

Launch & Unit 1: Narrative – Launching the Writer’s Workshop

Timeframe: September through October

- Assessment**
- First week of September – Pre On-Demand Assessment for a baseline
 - end of October – Post On-Demand Assessment and Published Pieces (with Celebrations)

<p>Mentor Text: Launch <i>Rocket Writes a Story</i> by Tad Hills <i>Chrysanthemum</i> by Kevin Henkes <i>The Seasons of Arnold’s Apple Tree</i> by Gail Gibbons</p>	<p>Mentor Text: Unit 1 <i>Creak! Said the Bed</i> by Phyllis Root <i>Naked Mole Rat Gets Dressed</i> by Mo Willems <i>Roller Coaster</i> by Marla Frazee <i>Stellaluna</i> by Janell Cannon</p>
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Teaching Points - Many of these teaching points can be and sometimes need to be taught over multiple sessions.

Launch (3 weeks)	Bend 1: We Are All Writers	Bend 2: Writing Teaching Books	Bend 3: Writing Stories	Bend 4: Preparing for Publication
Introduce management of Writer’s Workshop	1. Writers write to teach people what they know	7. Writers add more to their stories by adding pages	12. Writers prepare to write by saying their story out loud to a partner	18. Writers edit their writing by reading their work and making sure the words look right
Writers choose paper	2. Writers say “when you think you are done, you have only just begun”.	8. Writers plan across the pages before they begin writing	13. Writers plan their stories by telling their story out loud and touching each page	19. Author’s Celebration
Writers understand rituals and procedures	3. Writers don’t waste precious time-they solve their own problems	9. Writers make their writing better by using partners	14. Writers write stories to make readers feel like they are there by including where they were, who they were with, and what they were doing on each page	
Writers use Writing Folders	4. Writer’s picture their writing in their mind before they write	10. Writers write words by stretching them out like a rubber band , sound-by-sound	15. *Reflect* Writers make their writing better by stretching words out, sound-by-sound	
Writers use tools	5. Writers write with pictures and words	11. *Reflect* Writers make their writing the best it can be by looking back through their work	16. Writers make their characters talk by adding speech bubbles	
Writers have writing partners	6. Writers don’t quit, they just keep trying!		17. Writers re-read their stories and make them better	
Writers listen to mini-lessons on the rug				

Unit 2: Informational – Writing for Readers

Timeframe: November through December

- Assessment**
- First week of November – Pre On-Demand Assessment for a baseline
 - End of December – Post On-Demand Assessment and Published Pieces (with Celebrations)

Mentor Text: Launch
A Chair for My Mother by Vera B. Williams
Owl Moon by Jane Yolen
Koala Lou by Mem Fox

Teaching Points - Many of these teaching points can be and sometimes need to be taught over multiple sessions.

Bend 1: Writing Stories That People Can Really Read	Bend 2: Tools Give Writers Extra Power	Bend 3: Partnering for Revision – Making Stories More Fun to Read	Bend 4: Preparing for Publication
1. Writers make their writing easy to read by stretching sounds and using sight words	6. Writers make their writing better by using checklists	13. Writers revise their stories to make them better	17. Writers publish pieces by choosing the story they want to share, and making it the best that it can be
2. Writers remember to re-read old charts to make their writing better	7. Writers spell words by stretching sounds and using vowels in the middle of words	14. Writers assess their own writing by re-reading all of their pieces	18. Writers write stories with endings that have strong feelings or emotions
3. Writers write stories by first drawing detailed pictures that tell their story	8. Writers write “snap” words by using the word wall	15. Writers study other writers’ beginnings and learn ways to make their own beginnings better	19. Writers make their pieces beautiful to get ready for publishing
4. Writers write by saying a sentence in their mind then write it down, one word at a time	9. Writers speak their story and then write it down	16. Writers work with partners to answer reader’s questions and add details to their pieces	20. Author’s Celebration
5. Writers make their writing better by re-reading their writing	10. Writers work with partners to strengthen their writing		
	11. Writing partners help each other by pointing out words that are hard to read		
	12. Writers assess their own writing by re-reading all of their pieces		

Unit 3: Informational – How-To Books: Writing to Teach Other

Timeframe: January through March

Assessment

- First week of January – Pre On-Demand Assessment for a baseline
- End of March – Post On-Demand Assessment and Published Pieces (with Celebrations)

Mentor Text

My First Soccer Game by Alyssa Satin Capucilli
How to Baby-Sit a Grandpa by Jean Reagan
How to Lose All Your Friends by Nancy Carlson
How to Get a Girlfriend by Scholastic

Teaching Points - Many of these teaching points can be and sometimes need to be taught over multiple sessions.

Bend 1: Writing How-To Books, Step by Step	Bend 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones	Bend 3: Keeping Readers in Mind	Bend 4: Giving How-To Books as Gifts
1. Writers think "what kind of thing am I making?" and realize that there are different kinds of writing.	8. Writers get ideas by using other books	13. Writers get ideas from things they do and learn throughout the day	17. Writers choose pieces to give us gifts or to dedicate to others
2. Writers use what they already know-touching and telling stories across the page	9. Writers use the word "you"	14. Writers can write about the same topic in many different ways	18. Writers use an editing checklist to better their pieces
3. How-to writers re-read to check that their writing makes sense	10. Writers picture themselves doing it and describe each step	15. Writers write introductions and conclusions to clarify TOPIC	19. Writers celebrate their published pieces with others
4. Writers have writing partners who asks questions	11. Writers elaborate by adding warnings, suggestions, and tips	16. Writers are always working to make their writing easy to read by using all of the strategies they have already learned	
5. Writers write as many books as they can	12. Writers write comparisons to describe actions		
6. Writers add details to picture and labeling			
7. Writers remember everything you learned to set new goals			

4: Opinion – Persuasive Writing of All Kinds: Using Words to Make a Change

Timeframe: April through May

- Assessment**
- First week in April— Pre On-Demand Assessment for a baseline
 - End of May – Post On-Demand Assessment and Published Pieces (with Celebrations)

Mentor Text
Don't Let the Pigeon Drive the Bus by Mo Willems
Why Should I Recycle? by Jean Green
I Wanna Iguana by Karen Kaufman Orioff
Click, Clack, Moo! Cows That Type by Doreen Cronin
The Great Kapok Tree by Lynne Cherry

Teaching Points - Many of these teaching points can be and sometimes need to be taught over multiple sessions.

Bend 1: Exploring Opinion Writing: Making Our School a Better Place	Bend 2: Sending Our Words Out Into the World: Writing Letters to Make Change	Bend 3: Persuasive Writing Projects
1: Writers help to make the world better by writing about how to solve the problems	7: Writers write powerful letters by pretending they are speaking to the reader as they write	12: Writers begin new projects by thinking about what they already know to help them get started
2: Writers convince people to follow their ideas by giving specific reasons why they should	8: Writer help fix problems by writing to more than one person and thinking about what they ARE GOING TO TELL EACH REAER	13: Writers make their writing stronger by researching to find important facts to include in their writing
3: Writers solve problems by writing more ideas	9: Writers make letters better and more persuasive by referring to a well written letter and seeing what worked well	14: Writers find facts to include in their writing by reading (looking at) books OR writers inform their readers by including specific details
4: Writers make their stories better by re-reading their work and deciding how to make it better (add details)	10: Writers help solve problems by telling the readers how to fix it	15: Writers teach their readers to solve problems by writing how-to books
5: Writers spell words independently by picking a strategy (stretching sounds, word walls, little words, etc.)	11: Writers ensure that others can read and understand their letters by checking their work before sharing with others	16: Writers make sure their writing sounds exactly how they want it to by re-reading their pieces to ensure that the punctuation marks are in the correct places
6: Writers make sure that others hear their opinion by reaching out to people to share their work		17: Presenters give speeches that make people listen by planning what they are going to say and practicing out loud
		18: Writers make sure their writing says what they want and is readable by using a revising and editing checklist
		19: Writers celebrate their published pieces with others and give speeches