

CREATING A COMMUNITY OF WRITERS THE FIRST MONTH OF SCHOOL

MINI LESSON	KEY CONCEPTS	LEARNING OUTCOME	RESOURCES
Students fill out survey form regarding writing	Student attitudes and knowledge about writing	Use information to instruction Learn student attitudes towards writing	Guiding Readers and Writers Appendix LA Curriculum Guide
Share a letter to students Share your goals, hopes of the year Students write a similar letter to you OR Students write: definition of a great school, my goals for the school year, or my favorite place.	Pre assessment of student writing	Inform instruction Begin creating a community of writers by sharing your writing	Use six trait scoring guides to determine group and individual strengths and weaknesses. DO NOT ASSIGN A GRADE TO THIS WRITING.
Share your writing life. Ask students to interview other adults to discover how writing is important in daily world.	List and explain the writing you do on a weekly basis Model our own literate lives	Students realize the importance of writing in adult world. Begin to understand the importance of effective communication.	
Writing Process	Students brainstorm in small groups or pairs. Can use their survey Encourage non-linear representation. Present to class. Identify similarities and differences	Observe group processes. Note who appears to be leaders, who cooperates well, etc.	
Share favorite writers	Students bring in their favorite picture book and discuss why writing is effective	Review “talking” about effective writing Begin creating a community of writers.	
What makes writing effective?	Students work in small groups and brainstorm the question. Chart student responses.	Review importance of developing an individual writing process, recognizing own strengths and weaknesses, and identifying audience and purpose.	Chart Paper Organize and share chart with students.

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Review Traits	Students work in groups to define the traits. Assign different groups a trait OR Identify two or three traits and all groups define Share with whole class	Inform instruction. Use to determine which traits to begin teaching.	
Think Aloud Ideas Lesson Picture book for think aloud	Review generating ideas. Students begin listing ideas for writing. This list should be available to them throughout the year.	Review effective writing through six trait Inform instruction	Data base of texts available with lessons
IF WRITER'S NOTEBOOK IS EXPECTED BEGIN	Continue list of ideas	Writers use notebooks to gather ideas.	Guiding Readers and Writers, pg 82 Writing Workshop, Ralph Fletcher Lessons that Change Writers, Atwell
Setting Norms for Independent Writing Time	Writers know expectations during daily writing time	Time available daily for writing	
Ideas lesson – Generic one	Writers have several tools for generating ideas. Students continue to add to their ideas list.	Writers use notebooks to gather ideas. Developing independent writers.	On line curriculum guide Jan Chappuis binder

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Procedures for Writing a Draft	Writers have a process for using draft effectively While students are writing, conference / interview using information from survey; discuss individual goals with students	Writers date writing, label it, skip lines, and cross out instead of erasing	Draft Paper
Organizing Your Writing Work	Writers use a writing folder to organize work in progress	Students learn how to keep drafts of their current writing project in sequential order in their writing folder.	Writing folder with guessets for resource material and pockets for current draft.
What do I do when I'm done?	Review Process of Writing chart. For each step in process, explain expectations.	Develop independent writers	Chart paper
Revision Strategies Review	In small groups, students brainstorm revision strategies they are familiar with. Begin a chart with revision	Writers set goals for focused revision; revision different from editing.	Chart paper
Model Revision Strategy Model one revision strategy based on student needs Use your own writing or a sample student writing. Make take several days	Explicitly teach a revision skill and the thinking a writer uses to revise. My own goals My own weaknesses Purpose and audience	Students begin revising their draft	Six Traits binder Craft of Writing
Peer Conferences Grades K – 2 or 3 Expectations for Author's Chair Grades 3 – 8 Setting norms for peer conference—who, when, how often	1. Generate with students purpose Writer reads piece to others; ask for specific help, or develop a list of helpful questions for the writer. 2. Fishbowl 3. Model peer conference with me or your IS	Students understand the purpose for conferences and that the student writer needs to know areas for improvement, not "It's good!"	Norm setting chart. Peer conference forms available in <i>Writing Workshop</i> by Ralph Fletcher.

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Revision Strategy Students work together to conference on an “anonymous” paper.	Readers practice peer conference	Students begin practicing the work of a writer.	Great Source grade level kits District 102 grade level papers Papers you saved
Setting norms for teacher conference—routines, how students prepare, how to sign up	Writers know how you will specifically help them	Develop independent writers.	LA curriculum guide
Editing How you will help. Resources—writer’s express, other students.	Develop independent writers who edit to the best of their ability. One who holds the pen, learns how to edit.	Student responsibility for editing, not the teacher or a parent.	Three before me form
No Excuse Word List Share list with students; emphasize that all the words on the list must be spelled correctly on published pieces.	Papers will be returned if any of the words are spelled incorrectly. Setting expectations.	Students will learn individual process to edit for these words.	No excuse word lists from LA curriculum guide on web.
Expectations for turning in a piece. How, when, supporting evidence, i.e, drafts, conference forms, published piece	Writers begin to learn routine.	Develop independent writers.	