

Curriculum Map

*The First Thirty Days
Writer's Workshop
Grade 2*

Holyoke Public Schools

prepared by

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The First Thirty Days (America's Choice, 2005) for Grade 2 introduces the **Writer's Workshop**. The **routines and rituals** taught during The First Thirty Days are critical to the successful implementation of the Workshop Model. Teachers need to make sure that these routines and rituals are firmly in place so that students will be able to focus on writing work and become successful. Lessons introduced and modeled will be reviewed, revisited, and/or repeated throughout the year based on the needs of the students. This standards based unit of study addresses Massachusetts Curriculum Frameworks/ELA Standards, MA ELPBO/English Language Proficiency Benchmarks and Outcomes, and NCEE Performance Standards.

Overview

The First Thirty Days is designed with these concepts in mind:

- Lessons move from the simple to the complex.
- Lessons demonstrate the strategies used by good writers.
- Lessons are based on performance standards and companion content standards.
- Teachers engage in modeling and think-aloud demonstrations.
- Students observe and learn appropriate writing behaviors.
- Specific texts are mentioned but teachers have the flexibility to substitute texts with a similar theme or format as necessary.
- Attribute charts are developed and added onto to help children understand various writing processes.

Five Essential Practices for ELL Learners
(America's Choice, Teaching English Language Learners, Literacy)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily read alouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes, word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document.

MA Curriculum Frameworks/ ELA Standards First Thirty Days, Writer's Workshop, Gr. 2

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

Reading and Literature Strand

- 7.3 Recognize letter-sound matches by naming and identifying each letter of the alphabet.
- 8.2 Retell a main event from a story heard or read.
- 8.3 Make predictions about the content of the text using prior knowledge and text features (*title, captions, illustrations*).
- 11.1 Relate themes in works of fiction and nonfiction to personal experience.
- 12.1 Identify the elements of plot, character, and setting in a favorite story.
- 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

Composition Strand

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.
- 19.3 Draw pictures and/or use letters or phonetically spelled words to give others information.
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.2 Use correct standard English mechanics.
- 23.1 Arrange events in order when writing or dictating.
- 23.2 Arrange ideas in a way that makes sense.

**English Language Proficiency Domains and General Learning Outcomes
MA DOE**

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

**NCEE Performance Standards
First Thirty Days
Writing, Grade 2**

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

By the end of grade two students should be able to:

- Incorporate some literary language that does not sound like everyday speech.
- Use specific details about characters and settings to develop motives and moods.
- Develop internal events (what the character thought, wondered or felt) as well as external events (what the character did).
- Write in both the first and third person.
- Use a variety of strategies such as dialogue, transitional phrases, and time cues.

Writing Standard 3/Language Use and Conventions

Style and Syntax

- Use all sentence patterns typical of spoken language.
- Incorporate transitional words and phrases.
- Use various embeddings such as phrases and modifiers.
- Vary sentence patterns and lengths.
- Embed literary language where appropriate.
- Reproduce sentence structures found in various genres.

Vocabulary and Word Choice

- Use words in their speaking vocabulary in their writing.
- Make word choices that indicate having a large enough vocabulary to exercise options in word choice.
- Make word choices based on whether words accurately reflect intended meaning.
- Extend writing vocabulary by using specialized words related to topic.

Spelling

- Use logic to guide spelling of unfamiliar words.
- Produce writing with most high frequency words correctly spelled.
- Correctly spells most words with regular spelling patterns such as CVC, CVC-silent e, and one syllable words with blends.
- Correctly spell most inflectional endings, including plurals and verb tenses, correctly.
- Use specific spelling strategies such as consulting a word wall and thinking about base words and endings.
- Engage in the editing process to correct spelling errors.

Punctuation

By the end of second grade, student should be able to:

- Use capital letters at the beginning of sentences.
- Use periods to end sentences.
- Approximate the use of quotation marks.
- Use capital letters and exclamation marks for emphasis.
- Use question marks.
- Use common contractions.
- Demonstrate interest and awareness in approximating the use of punctuation.
- Use punctuation accurately to add emphasis, suggest mood, and direct reader to use certain intonation.

**NCEE Performance Standards
First Thirty Days, Writer's Workshop
Speaking and Listening, Gr. 2**

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about what they think, read or feel.
- Explain or speak from another person's perspective.
- Talk about ideas or information gained from sources beyond personal experience.
- Talk in small groups to collaborate on a project.
- Talk in front of a group on regular basis.
- Solicit and provide feedback daily about writing.

Talking to One's Self

- Make spontaneous corrections.
- Talk to themselves out loud to plan, guide, or monitor thinking.
- Rehearse steps they will use to solve a problem.
- Mimic adult language used in problem solving.
- Silently monitor comprehension of text using a variety of self correcting strategies.

Conversing at Length on a Topic

- Initiate and sustain a conversation with eight or more exchanges.
- Consistently ask for clarification.
- Recognize and respond to cues that others need clarification.
- Initiate topics within conversations in progress.
- Sustain conversation by extending other's contributions.
- Express and solicit opinions.
- Ask open ended questions.
- Repair and revert to the topic when necessary.
- Raise topics of interest to others.

Discussing Books

- Note and talk about author's craft.
- Use comparisons and analogies to explain ideas.
- Refer to knowledge gained during discussions.
- Use information that is accurate, accessible, and relevant.
- Restate their own ideas with clarity.
- Ask peers questions that require support of claims.
- Indicate when ideas need further support or clarification.
- Cite important details from text.
- Compare one text to another text.
- Relate stories to real life experiences.
- Explain the motives of characters.
- Discuss plot and setting.
- Use the structure of informational text to retrieve information.
- Use reasoning and information to examine arguments.

- Describe in their own words information gained from informational text.
- Follow instructions or directions read in text.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Consistently observe polite conventions of speech.
- Use verbal reminders to hold themselves and others accountable to rules of conversation.
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

**NCEE Performance Standards
First Thirty Days, Writer's Workshop**

While the primary emphasis of First Thirty Days is to introduce Writers Workshop, reading and writing go hand in hand. The following reading standards will be integrated into writing lessons as a natural part of the literacy process.

**NCEE Performance Standards
First Thirty Days, Readers Workshop, Gr. 2
Reading Standards**

Reading Standard 1/Print Sound Code

By the end of Grade 2 students should be able to:

- Read regularly spelled one-and two syllable words automatically
- Recognize or figure out most irregularly spelled words and spelling patterns such as diphthongs (ay, ow, oy), special vowel spellings, and common word endings.

Reading Standard 2/Getting the Meaning

By the end of Grade 2, students should be able to:

Accuracy

- Independently read aloud Level L books with 90% or better accuracy. Self correction is allowed.

Fluency

- Independently read aloud from Level L books that they have been previewed silently on their own using intonation and pauses that signal sentence structure and text meaning.
- Use commas, periods, question marks, and quotation marks to get meaning and read fluently.

Self Monitoring and Self Correcting Strategies

By the end of Grade 2, students should be able to:

- Know when they don't understand a paragraph and search for clarification clues within the text.
- Examine the relationship between earlier and later text and figure out how they make sense together.

Comprehension

By the end of Grade 2, when reading independently, students should be able to:

- Recognize and be able to talk about organizing structures.
- Combine information from different parts of text.
- Infer cause and effect relationships that are not stated explicitly.
- Compare the observations of the author to their own observations when reading nonfiction texts.
- Discuss how, why, and what if questions about nonfiction texts.

By the end of Gr. 1, when read to, students should be able to:

- Discuss or write about the themes of a book.
- Trace characters and plots across multiple episodes.

- Relate later parts of story to earlier parts of story.

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read one or two short books or long chapters every day and discuss what they read with another student or group.
- Read good children's literature daily.
- Read multiple books by the same author.
- Reread favorite books gaining deeper comprehension and knowledge of author's craft.
- Read narrative accounts, responses to literature, informational writing, poetry, plays, and other genres.
- Read their own writing and the writing of classmates.
- Read functional messages found in school setting.
- Voluntarily read to each other, signaling their sense of themselves as readers.

Being Read To

- Have good literature read to them to model the language and craft of good writing.
- Listen to and discuss at least text that is more difficult than independent reading level.
- Hear text read aloud from a variety of genres.
- Use reading strategies explicitly modeled by adults in read alouds.

Discussing Books

- Recognize genre features and compare works by different authors in the same genre.
- Discuss recurring themes across works.
- Be able to use text references to challenge speakers on accuracy of facts.
- Be able to challenge speakers regarding logic or inference.
- Ask speakers to provide supporting information or details.
- Politely correct someone who interprets their ideas incorrectly.

Vocabulary

- Use a variety of strategies for making sense of unknown words used in text.
- Talk about the meaning of new words encountered in reading.
- Notice and show interest in understanding unfamiliar words in text read to them.
- Talk about words in terms of functions.
- Learn new words daily from reading and talk.

First Thirty Days/Writers Workshop

1. Finding Our Stories

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about what they think, read or feel.
- Solicit and provide feedback daily about writing.

Writing Standard 1/Habits and Processes

- Write daily.
- Generate topics and decide on which pieces need further work and development.

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Use specific details about characters and settings to develop motives and moods.
- Develop internal events (what the character thought, wondered or felt) as well as external events (what the character did).

Students will discover stories in their own experiences.

Students will connect oral stories with written stories.

Opening

- *Teacher will model telling story orally.* Story should have clear beginning, end and at least one event.
- Teacher will illustrate story on chart paper.
- *Teacher will model recording text to support illustrations* for story.
- *Teacher will share samples from texts that tell stories from everyday activities to demonstrate the connection between oral and written stories.* A suggested touchtone text is *Owl Moon* by Jane Yolen.

Work Period

- Children will discuss and share possibilities for personal stories.
- *Children will tell stories to a partner and then draw pictures of own story ideas.*
- Students will write drafts of their own stories.

Closing

- Students will share stories in small groups. Story drawings will be saved and displayed as *What Writers Write About*.
- Students will reflect on what they have learned about habits of good writers such as: finding ideas for writing from something that happened in their lives, writing about something they know a lot about, borrowing ideas from other writers, and drawing a picture that matches their story.
- Teacher will record ideas on attribute chart, *Habits of Good Writers*.

Work Products: Attribute chart, *Habits of Good Writers*, student rough drafts displayed as *What Writers Write About*

2. Generating Topics

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Write daily.
- Generate topics and decide on which pieces need further work and development.

Students will develop topics for writing stories.

Opening

- Teacher will read *Tar Beach* by Faith Ringgold to the class.
- Teacher will show a picture of his/her favorite place to the class and describe why it is special to them.
- *Teacher will model “telling” his /her story about a favorite place just like Tar Beach.*

Work Period

- *Students will brainstorm possible story topics while working in small groups.*

Closing

- Students will share possible story topics with whole group.
- Teacher will record possible story topics on attribute chart, *Things We Can Write About.*

Work Products: Attribute chart, *Things We Can Write About*

3. Choosing a Sourcebook

MA ELA Standards

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.

Students will create a sourcebook to use as a resource for future writing.

Opening

- Teacher will explain how writers use of a sourcebook to keep and record observations, to note things they wonder about, to remember poems and bits of language that are interesting to them, to record memories and/or family stories that can become the seeds that grow future writings.
- *Teacher will share their own sourcebook or sourcebooks from former students as models.*

Work Period

- *Students will decorate and personalize their own sourcebooks.*
- Students will make an initial personal entry in their sourcebooks.

Closing

- Students will share personalized sourcebooks and selected initial entries.

Work Products: Personalized sourcebooks

4. Turning Small Moments into Stories

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 2 Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Use specific details about characters and settings to develop motives and moods.

Students will turn small moments into expanded stories.

Opening

- Teacher will model a story that takes place in a short period of time or moment or use examples from literature such as *Night Noises* or *Hattie and the Fox* by Mem Fox.
- *Teacher will demonstrate how a moment can be “stretched” by including details such as what they see, hear, taste, smell, and touch.*
- Teacher will record possible strategies for stretching a moment on chart, ***Ways Good Writers Write***.

Work Period

- *Students will work with partners to share stories and stretch moments into a longer story by adding details.*
- Students will begin drafts stories based on stretching moments by adding details.
- Teacher will observe children’s planning patterns and use observations to plan for small groups and conferencing.

Closing

- Students will share drafts in ***Author’s Chair***.
- Teacher will prompt students to begin ***Guide for Response*** chart as they discuss appropriate ways to respond to student writers such as commenting on what the writer did well, commenting on what was learned from the writing, and thinking of questions to ask the writer.

Work Products: Attribute chart, ***Ways Good Writers Write***, student drafts, ***Guide for Response***

5. Accessing Materials During Writing

MA ELA Frameworks

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide feedback
- Routinely reread, revise, edit, and proofread work.

Students will develop a routine for accessing and using writing materials.

Opening

- Teacher will gather an assortment of writing materials and model for class how to access and use materials during Writer's Workshop.

Work Period

- *Students will practice gathering needed writing materials and using them during Writer's Workshop.*

Closing

- Students will share back routines for gathering materials for Writer's Workshop.
- Teacher will record routines on chart, *Materials for Writer's Workshop*.

Work Products: Chart, *Materials for Writer's Workshop*

6. Using Sourcebooks to Gather Information

Teacher will need to use personal sourcebook as model.

MA ELA Standards

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.

Students will expand a seed idea into a story draft.

Opening

- *Teacher will model reading through personal sourcebook and selecting a seed idea to expand.*
- Teacher will model reading entry to students and inviting them to ask questions about writing.

Work Period

- Students will re-read their sourcebook entries to find a seed idea that they can “grow” by adding information.
- *Students will work with a partner to read their seed ideas aloud and respond orally to questions from their partners.*

Closing

- Student partners will share seed ideas and expanded entries in Author’s Chair.
- Students will share reflections on the process of growing a seed idea.
- Teacher will prompt students to include process steps such as: re-reading entries, selecting entries with personal importance, and working with a partner to expand seed ideas
- Teacher will record process steps on chart, ***Growing a Seed Idea***.

Work products: Chart, ***Growing a Seed Idea***, student drafts

7. Expanding a Seed Idea

Teacher will need to use personal sourcebook as model.

MA ELA Standards

3.2 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.

Students will develop questions as prompts to expand seed ideas.

Opening

- *Teacher will rereading entry from teacher sourcebook from previous day's lesson to students and model ways in which he/she could expand the seed idea by asking questions and adding details.*

Work Period

- Students will select a seed entry from their own sourcebooks.
- *Students will work with partners and determine questions that could be asked to expand seed ideas.*
- Students will select one seed idea to expand and add in additional details based on questions.

Closing

- Students will share back with whole group and list questions they used as prompts to expand seed ideas.
- Teacher will record on sample questions on chart.

Work Products: Chart of sample questions to expand seed ideas.

8. Spelling Assistance

MA ELA Frameworks

22.2 Use correct standard English mechanics.

ELPBO W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Spelling

- Use logic to guide spelling of unfamiliar words.
- Produce writing with most high frequency words correctly spelled.
- Correctly spells most words with regular spelling patterns such as CVC, CVC-silent e, and one syllable words with blends.
- Correctly spell most inflectional endings, including plurals and verb tenses, correctly.
- Use specific spelling strategies such as consulting a word wall and thinking about base words and endings.
- Engage in the editing process to correct spelling errors.

Students will follow established routines when to obtain spelling help when needed.

Opening

- Teacher will create chart, *Strategies for Spelling Help*, and prompt discussion with students about strategies they can use when they need help with spelling.

Work Period

- *Students will work in small groups and decide on three effective strategies for getting help with spelling. Students may use language frames such as “This helps me to....” or I can use this strategy..... to help me.”*

Closing

- Students will share back strategies with whole group.
- Teacher will record ideas on chart, *Strategies for Spelling Help*

Work Products: Chart, *Strategies for Spelling Help*

9. Partner Talk

MA ELA Standards

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about what they think, read or feel.
- Explain or speak from another person's perspective.
- Talk in small groups to collaborate on a project.

Conversing at Length on a Topic

- Initiate and sustain a conversation with eight or more exchanges.
- Initiate topics within conversations in progress.
- Sustain conversation by extending other's contributions.
- Express and solicit opinions.
- Ask open ended questions.

Students will establish rituals for Partner Talk.

Opening

- Teacher will have two students model how to sit with a partner.
- Teacher will stress that Partner Talk works best when students face each other and sit close enough to be able to talk quietly.
- Teacher will give specific directions for sharing such as, "Talk to your partner about your favorite books and why you like them."

Work Period

- *Students will pair up with a partner and practice the routines for Partner Talk.*

Closing

- Students will return to the whole group and discuss the process of Partner Talk.
- Teacher will record guiding questions on chart for future reference. Examples of guiding questions might be:
 1. How did they know their partner was listening?
 2. What did they do to keep the conversation moving along?
 3. Did partners have any thoughts, ideas, or experiences that were the same as each other's?

Work Products: Chart, *Routines for Partner Talk*

10. Celebrating Writing

MA ELA Standards

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about what they think, read or feel.
- Talk in front of a group on regular basis.
- Solicit and provide feedback daily about writing.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Consistently observe polite conventions of speech.
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Students will work as authors and share work on a routine basis with appropriate feedback.

Opening

- Teacher will discuss selecting a piece of writing for publication
- Teacher will review criteria such as revising to add or delete information and looking closely for spelling and/or punctuation errors.
- Teacher will review attribute chart, *Routines for Author's Chair*.
- Teacher will explain and model method of responding appropriately to classmates.

Work Period

- *Students will select a piece to review for publication. Students may need to discuss choices with a peer.*
- Students will make necessary revisions and prepare piece for publication/display.

Closing

- Students will share pieces they have chosen to publish/display.
- Students will demonstrate courteous, active listening and offer constructive comments.
- Students may use sticky notes to comment on published/displayed work

Work Products: Student finished work, attribute chart, *Routines for Author's Chair*

11. Organizing a Series

MA ELA Standards

23.1 Arrange events in order when writing or dictating.

23.2 Arrange ideas in a way that makes sense.

ELPBO W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Reread favorite books gaining deeper comprehension and knowledge of author's craft.

Students will study how an author develops the narrative through a series of events.

Opening

- Teacher will read aloud *Tulip Sees America* by Cynthia Rylant or a similar text that develops the narrative through a series of events.
- Teacher will discuss with students how the author made the story advance through a series of events.
- Teacher will create chart to list ways the author develops a series of events and to cite examples from the text. (p. 43, 1st 30 Days, Writers Workshop, Gr. 2)

WHAT THE AUTHOR DOES

Author describes series of states she visited in order.

Each state is described with a repeating phrase.

Narrator describes scenes from each state in a way that paints a picture in the reader's mind

Author expresses feelings.

EXAMPLES FROM THE TEXT

Work Period

- *Students will work in small groups to find examples in the text that support how the author advances the story through a series of events.*

Closing

- Students will share back examples of author's strategies found in text
- Teacher will record on chart, *Tulip Sees America*.
- Teacher will add new strategy –“ developing the story through a series of events” - to ongoing attribute chart, *Habits of Good Writers*.

Work Products: Chart, *Tulip Sees America*, ongoing attribute chart, *Habits of Good Writers*

12. The Structure of a Writing Conference

MA ELA Frameworks

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Students will learn the procedure of teacher initiated conferencing.

Opening

- Teacher will establish a designated place in the classroom where students will come for conferences.
- Teacher will explain the conference procedure to students and explain to them that during conferencing the teacher will give them feedback to help them learn how to become better writers.

Work Period

- *Teacher will role-play a sample conference with a student about his or her writing.*
- Students will review works in progress in their writing folders and prepare to discuss the work they have done or are working on.

Closing

- *Students will share back on how they are preparing for conferencing and ask any questions they might have about the process.*
- Teacher will share form that will be used as a conference response form. This might be a sticky note or a prepared conference note sheet based on teacher preference.

Work Products: Conference response form

13. Using Repetition to Connect Components of a Series

MA ELA Standards

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.

Students will incorporate strategy of using a series of events in narrative writing.

Opening

- Teacher will revisit and discuss *Tulip Sees America* by Cynthia Rylant or a similar text organized in a series with a repeating line.
- Teacher will review chart, **Tulip Sees America**, and review examples found in text.
- Teacher will gather together other texts that use a repeating line structure such as *The Very Hungry Caterpillar*, *Does a Kangaroo Have a Mother, Too?* by Eric Carle and *When I Was Young in the Mountains* by Cynthia Rylant.

Work Period

- *Students will review and discuss texts with repeating line structures with peers.*
- Students will work on a draft of a story with a series of events.
- Students will work on incorporating a repeating line structure into their drafts.

Closing

- Students will share story drafts with whole group.
- Teacher will record examples of repeating line structure and add to the ongoing attribute chart, *Habits of Good Writers*.

Work Products: Student drafts, ongoing attribute chart, *Habits of Good Writers*

14. Record Keeping

MA ELA Frameworks

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Students will practice record keeping procedures for writing conferencing.

Opening

- Teacher will create a form for recording anecdotal records about students.
- Teacher will share the form with students and inform them that each time you conference with each of them, you will note on the form what you talked about and what the writing goals are for the student.

Work Period

- *Teacher and a student will role-play a writing conference.*
- Teacher will make sure that as the student leaves the conference, he or she is given a conference form or sticky note that clearly states writing goals to be accomplished before next conference.

Closing

- Students will reflect on their understanding of the recording keeping procedure.

Work Products: Conference recording forms

15. Problem/Solution Stories

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

By the end of grade two students should be able to:

- Incorporate some literary language that does not sound like everyday speech.
- Use specific details about characters and settings to develop motives and moods.

Students will develop the concept of the problem/solution story and its connection to character development.

Opening

- Teacher will read a book to class that has a strongly problem/solution structure such as *Piggybook* by Anthony Brown.
- Teacher will guide students in a discussion of how author helps the reader to understand the problem and how the problem was solved as the characters developed.
- Teacher will model finding examples of character growth in the text and recording it on a chart as follows:

Problem/Solution in *Piggybook* by Anthony Browne*

(*p. 53, 1st 30 Days, Writer's Workshop, Gr. 2)

What the Author Does

Examples from the Text

Work Period

- *Students will work in small groups to find examples of character growth in the text.*

Closing

- Students will share examples of character growth from the text.
- Teacher will record on Problem/Solution Chart. (p. 53, 1st 30 Days, Writer's Workshop, Gr. 2)
- Teacher will add student comments as entry on using problem/solution strategies to ongoing chart, *Ways Good Writers Write*.

Work Products: *Problem/Solution Chart*, chart, *Ways Good Writers Write*

16. Self Conferencing

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Students will develop and practice strategies for self conferencing.

Opening

- Teacher will prepare ahead a transparency of a draft piece of writing or be able to present a draft to class using Smart Board or Elmo.
- *Teacher will model reviewing draft by using a variety of self conferencing questions such as:*
 - Do I like what I have written?
 - Have I stayed on the topic?
 - How does it sound?
 - How does it look?
 - Does anything need to be fixed?
 - Will readers have any questions as they read this?
 - What do I need to do next?

Work Period

- Students will choose piece of writing to review in preparation for self conferencing.
- *Students will decide on questions to ask themselves as they review their work.*

Closing

- Students will share back with whole group and reflect on the process of self conferencing.
- Teacher will record questions for self conferencing on chart, *Questions for Self Conferencing*.

Work Products: Attribute chart, *Questions for Self Conferencing*

17. Great Leads

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

By the end of grade two students should be able to:

- Use specific details about characters and settings to develop motives and moods.

Students will develop leads that describe character's motivation for stories.

Opening

- Teacher will read the leads for *Tulip Sees America* by Cynthia Rylant and *She Come Bringing Me that Little Baby Girl* by Eloise Greenfield and discuss with students how authors use leads to develop character's motivations.
- Teacher will create chart *Leads that Engage the Reader* and prompt students to complete information in columns such as book and author, lead, and author's strategy (p.59, 1st 30 Days, Writer's Workshop, Gr. 2).

Work Period

- Students will reread a completed piece of writing.
- *Students will work with partners to discuss ways to rewrite an alternative beginning.*
- Students will write ideas for possible leads in their Sourcebooks.

Closing

- Students will work in response groups and read their new leads to the group.
- Teacher will add an entry about leads to ongoing attribute chart, *Writing Strategies of Good Writers*.

Work Products: Attribute chart, *Writing Strategies of Good Writers*, student leads

18. Surprise Endings

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

By the end of grade two students should be able to:

- Use a variety of strategies such as dialogue, transitional phrases, and time cues.

Students will develop surprise endings for pieces of writing.

Opening

- Teacher will read last two pages of *Piggybook* by Anthony Brown to class and discuss how author used surprise ending in text.
- Teacher will record student responses on chart Surprise Endings (p. 63, 1st 30 Days, Writer's Workshop, Gr. 2).

Work Period

- *Students will review completed pieces with a partner and decide on a piece that could be revised effectively with a surprise ending.*
- *Partners will discuss what type of clues might need to be added to a piece to make a surprise ending work.*

Closing

- Students will join response groups and share process of adding surprise ending to pieces.
- Students may add surprise ending to chosen pieces.

Work Products: Student surprise endings, chart, *Surprise Endings*

19. Setting Up a Response Group

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Performance Standards Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about what they think, read or feel.
- Explain or speak from another person's perspective.
- Talk about ideas or information gained from sources beyond personal experience.
- Talk in small groups to collaborate on a project.
- Talk in front of a group on regular basis.
- Solicit and provide feedback daily about writing.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Consistently observe polite conventions of speech.
- Use verbal reminders to hold themselves and others accountable to rules of conversation.
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Students will develop rituals and routines for peer response.

Opening

Teacher will discuss with class routines for peer response groups such as:

The reader will read clearly.

Everyone will be able to hear easily.

Group members will show they are listening by looking at the reader and sitting quietly.

Group members will take turns when giving feedback and give the reader appropriate responses.

Work Period

- *Students will work in small groups and practice routines and expectations for peer response groups.*

Closing

- Small groups will identify ways in which group members responded appropriately in peer response groups.
- Teacher will record behaviors that helped group work for future reference and record on chart, *Peer Response Groups*.

Work Products: Chart, *Peer Response Groups*

20. Circular Endings

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

By the end of grade two students should be able to:

- Use a variety of strategies such as dialogue, transitional phrases, and time cues.

Students will explore and create circular endings for pieces of writing.

Opening

- Teacher will prompt discussion of author strategy of using a circular ending.
- Teacher will read *Sitti's Secrets* by Naomi Shihab Nye to class emphasizing the circular ending.
- Teacher and students will review other works and discuss the circular endings such as *Where the Wild Things Are* by Maurice Sendak, *Wilfred Gordon MacDonald Partridge* by Mem Fox, *Miz Berlin Walks* by Jane Yolen, or *Wolves* by Gail Gibbons.

Work Period

- Students will review their seed ideas or think of a new idea that might work with a circular ending.
- *Students will work with a partner to plan for a piece with a circular ending.*
- Teacher will emphasize strategies to use such as using the same line, the same location, or the same detail at both the beginning and end of the piece.

Closing

- *Students will work in response groups and talk through their plans to include circular endings with the group.*
- Teacher will add entry about circular endings to the attribute chart, **Writing Strategies of Good Writers**.

Work Products: Attribute chart, *Writing Strategies of Good Writers*, student circular endings

21. Developing a Rubric for Narrative

This lesson may take place over two days.

MA ELA Standards

- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.2 Use correct standard English mechanics.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Students will select a draft for publication.

Students will begin to create a rubric for personal narratives.

Opening

- Teacher will review attribute chart, *Writing Strategies of Good Writers*, with class. The following elements should be present on the chart:
 - Good writers focus on a moment of time.
 - Good writers write about what they see, hear, smell, taste, and touch.
 - Good writers plan and organize their writing.
 - Good writers might organize writing with a series of events, repetition, or problem/solution strategies that show change in the main character.
 - Good writers include leads that engage the readers.
 - Good writers write endings have a sense of closure. They might use a surprise ending or a circular ending.

(p.73, 1st 30 Days, Writer's Workshop, Gr. 2)

- Teacher will model reviewing pieces of work in Writing Folder and selecting a piece for publication.

Work Period

- Students will select a piece to revise for publication.
- *Teacher and students will work together to begin to develop a rubric to use to improve work.*
- Teacher will guide students to include having a strong beginning, clear organization, and a conclusion.

- Using the reference chart on Good Leads, teacher and students together will create the detailed rubric criteria for a lead. (p.75, 1st 30 Days, Writer's Workshop, Gr. 2)
- Criteria for lead will be organized into rubric format with columns for exceeds standard, meets standard, or needs instruction for each element.
- Students will begin to revise piece chosen for revision.

Closing

- Students will discuss and reflect on the process of developing a rubric and using the rubric to improve writing.

Work Products: Student revisions, class rubric

22. Appropriate Responses

MA ELA Standards

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)

ELPBO S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Regularly solicit and provide feedback.

Students will practice giving feedback and appropriate responses to other writers.

Opening

- Teacher will select a student writing sample to use as an example or use a teacher created writing sample to demonstrate.
- *Teacher will model giving appropriate feedback by first pointing out something the writer did well and then giving a constructive statement about the work, such as pointing out where clarification is needed.*

Work Period

- *Students will work in small groups and practice saying something positive about a given piece of work and making constructive comments such as adding details or eliminating unnecessary information.*

Closing

- Students will share back possible feedback with whole group.
- Teacher will record sample feedback comments on chart.

Work Products: Chart, *Sample Comments*

23. Completing Rubric for Narrative

This lesson may take place over two days.

MA ELA Standards

- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.2 Use correct standard English mechanics.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Students will select a draft for publication.

Students will complete a rubric for personal narratives.

Opening

- Teacher will review the rubric criteria that was developed in the previous lesson for the element of leads (p.82, 1st 30 Days, Writer's Workshop, Gr. 2).
- Teacher will remind students that the completed rubric for narrative writing will include criteria for having a strong beginning, clear organization, and a conclusion.

Work Period

- Teacher and students together will create the detailed rubric criteria for a organization (p.83, 1st 30 Days, Writer's Workshop, Gr. 2).
- Teacher and students together will create the detailed rubric criteria for a endings (p.83 1st 30 Days, Writer's Workshop, Gr. 2).
- Criteria for lead, organization, and ending will be organized into rubric format with columns for exceeds standard, meets standard, or needs instruction for each element.
- Students will begin to revise piece chosen for revision.

Closing

- *Students will discuss and reflect on the process of developing a rubric and using the rubric to improve writing.*

Work Products: Student revisions, class rubric

24. Revision

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Students will discuss and share revision strategies.

Opening

- Teacher will read by *Koala Lou* by Mem Fox and share with students that she revised text many times (50!) before she was satisfied with her final version.
- Teacher will discuss reasons and techniques for revision with class.

Work Period

- *Students will work in small groups and discuss strategies used for revision such as rereading pieces of writing, adding or deleting information, moving things around to make things clearer for the reader.*

Closing

- Students will share and reflect on revision strategies.
- Teacher will record student responses on chart, *What We Do When We Revise*.

Work Products: Student revisions, chart, *What We Do When We Revise*

25. Adding Information

MA ELA Standards

- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.2 Use correct standard English mechanics.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Students will practice independent revision by adding information to writing.

Opening

- *Teacher will share a writing sample with class and model adding information to make writing better.*
- *Teacher will emphasize adding information in skipped lines for ease of reading during revision.*

Work Period

- *Students will select a piece of writing and revise draft by adding information.*

Closing

- *Students will share possible revisions with whole group. Students may use language frames such as “ I added this information.....” or My story is better because I added.....”*

Work Products: Student revisions

26. Cutting and Taping Strategy

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

22.2 Use correct standard English mechanics.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Students will add information to writing to make meaning clear.

Opening

- Teacher will share a writing sample with class and model adding information to make writing better.
- *Teacher will demonstrate how to mark place on draft where information will be added, how to write information to be added on a separate paper, and how to cut and paste new information, adding it into draft.*

Work Period

- *Students will practice adding information using the cut and paste strategy. (This process could be done with computers if available.)*

Closing

- Students will share revised drafts with whole group.

Work Products: Student drafts using cut and paste strategy

27. Using a Word Wall III

MA ELA Standards

22.2 Use correct standard English mechanics.

ELPBO W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

NCEE Performance Standards

Writing Standard 3/Language Use and Conventions

Spelling

- Use logic to guide spelling of unfamiliar words.
- Use specific spelling strategies such as consulting a word wall and thinking about base words and endings.
- Engage in the editing process to correct spelling errors.

Students will use the Word Wall for spelling assistance during editing.

Opening

- Teacher will review use of Word Wall to make and break words using word families and/or parts of words.
- *Teacher will demonstrate parts of Word Wall or Word Banks that may include categories of words such as family words or school words to use as reference.*

Work Period

- *Students will work with a partner to select several words in writing pieces that they may need to find assistance to spell correctly.*
- Students and partners will work together to use Word Wall or Word Banks as spelling resources for chosen words.

Closing

- Students will share back chosen spelling words and discuss how they used Word Wall or Word Banks as a resource to spell correctly.

Work Products: Word Wall and/or Word Banks, student edited words

28. Using Illustration to Add Details

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade two children are expected to:

- Write daily.
- Generate topics and decide on which pieces need further work and development.
- Extend pieces of writing such as turning a narrative into a poem or a description into a report.
- Regularly solicit and provide feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on elements of author's craft.
- Apply commonly agreed upon criteria to assess quality of work.
- Polish 8-10 pieces throughout the year.

Students will enhance meaning in written pieces with detailed illustrations.

Opening

- *Teacher will read **Owl Moon** by Jane Yolen to class and highlight how the author used details in illustrations to deepen meaning.*

Work Period

- *Students will work with partners to select sections of final drafts that can be further developed by adding detailed illustrations.*
- Individual students will create detailed illustrations for chosen sections to enhance meaning in final drafts.

Closing

- Students will share completed illustrations with whole group and discuss how illustrations will enhance meaning in final drafts.

Work Products: Student illustrations

29. Sharing Student Published Work

MA ELA Standards

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk in front of a group on regular basis.
- Solicit and provide feedback daily about writing.

Conversing at Length on a Topic

- Express and solicit opinions.
- Ask open ended questions.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Consistently observe polite conventions of speech.
- Use verbal reminders to hold themselves and others accountable to rules of conversation.
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Students will share published work in Author's Chair.

Opening

- Teacher will review routines for Author's Chair.
- *Teacher will model appropriate responses for sharing finished work.*

Work Period

- Student authors will present finished work in Author's Chair.

Closing

- *Students will make appropriate responses on the finished work presented.*

Work Products: Finished student work

30. Teacher Reading of Student Work

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk in front of a group on regular basis.
- Solicit and provide feedback daily about writing.

Conversing at Length on a Topic

- Express and solicit opinions.
- Ask open ended questions.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Consistently observe polite conventions of speech.
- Use verbal reminders to hold themselves and others accountable to rules of conversation.
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Students will develop a sense of audience.

Opening

- Teacher will establish place and policies for students to submit work that they wish teacher to read to class.

Work Period

- *Students will work with partners to select student work that they wish to submit for reading and commentary.*

Closing

- *Teacher will read selected student work to class and model making appropriate commentary.*
- *Students will make appropriate commentary and express support for student authors.*

Work Products: Student work samples

Artifacts for 1st 30 Days, Writer's Workshop, Grade 2

The implementation of the 1st 30 Days Writer's Workshop in Grade 2 will generate a group of materials that will document the Routines and Rituals of the workshop and will function as points of reference for both teachers and students. These artifacts should be clearly displayed and integrated into daily instructional practice.

Each classroom should have the following tools:

**Student Writing Folders
Student Writing Notebooks
Student Sourcebooks
Word Wall
Conferencing Procedure/Signups**

The following attribute charts will be developed with students, recorded by teacher, and used as points of reference during the workshop:

**Habits of Good Writers
Things We Can Write About
Ways Good Writers Write
Guide for Response
Materials for Writer's Workshop
Good Writing Habits
Growing a Seed Idea
Strategies for Spelling Help
Routines for Partner Talk
Routines for Author's Chair
Tulip Sees America
Problems/Solutions
Questions for Self Conferencing
Surprise Endings
Peer Response Groups
What We Do When We Revise**

References

First 30 Days, Grade 2, Writer's Workshop, America's Choice, 2005.

Launching Reading and Writing Workshop, Grade 2, Denver Public Schools
http://curriculum.dpsk12.org/index.htm#lit_pg

Literacy Workshop, Grade 2, El Paso Public Schools
<http://epcae.org>

Reading and Writing Grade by Grade: Primary Literacy Standards for K-3, National Center on Education and the Economy (NCEE), University of Pittsburgh, 1999.

Speaking and Listening, PreK-Grade 3, National Center on Education and the Economy (NCEE), University of Pittsburgh, 2001.