

Unit 1 – Lesson: 8

Writer’s Workshop- Pulling it all together!



[Editable Version](#)

In this lesson students will consolidate their learning of traits of writing visited throughout our writer’s workshop. Students will submit a piece of writing and evaluate it based on the topics explored in class.

Topic: Writing Conventions

Time Frame: 45-60 minutes

Driving question: What should I see in growing writers’ writing? (What have we learned over the past few weeks?)

Curriculum Outcomes –

9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

Learning Target:

Grade 1	Grade 2
Publish student-selected final pieces of writing that demonstrate grade level traits and conventions	Publish student-selected final pieces of writing that demonstrate grade level traits and conventions

Resources Needed:

- Computer/LCD project using program of your choice to record student’s answers
- Access to computers or iPads with familiar apps
- Writing Folder – to store writing at various stages
- Writer’s Notebook--- to record ideas and goals for their writing

Lesson:

I Do:

Invite students to turn and talk to a partner about what growing writers can do in their writing. What are some of the things that they have learned so far?

What should the teacher see in their writing?

Invite students to share their responses. Record student answers on chart paper, iPads, computer, or interactive whiteboard.

Share the rubric with students and talk about what we would expect to see in our writing. Explain to students that a rubric shows different levels of writing and helps the teacher and the student decide which areas they need to work on. It would be helpful to have writing samples to show students. This is an area that I plan on building up over the year.

We Do:

Ask students, if they would like, to share a piece of their writing. Using our rubric, have the class evaluate the students writing, careful to talk about the positives and areas of growth. It will be important for students to understand that a finished piece of work does not mean that we can't take it back and make it even better. Even published authors spend lots of time revising and revising their work.

You Do:

Students should have 20 minutes to independently write. They should take this time and work on a piece of writing that is already in progress. Students are going to want to check their writing to make sure that they are including all of the traits that we have studied. As students are independently writing, it will be important to conduct one-on-one conferences with students to identify areas of strengths and develop goals for next workshop.

We Share:

When students are finishing up we can gather together as a group. Students can have an opportunity to share their writing samples. Have students share a writing trait that they are particularly proud of or worked to make changes on.

Differentiation/Adaptations:

This is embedded into the design of the lesson plan. Students who use an iPad for writing or as a documented adaptation will easily be able to complete this assignment on any app of their choice.

Assessments:

Collect a writing sample to assess for writing conventions that students have mastered.

Record observations in [Evernote](#) or however you choose to track your students.

Evernote:

<https://blog.evernote.com/blog/2011/01/13/10-tips-for-teachers-using-evernote-education-series/>

Rubric:

http://stephaniemosherla.weebly.com/uploads/2/5/7/1/25710066/unit_1_rubric.pdf

Unit 1 Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Ideas	1 simple idea not connected to your topic	Uses 2-3 ideas that are connected to your topic	Uses 4 ideas connected to your topic	4 or more ideas connected to your topic
Voice	There is no feeling in your writing	Little feeling about your topic is expressed	Some feeling about your topic is expressed	Strong feelings and emotions about your topic is expressed
Spelling	Uses only random letters	Uses some spelling strategies	Uses strategies for spelling	Familiar words are spelled correctly
Capital Letters	No capital letters or in the wrong place	Some use of capital letters	Mostly uses capital letters properly	Uses all capital letters accurately
Periods	No periods	Some periods at the end of some sentences	Mostly uses periods properly	Uses periods properly

Student Comments:

Teacher Comments: