

Appendix B

Writing Unit Planning Guide

Writer's Workshop: Overview

- Mini-lessons based on each stage in process precede each day's individual student writing.
- Teacher and student conferences occur daily with a focus on application of the mini-lesson topic to their writing.
- Teacher assesses student ability to apply writing skills to daily writing based on mini-lesson focus.
- Students may work with partners or in small groups to improve their pieces based on peer and teacher feedback.
- Revisit rubric and/or checklist during conferences to guide writing.

Writing Unit Planning Guide Approximately 20 days

Immersion: 2-3 days

- Introduce students to mentor texts and authors who will become models for their writing
 - Read Aloud
 - Think Aloud
 - Questioning

Shared Model Writing: 3 days

- Model the entire writing process within the given genre using a shared class experience
- Introduce and explain rubric and/or checklist to students to clarify expectations for writing in the genre
- Mini-lessons based on each stage in process precede each day's shared writing activity
 - Generating Ideas and Select and Idea: 1 day
 - Drafting: 1 day
 - Edit, Revise, and Publish: 1 day
 - Teacher can rewrite or type story for class with or without each student copying it; or choose for each student to rewrite based on shared corrections

Generating Ideas: 2 days

- Students brainstorm ideas for the writing piece in their notebooks
- Teacher supports students in adapting habits and practices of successful writers

Selecting an Idea: 1 day

- Students choose their own focus for their writing based on the unit genre
- Teacher encourages students to find subjects that matter and are relevant to their purpose and intention
- Teacher charts each student's chosen topic for reference

Collecting: 1-2 days: may or may not be during school

- Students explore and gather information relevant to their topic
- Provide students with strategies for developing and researching their ideas
 - (K-1 is not yet at this stage of the writing process)

Drafting: 2 days

- Students write their draft aligned with the expected structure of the given genre (beginning, middle, end, etc.)
- Teacher helps students envision, plan, and organize finished text

Revision: 1-2 days

- Student listens to their writing to see if it sounds right

- Peer-editing partners may be used
- Teacher guides students to effectively craft their writing to fit genre, purpose, and their intended audience
- Teacher does not make all corrections, but guides and encourages students to apply mini-lesson strategies during conferences

Editing: 1-2 days

- Students check to be sure their writing looks right
 - Peer-editing partners may be used
- Teacher provides "skill" (spelling and punctuation) instruction directly related to student texts.
- Teacher does not make all corrections, but guides and encourages students to apply mini-lesson strategies during conferences

Finalizing: 1-2 days

- Students rewrite* or type their paper to be graded
 - *Depending on the age of the students, publishing may only involve sharing or displaying final product with or without teacher corrections.
- Teacher uses checklist to grade paper

Publishing: 1-2 days

- Celebrate and authenticate students' writing by preparing writing for an audience of readers.
- Teacher and/or students may choose to rewrite or retype their papers based on teacher corrections before displaying them
- Students may choose to draw illustrations or find other graphics to enhance their published piece
- Teacher conferences with student to give feedback based on assessment results to improve future writing