## Lesson 1: Inspiring Children to Write for Ideas

### Day 1

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<th><strong>Teaching Procedure</strong></th>
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<tr>
<td><strong>Connection:</strong> Discuss celebration from last unit and tell students that the class will continue to write small moments stories. <strong>Minilesson:</strong> 1. Teacher tells a detailed story of trying to read a student’s writing but how she became frustrated because the writing became unreadable. 2. Show the chart story and point to the words on the first page and read. Teacher models getting very interested and excited about what will happen next. 3. Turn the page of the chart story and continue to read and model interest. 4. Turn to the last page. Teacher gets acts out confusion and disappointment because the words are unreadable. 5. Teaching Point: It is a really sad thing to not be able to read a story whether it is ours or someone else’s. <strong>Active Engagement:</strong> 6. Have students turn and talk to discuss what made the last page so difficult to read. <strong>Link:</strong> 7. Send students off to write, reminding them to write so that readers can read their writing. <strong>Share/Reflect:</strong> Find a writer who makes their writing easier to read! 8. Discuss what you saw the writer do to make their writing easier to read. 9. Show the story on the doc camera and show the changes the writer made. 10. Have the writer read the story.</td>
<td>o Invented-spelling story on chart (first 2 pages readable, last pages unreadable and leaving “reader Hanging”) o Booklets (3-4 pages of writing paper stapled together) o Plan for new Writing Partnerships</td>
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</tbody>
</table>

### After this lesson, collect the writing and sort them into 2 piles:
- easy to read
- not so easy to read

Look at the not so easy to read pile and analyze for the issues the students are having. These will help to guide you as you model writing.
# Writing for Readers: Teaching Skills and Strategies: Primary Grades

## Day 2

### Lesson 2: Examining Readable and Unreadable Text

#### Connection:
Discuss last time’s session and wanting to make our writing easy to read. Today they will learn that we ask “Can you read this?” to ourselves too.

#### Minilesson:
1. Tell students that today they will work really hard to read their own writing.
2. Model looking at one child’s writing. Focus on the picture first-talking about what you see and the story it seems to tell.
3. Have students discuss/think about what they see you do.
4. Model focusing on the writing part. Show the enlarged text. Show students that you point to the words and problem-solve when having difficulty reading hard-to-read texts.(finger under the word/ask what could this word be?/read on/ go back and figure it out)
5. Debrief with the group by asking what strategies they saw you do.

#### Active Engagement:
6. Pass out the students’ reading folders.
7. Instruct students to read through their writing and make two piles
   - easy to read
   - hard to read
   if no words-put in the hard to read pile
8. Ask students to share their piles with their partner.
9. Help/discuss as needed, then talk about what they noticed.
10. Make an anchor chart: Easy to Read Writing

#### Mid Workshop Teaching Point
Stop and share the story of someone who is fixing up their writing when they see a hard-to-read part!

#### While Conferring…
- Have students reread their writing
- Prompt students to write words if they haven’t been doing so, helping them get the beginning sounds, middle sounds, end sounds.
- Prompt students who are doing well to focus on the content of their story, by asking questions about the details of their story.

#### Link:
11. Send students off to write, reminding them to write so that readers can read their writing.

#### Share/Reflect:
Find a writer who makes their writing easier to read!
12. Hare another story of a writer who worked on making the writing easier to read.
13. Have students look at today’s writing and decide if it is easy to read or hard to read. Tell them if they see a hard to read part, they can fix it up tomorrow.

### Materials
- Enlarged, hard-to-read story on chart (just a few lines)
- Writing folders with writing from earlier in the year.

### Anchor Chart
Easy-To-Read Writing…
- Has spaces (not all scrunched up)
- Is neat (not too many erasing marks)
- Has a lot of letters for each word

(make this grade level appropriate)
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<th><strong>Teaching Procedure</strong></th>
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<tr>
<td><strong>Lesson 3: Stretching and Writing Words</strong></td>
<td><strong>Connection:</strong> Discuss work of the last two days and making words easier to read.</td>
<td>o Class tiny moment story (3 pages—beginning, middle, ending) on chart with sketches already prepared</td>
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<td><strong>Minilesson:</strong></td>
<td>o Wipe off boards and markers</td>
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<td></td>
<td>1. Show the chart paper and tell the story across three pages. (For K-1 keep the story short, but for 2nd elaborate more)</td>
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<td></td>
<td>2. K-1: Model labeling the picture with the important words. Show how to stretch, listen for the sound, write the sound, reread, repeat.</td>
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<td></td>
<td>3. Invite students to say the word and listen for the sounds and write it down on their wipe boards. Walk them through this step by step.</td>
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<td></td>
<td>4. 2nd Grade: Model writing several sentences and have a couple of “hard” words to write. Show how to stretch, listen for sounds, write the letters, repeat, reread.</td>
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<td></td>
<td>5. Invite students to say the words and stretch to write on their white boards.</td>
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<td></td>
<td>6. K-2 Repeat with more words on the second page, but this time having the students stretch and write with you, rather than after you.</td>
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<td></td>
<td><strong>Link:</strong> Send students off to write, reminding them to say words slowly and reread until they can read the whole word on the page.</td>
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<td></td>
<td><strong>Share/Reflect:</strong> Have students bring their writing to the share area.</td>
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<td></td>
<td>8. Have students bring their writing to the share area.</td>
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<td></td>
<td>9. Ask them to choose one hard word they wrote today and reread it to themselves, putting their finger under each letter.</td>
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<td></td>
<td>10. Ask students to find a friend and see if their friend can read their hard word.</td>
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**While Conferring:**
Encourage students to hear and record the major sounds in words that are unfamiliar to them. Coach them to stretch, listen, write, reread, repeat.
* Have the child say the word, don’t do this for them!
* They may not get all the sounds, but that’s okay—nudge them a little each day.

Second Grade NOTE:
If your students are fine with stretching, you may want to turn this lesson into teaching students to hear the “rime” of the word. Example:
Bring = br ing
Teach the ing!
Think of the patterns you have studied this year.
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<th>Lesson 4: Writing With Sight Words</th>
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<td><strong>Note:</strong> Before sending students off to write, you might need to take a moment to let them think of what they will write about and do a quick partner share.</td>
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<thead>
<tr>
<th>Anchor Chart: Word Writing Steps</th>
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<tbody>
<tr>
<td>1. Say the word 2 times.</td>
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<tr>
<td>2. Hear the first sound. Spell that sound.</td>
</tr>
<tr>
<td>3. Read it. Say the next part of the word. Write that.</td>
</tr>
<tr>
<td>4. Hear the next sound. Spell that sound.</td>
</tr>
<tr>
<td>5. Repeat steps 3-4 until you can’t hear any more sounds.</td>
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<td>6. Reread it!</td>
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</table>

| Connection: |
| Remind students of yesterday’s work and tell them that today they will learn another strategy writers use. |

| Minilesson: |
| 1. Model for students how writers need to reread writing from previous days before adding onto them. Discuss it a bit. |
| 2. Review the story by retelling the story in pictures and rereading writing. |
| 3. Begin adding on to the story. K-1: If you used pictures/labels yesterday, today you will be modeling writing a sentence. Repeat the sentence, write a few easy words quickly. Stop and talk about how you wrote those words in a snap. Stretch the harder words and continue with the sentence. |
| 2nd: Discuss using the word wall words to write words quickly—we know those words in a snap! Continue with the story. |
| 4. Recruit the students to help with the next sentence—words we know in a snap/words we stretch. Help a lot with the first few words, but try to let them do more of the work with the last few words. |

| Link: |
| 5. Tell students that as they write today (and everyday) they will write some words in a snap and stop to stretch some words. |

| Share/Reflect: |
| 6. Talk about the good word-writing strategies that were seen during writing time. |
| 7. Invite students to practice one more time with a few words from one of the writers. Let them partner up for this. |

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<tr>
<td><strong>Second Grade NOTE:</strong></td>
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<tr>
<td>For the SNAP words, use your word wall words in your story. Draw students’ attention to the word wall and talk about the need to always spell these words quickly and correctly.</td>
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</table>

| Mid-Workshop Teaching Point |
| Stop the writers to help another student who is having trouble spelling a difficult word. Have the class help stretch out the word. Go through the steps for stretching again. |

| Materials |
| Chart story started last time |
| Word Wall! |
## Writing for Readers: Teaching Skills and Strategies: Primary Grades

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<th>Day 5</th>
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| Lesson 5: Spacing Words | **Connection:**  
   Remind students that they have been writing the sounds they hear which is important. Concentrating on the sounds will help them know when to leave a space. Today they will learn to put spaces between words.  

**Minilesson:**  
1. Show the sentence without spaces taken from a big book. Discuss the difficulty of reading it.  
2. Show the big book and the sentence with spaces.  
3. Talk to students about when they are writing a word and they come to a part where are no more sounds to listen for, they will leave a space.  
4. Show the story from last time and add on another sentence. Stretch a word-sound by sound, and word no sounds are left leave a space (about the width of your little finger).  
5. Invite students to help with another sentence using the white boards. Have them stretch and tell you when to space.  
6. (you might keep a few students back to continue this lesson for a few more words while the others are off writing)  

**Link:**  
7. Remind students to leave spaces between words as they write.  

**Share/Reflect:**  
8. Share the writing of one student who made changes to add better spacing. Show it without the spaces (write it on chart) and with the spaces.  
9. Have students look at their stories and double check for good spacing.  

|Note: Before sending students off to write, you might need to take a moment to let them think of what they will write about and do a quick partner share.|

**Anchor Chart: Word Writing Steps**  
1. Say the word 2 times.  
2. Hear the first sound. Spell that sound.  
3. Read it. Say the next part of the word. Write that.  
4. Hear the next sound. Spell that sound.  
5. Repeat steps 3-4 until you can’t hear any more sounds.  
6. Reread it!  

- Wipe off boards, markers  
- Words from a familiar big book copied with no spacing  
- The big book used for above  
- Chart story from last session
### Writing for Readers: Teaching Skills and Strategies: Primary Grades

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<tr>
<td><strong>Lesson 6: Checking Content:</strong> Focused Small Moment Stories</td>
<td><strong>Connection:</strong> Tell students that the work they have been doing (spacing, stretching to write, etc.) is important, but writer’s remember to write stories that retell one tiny thing that happened.  <strong>Minilesson:</strong> 1. Tell a story about a student writer whose story rambled on and on. Show the student sample. Read it aloud. 2. Tell students that this student decided she really had a lot of different stories. That each page could “be grown” into a different story. 3. Show how the student writer took one of the pages and wrote about just that one tiny moment. 4. Discuss how the writer used details. 5. Invite students to look through their writing folders and find a story that has many different stories in one. 6. Model with one student’s folder at a time. Read a story aloud. Discuss with students whether the story goes on and on with different stories or tells just one tiny moment. 7. Repeat with another story (or several)</td>
<td>o Student sample of an unfocused story  o Writing folders brought to minilesson</td>
</tr>
</tbody>
</table>

**Conferring**
- Continue to focus on stretching, spacing, writing in a snap.
- Also focus on the content of the story.
- Watch for signs of progress—study types of errors being made with sounds

Keep an eye out for students who are writing tiny moment stories for share time.

**Link:**
8. Remind students to reread and check their stories for one tiny moment story and to write that story with many details.

**Share/Reflect:**
9. Share some examples of tiny moment narratives by students today.

### Ongoing Assessment

Spend time this week reviewing 4-5 Writing Folders a day. Look for growth!
- Are they doing better with conventions?
- Are they writing Small Moment Stories, or has the focus on conventions overwhelmed them?
- Are they writing as much as you expect (length of stories)

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**Possible Student Example:**
Page 1: It was my birthday! I had cupcakes at school. Page 2: Me and my mom went to the park. Then I got a game at Walmart. Page 3: We rode bikes.

**Possible New Tiny Moment:**
Page 1: It was my birthday! I turned 6 years old. It was a school day so my mom said she would bring cupcakes for my class. At lunch we all ate the yummy cupcakes. They had blue, green, pink, or yellow frosting. When we ate them, it made our teeth turn colors! I laughed and Terri’s pink teeth. (Edit down for K-1)
Lesson 7: Learning More Sight Words

**Connection:**
Celebrate the writing of small moment stories with details about tiny moments. Also celebrate that they are writing more and more.

**Minilesson:**
1. Tell students that you have noticed that when students write words they are listening carefully to the sounds in the words. Reinforce that this is a good way to write words.
2. Tell students that as writers each of them has a “pocketful” of words they know by heart. These words are a SNAP to write.
3. Ask students to air write a few words (me, mom, cat or other words you know they will be successful with). Reinforce that they know these words in a SNAP.
4. Teach students a new sight word (ex: WILL). Use the word in many sentences.
5. Write the sight word. Ask students to turn and talk: study the word and tell your partner what you notice.
6. Have students take a mental picture of the word (mimic a camera, zooming in, and CLICK)
7. Cover the word, ask students to visualize the word, and write it on their white board.
8. Add the word to the Word Wall.
9. Talk to students about how knowing how to spell this word will help them to spell other words.
10. White Boards: Spell similar words (ex: still, fill, drill).

**Link:**
11. Remind students to use the Word Wall-study it, take a mental picture, and write it.

**Share/Reflect:**
12. Sort writing in folders into easy to read/hard to read piles.

**Conferring**
Notice/record how students are writing words. Are they:
- Stretching
- Using the Word Wall
- Using words on the Word Wall to spell similar sounding words

If students are needing help, ask…
Did you try _____ (word with chunk)?
What strategy will you use?

**Materials**
- Student sample of an unfocused story
- Writing folders brought to share time
- White boards

**Note:** Before sending students off to write, you might need to take a moment to let them think of what they will write about and do a quick partner share.

**Ongoing Assessment**
Spend time this week reviewing 4-5 Writing Folders a day. Look for growth!
- Are they doing better with conventions?
- Are they writing Small Moment Stories, or has the focus on conventions overwhelmed them?
- Are they writing as much as you expect (length of stories)
Lesson 8: Using Personal Word Walls

**Connection:**
Review how last time students learned to spell many words by using a word they had already learned. Review quickly by having students spell words with the same chunk.

**Minilesson:**
1. Pass out the Mini Word Walls and tell students they now have their own personal copy of the class Word Wall. Today they will learn how words from the Word Wall can give word power to writers.
2. Point out that the words on their Mini Word Wall are the same as the class Word Wall. Discuss the organization (beginning letters).
3. Have students find words on the Mini Word Wall by calling out words and having them point to them. You may need to show them how to do this step by step.
4. Show students how to use the Mini Word Wall by using it to learn the word they want rather than copy the word.
5. Provide an example. Have students find a word and point to it. Tell them to follow these steps:
   1. Look at the word.
   2. In your head, say what you notice about the word.
   3. Look at the word and take a mental picture of it.
   4. Really study it, try to get it into your mind.
   5. Close your eyes and try to see the word.
   6. Check what you remember by looking at the word.
6. Have the students practice by calling out several words.

**Link:**
7. Remind students to use this strategy as they write today and everyday.

**Share/Reflect:**
8. Share a story from a student who used the Word Wall well. Have students reread their Word Wall with a friend.

**Conferring**
Be on the lookout for students who:

- Rely on the Word Wall as their only source for writing words! (just copying words) Help this child draw with detail and tell the story in the air. Then help them start writing.
- Are not taking time to spell words from the Word Wall correctly. Help these students by practicing the 5 steps as they write their story.

**Materials**
- Mini Word Wall with words from the classroom Word Wall for each student
- Plastic sleeve to place Mini Word Walls
- Mini Word Walls will go in students Writing Folders
- Writing Folders should be brought to the Minilesson

**Ongoing Assessment**
Spend time this week reviewing 4-5 Writing Folders a day. Look for growth!
- Are they doing better with conventions?
- Are they writing Small Moment Stories, or has the focus on conventions overwhelmed them?
- Are they writing as much as you expect (length of stories)
Lesson 9: Writing More, and More Clearly

**Connection:**
Review the work done so far in this unit and discuss that with the focus on writing neatly and writing words correctly you have noticed that their stories are getting very short.

**Minilesson:**
1. Tell students that from today on, they will want to keep writing in ways that are easy to read, but also write more.
2. Tell students that to be better writers they need to write a lot. Provide an analogy of practicing a sport a lot to get better at it.
3. Tell them that Writing Workshop will be a little different for the next three days.
   - Teacher will keep Writing Folders
   - Teacher will pass out booklet with the day’s date on it each day. A new booklet every day!
   - Challenge: Can you write a story a day for the next three days? And can you still write easy to read stories?
4. Pass out the booklets.
5. Ask students to picture the story they want to tell today. Have them touch each page of their booklet and tell the story like they will write it.

**Link:**
6. Remind students that for the next 3 days they will use the time on the rug to get themselves ready to do a lot of easy to read writing.

**Share/Reflect:**
7. Have all students bring their writing to the share area. Have students make a pile of finished stories and not finished stories in another pile.
8. Ask: Who made their writing easier to read? Who wrote as much as you could today?

**Ongoing Assessment**
Spend time this week reviewing 4-5 Writing Folders a day. Look for growth:
- Are they doing better with conventions?
- Are they writing Small Moment Stories, or has the focus on conventions overwhelmed them?
- Are they writing as much as you expect (length of stories)

**Conferring**
Keep an eye on productivity:
- Who gets started right away and who doesn’t?
- Who loses stamina for writing quickly?
- Who is drawing too much rather than sketching?
- Who sits and does nothing when things get hard?
- Who sits and does nothing when things get hard?
- Who waits for the teacher to come around to get started?

Note these and decide if you need to have a talk about expectations or supplies, or getting started.

**Materials**
- 3-4 Page Booklets for each student with name and date already on them!!!
## Writing for Readers: Teaching Skills and Strategies: Primary Grades

### Day 10

**Lesson 10: Writing for Partners**

| Connection: | Have students sit beside their writing partners. Tell them that today they will have a partner help them write as much as they can and make their writing easy to read. Today students will learn how to be good writing partners for each other. |
| Minilesson: | 1. Discuss with students that being a writing partner is a big responsibility. Talk about taking care of each other’s feelings and taking their job as writing partner seriously. |
| | 2. Invite students to be the teacher’s writing partner. |
| | 3. Show the chart story and ask students to act like the writing partner and remember to take care of the teacher’s feelings. |
| | 4. Have students read the first page and ask them to respond. |
| | 5. If the students respond by saying “I can’t read it”, coach them to be gentle with your feelings. Provide some prompts to help them say things in a nice way. |
| | 6. Ask students to read the second page of the story. |
| | 7. Have them pretend the writing was done by their partner and they can’t read it. Tell them to talk to their partner about it and be careful of their feelings. |
| Link: | 9. Remind students that when they work with a writing partner, they need to remember to make their partner’s writing easier to read and to take care of their feelings. |
| | 10. Pass out new booklets with dates on top. |
| | 11. Have students think about what they will write, tell the story across the page, and then go off to write. |

| Mid-Workshop Teaching Point | About 10-15 minutes into writing time, stop all writing. Bring students back to the carpet area to meet with their partners. |
| | - Set up who will be partner 1 and who will be partner 2 for each partnership. |
| | - Partner 1 should put their story between self and partner. |
| | - First they talk about the picture. |
| | - Then read the writing with their partner. |
| | - If trouble, maybe the writer should add some letters to make it easier to read. |
| | - Then turn the page, talk about the picture, and read it. |
| | - Switch! |

| Materials | o 3-4 Page Booklets for each student with name and date already on them!!! |
| | o Each student’s writing from previous day. |
| | o Teacher Small Moment story written on chart paper 3 page booklet. Have some illegible parts on each page, spelling errors, spacing errors, quick sketch that is not perfect! |

### Ongoing Assessment

Spend time this week reviewing 4-5 Writing Folders a day. Look for growth!
- Are they doing better with conventions? 
- Are they writing Small Moment Stories, or has the focus on conventions overwhelmed them? 
- Are they writing as much as you expect (length of stories)
### Lesson 11: Revising for Partners

This lesson has two MINI-LESSONS!

#### Mini Lesson 1: Keep it tiny-5-7 minutes!

**Connection:**
Tell students that today they will be taught how to reread their own writing like writers, and why writers reread their writing.

**Minilesson:**
1. Hold up your editing pen and discuss with students how you reread very carefully with pen in hand, checking to make sure everything is okay and fixing things up.
2. Model rereading, stopping and noticing things to fix.
3. Have partners turn and talk to explain the two ways to reread today.

**Link:** Send students off to write for about 10 minutes.

4. Send students off to write. Remind them to:
   * write so the partner can read what is written.

#### Mini Lesson 2: Keep it tiny-5-7 minutes!

**Connection:** Remind students of the previous mini lesson.

5. Tell students that sometimes writers are working so hard that we forget to write every little word we need.
6. Model with a student being your writing partner. Talk about how to put the writing between partners, to look at the pictures and think about the story first.
7. Talk to students about the job of the writer and the job of the partner (partner reads, writer listens carefully to make sure the story has what she wants to say, listening for parts to fix up; both writer and partner point under each word).
8. Model reading and finding a part that needs a word. Stop and let the writer fix it up. Discuss.
9. Partner students up to read Partner 2’s writing on the carpet. Monitor and help!

**Link:** Let students continue with Partner 1’s work.

**Share/Reflect:**
10. Have partners look at favorite books to notice things the author does that they can do.

### Ongoing Assessment

Spend time this week reviewing 4-5 Writing Folders a day. Look for growth! How are they doing with:
- Word endings
- Literary language
- Sentence structure
- Punctuation
- Amount of writing
- Spelling chunks/patterns
- Vowels
- Penmanship
- Evidence of editing/revision

### Ongoing Assessment

You might look at some possible small group conferences you can pull to work on common issues.

**EX:** students who need to apply sight words or patterns in writing.
Lesson 12: Peer-Editing: Adding More sounds

**Strategies to Make Our Writing Readable**

*Reread our stories, using our fingers as pointers to check for missed or leftover words.*

*RRemember if we come to a word wall word, to take time to spell it right.*

*RIf we can’t remember how to spell the word wall word, we look at the word wall, notice it, take a picture of it in our mind, then look away and try to spell it.*

*RIf we come to hard words, we need to say it slowly, listen for a sound, write that sound down, then reread what we’ve written and say more.*

*RRemember to write with details.*

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**Connection: 2 MINI-LESSONS again!**

1. Tell students that they will have a longer minilesson before they partner share today.

**Minilesson:**

2. Ask students to turn and talk with their partners about the strategies they have learned to make their writing readable.

3. Review and remind about the strategies (see box on left)

**Link:**

4. Send students off to work on writing.

**Connection: MINI-LESSON #2**

1. Remind students of the work from yesterday-partners rereading and finding missing words. Discuss what was taught.

**Minilesson:**

2. Tell students how to work with their partner to write more letters in words.

3. Model with the chart story. Discuss how a partner can help notice words that need more letters.

4. Show the chart story and ask all the students to be your partner. Have students read it and if they notice any words that are hard to read to be ready to share.

5. Discuss the hard to read words, think about what the word should be (by rereading and thinking aloud) and point under the word to see if you have all the sounds.

6. Model asking your partner (all the students) to help you stretch (or chunk) the word with you as you write it.

**Link:**

7. Have students work with their partners to help each other reread their work. If they come to a word that needs more letters, they should help each other to spell the words better.

**Share/Reflect:**

8. Spotlight a partnership that worked well and fixed up writing. Have them share what they did when they came to hard to read words.

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**Conferring**

**Look for partners who are working together and fixing up words.**

**You will want to have them share today!!**
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<tr>
<td><strong>Connection:</strong></td>
<td>1. Tell students that today they are going to make sure they are spelling word-wall words correctly when they write.</td>
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<td><strong>Minilesson:</strong></td>
<td>2. Review some of the word wall words they know in a snap. Read the word in unison and spell them together.</td>
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<td>3. Tell students that sometimes writers need to reread their writing to make sure we have spelled our word wall words correctly. Then we have to be word wall detectives!</td>
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<td>4. Model with the first page of the chart story. Reread the story and touch each word, asking “Is this a word wall word?”</td>
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<td>5. Model coming to a word wall word and noticing it doesn’t look right. Circle them and keep reading.</td>
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<td>6. Model going back to fix up those word wall words-some in a snap and some by looking up at the word wall, noticing, taking a mental picture, repeating it and checking, then writing.</td>
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<td>7. Have students be your writing partner to help with the next part of the chart story.</td>
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<td><strong>Link:</strong></td>
<td>8. Remind students that they can do this strategy on their own too. Send them off to write.</td>
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<td><strong>Share/Reflect:</strong></td>
<td>9. Have students partner up.</td>
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<td>10. Have students edit their writing for spelling. If they aren’t sure how to spell a word better, they should circle it.</td>
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<td>11. Now have students exchange writing with their partner. They should read the piece and check that the writer has spelled word wall words correctly. If the word wall word is not correct, they should circle it.</td>
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<td>12. Partners pass pieces back when done and writers may have a second chance to fix any word wall words.</td>
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**Conferring**

You might want to pull a small group conference today. Do you see a common need among a few students?
<table>
<thead>
<tr>
<th>Day 14</th>
<th>Teaching Procedure</th>
<th>Materials</th>
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| **Lesson 14: Peer-Editing: Punctuation** | **Connection:** 1. Discuss how the lessons that have been doing will help them to write faster and more. Today they will look at another important thing that helps to make our writing easier to read—periods/punctuation!  
**Minilesson:** 2. Show students the chart story and read it aloud, asking them to notice the problem. (read it without punctuation-in one long string) 3. Discuss what was noticed and how it makes the story hard to understand. 4. Show the next page of the story. Read it and invite the students to notice when the trouble starts. Read it a couple of different ways (trying to create meaningful sentences, but not quite) 5. Model rereading the story part, remembering how you wanted it to go. Reread a sentence-stop-say PERIOD and put a period and capital for the next sentence. 6. Discuss why we use periods. 7. Invite students to help you edit the third page of the story. Tell them what you want to say, then have them talk to partners and decide where to add the punctuation.  
**Link:** 8. Remind students that from now on, they need to think about using periods and capitals to separate the parts of their ideas. If they forget periods, partners can help!  
**Share/Reflect:** 9. Share a story of a student writer who figured out how to use periods in their story. | ○ 3 page short chart story without punctuation (have just a few sentences per page, but no ending punctuation or beginning capital letters) |

**Conferring**

You might want to pull a small group conference today. Do you see a common need among a few students?
<table>
<thead>
<tr>
<th>Day 15</th>
<th>Teaching Procedure</th>
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| Lesson 15: Selecting Easy-to-Read Writing | **Connection:**  
1. Remind students that they have been working hard to make their writing easier to read. In this session, they will be getting their writing ready for the celebration.  
**Minilesson:**  
2. Have students sit with their writing folders on the carpet.  
3. Tell writers to go through their folders and make two piles again—Easy to Read—Hard to Read  
4. Ask students to share with the class why they called some of their writing easy to read. What made it easy to read?  
5. Tell the students that they will need to **pick their hardest to read story and their easiest to read story. Two pieces!**  
6. Have them put their name on the hardest to read piece and collect them. (while students meet with partners, you will mount them at the top of the construction paper)  
7. Tell students to take their Easy to Read story and make sure it is one of their favorites. They will work with partners to make sure it is as easy to read as possible.  
**Link:**  
8. Remind students of the ways they can make their writing easier for people to read. Discuss quickly how partners should work. Send partnerships off to work together.  
**Share/Reflect:**  
9. Collect the Easiest to Read stories and staple them to the bottom of the construction paper. Make a big deal out of the differences you can see! | o Student writing folders with all of their writing pieces  
o Construction paper to mount their stories (largest size) |

**Conferring**

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