

Writing Workshop Pop-In Observation 12/12/16

Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins, Third Grade
Unit 2: The Art of Information Writing, Session 12

Standards Addressed

- CCSS.ELA-LITERACY.W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.3.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- CCSS.ELA-LITERACY.L.3.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Objectives

- **WALT** Review our information writing using a checklist and making a plan for revision.

Procedure

- Connection: Give an example of a time you had to stop and take stock before completing a project you were working on.
 - ****Ask** for students to think and then have students volunteer to share.
 - **TP:** Today I want to teach you that information writers stop, before they are completely done with their pieces, to take stock. They reread what they've done so far and think about any guidelines, checklists, or mentor texts, asking, 'What's working already?' and "What do I still want to do to make this as strong as possible?"
- Teach: Demonstrate how to use the checklist as an elaboration tool with a mentor text. Model how to look for evidence that you have mastered each item and create a to-do list for what you can improve. Areas that you are still working on make great goals for your to-do list!
- Active Engagement: Ask students to look back at their checklists that they received during a previous lesson. Give students time to look at the checklist and assess themselves for signs of growth, then for goals, and turn and talk to your writing partner about what you've found.
 - ****Get Chromebooks** and sit next to your writing partner to discuss.
- Link: Today during writing you can work on some of your goals that you have outlined for yourself.
 - I.e. introduction, conclusion, beginnings/endings of each chapter, glossary, drafting chapters.
 - If finished: author page (include personal narrative; why you chose this expert topic; what your goals were during the writing process)
- Conferring: pushing children to make specific goals and work to achieve them.
- Mid-workshop Teaching: transferring skills from narrative writing to create compelling small moments

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- Share: Developing metaphors (as a way to begin or end your writing).

Assessment

- **WILF** students setting goals based on their writing checklist and revising their writing to meet those goals.