

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Writers use a writing process to communicate ideas.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How does one select a topic for writing? ▪ How does one rehearse/plan writing? ▪ How does one cycle through the writing process, follow routines, and make transitions? ▪ How does one start a new piece of writing when the last one is done? ▪ How does one view themselves as a writer?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Writers follow the structure and routine of writing workshop. ▪ Writers generate ideas for writing. ▪ Writers plan/rehearse their writing. ▪ Writers create legible final drafts. ▪ Writers view themselves as real authors.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ author, rehearsal, plan, draft, revise, edit, publish, final draft, writing process
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Assume the role of an author. ▪ Generate and identify topics for writing. ▪ Rehearse plans for writing. ▪ Cycle through the writing process, follow routines, and make transitions. ▪ Edit, with assistance, for correct grammar, usage, and mechanics. ▪ Create a coherent story through drawing and writing.
<p>Related Maine Learning Results</p>	<p><u>English Language Arts</u> B. Writing B1. Interconnected Elements Students use a writing process to communicate ideas.</p> <ol style="list-style-type: none"> a. Select a focus for writing and develop an idea, including a beginning, middle, and end. b. Respond to clarifying questions and suggested revisions. c. Edit, with assistance, for correct grammar, usage, and mechanics. d. Create legible final drafts.

<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ <u>Starting the Writing Workshop</u> – Model the process of choosing a topic, sketching it, and then writing a tiny bit about it. ▪ <u>Carrying on Independently as Writers</u> – Show writer how they can keep working by adding more to their picture, by adding ore to their words, or by starting a new piece of writing. ▪ <u>Using Supplies Independently</u> – Teach students where to find and how to take care of the tools they need for the writing workshop – cans of pencils, boxes of markers, the date stand, and their writing folders. ▪ <u>Telling Stories in Illustrations</u> – Teach students that writers can decide on a topic, envision it, and then record that meaning on the page with drawings that are representational. ▪ <u>Fixing Up Writing</u> – Teach students that writers fix up and revise their writing so it says everything they mean it to say before it's sent out in the world. ▪ <u>Reading into the Circle: An Author's Celebration</u> – Students read a favorite part of their writing to the whole class, then all of their writing to a small group, then will enjoy refreshments and post-unit talk.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Writing Workshop Checklist
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Units of Study for Primary Writing: A Yearlong Curriculum</u> – Lucy Calkins ○ <u>Wring with Our Youngest Writers</u> – Katie Wood Ray and Lisa Cleveland ○ <u>Already Ready</u> – Katy Wood Ray and Matt Glover ○ <u>Writing Workshop: The Essential Guide</u> – Ralph Fletcher and JoAnn Portalup