is safe.

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# Whole Group Sharing

## Audience

Looks like:



Sounds like:



Sitting criss cross



Quiet



## Reader

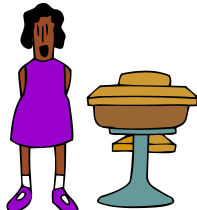
Looks like:



Sounds like:



Standing



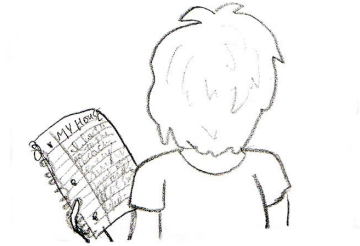
Loud, clear voice



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# WHEN I'M DONE:

Read Again



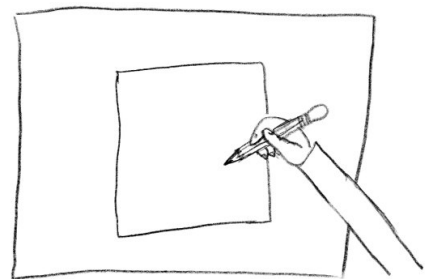
Add to the Picture



Add to the Words



Start a New Piece



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# WHEN I'M DONE:

Read Again



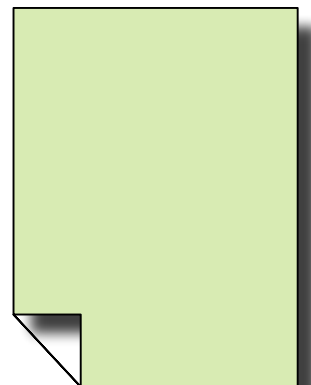
Add to the Picture



Add to the Words



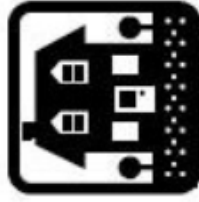
Start a New Piece



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# How to Write a Complete Sentence

- Is there a “who” or “what”?



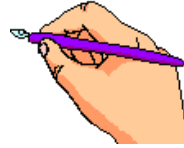
- What did they do?



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# Spelling Strategies

- ◆ Listen to the sounds and write them down.



- ◆ Use your alphabet chart.



- ◆ Think: is the word long or short?



Football

and

- ◆ Use part of the word that you already know.

bat  
at cat  
Saturday

band  
and sand  
candy

- ◆ Look on the word wall.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
at	be	can	do		for	go
and		come				

- ◆ Use the Magic Line.

B\_\_t

w\_\_t\_\_r\_\_m\_\_l\_\_n

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# Publishing Checklist

- I have periods at the end of my sentences.
- I have capital letters at the beginning of my sentences.
- I have spaces between my words.
- I used resources and checked my spelling.

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Name:

Date:

<b>Publishing Checklist</b>	Yes	No
I have periods at the end of my sentences.		
I have capital letters at the beginning of my sentences.		
I have spaces between my words.		
I used resources and checked my spelling.		

Name:

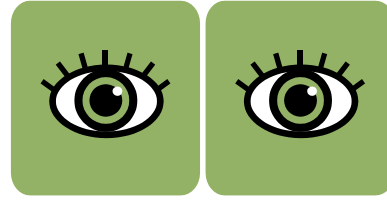
Date:

<b>Publishing Checklist</b>	Yes	No
I have periods at the end of my sentences.		
I have capital letters at the beginning of my sentences.		
I have spaces between my words.		
I used resources and checked my spelling.		

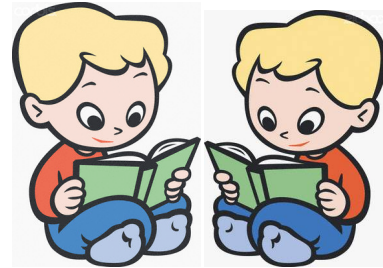
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# Partner Sharing

**Looks like**



- Partners sit knee to knee.
- Partners listen carefully.



**Sounds like**



- “Can you speak up?”
- “What does that mean?”
- “I like what you said because \_\_\_\_\_.”

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# What Makes a Good “All About Me” Piece

## ✓ **Capitals** at the beginning of sentences

**I**'m a kid.

**M**y dog is big.

**L**ast summer I went swimming.

**I** like ice cream.

## ✓ **Periods** at the end of sentences

I'm a kid.

My dog is big.

Last summer I went swimming.

I like ice cream.

## ✓ **Spaces** between words

I'm a kid.

My dog is big.

Last summer I went swimming.

I like ice cream.

## ✓ **Four details** about me



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# End of Unit Checklist: Launching

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating <b>STUDENTS</b>		Uses conventional spelling for words with common spelling patterns and frequently occurring irregular words.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	Prints legibly.	Spaces between letters, words, and sentences.	Tells, draws, writes stories from own life.	Views self as author and member of writing community.	Uses classroom routines and procedures to write independently.
1.								
2.								
3.								
4.								
5.								
6.								
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