Primary Writing
Writers Workshop

Read Aloud

Mini-Lessons/Modeled Writing

Independent/Journal Writing

Editing

Publishing
# Writing Log

for [_______]

<table>
<thead>
<tr>
<th>Date of Observation</th>
<th>Target Goal</th>
<th>Date Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Conference Log

for ________________

<table>
<thead>
<tr>
<th>Date and Title of Story</th>
<th>Skills Used Correctly</th>
<th>Skills Taught (no more than 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Writing Skills Checklist

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Peer</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spaces between words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Positive Comments:**

- 
- 
- 
- 
- 
- 
- 

Shared Writing

Wall Stories and Big Books
Stories, Essays and Poems
Original Story Endings
Retellings
Class Journal Entries
Class Observations
Shared Experiences
Class Rules and Charts
Weekly Newsletters to Parents
News of the Day
Curriculum-Related Writing
Reports
Information Books
Evaluations of Books and Activities
Dear Parents,

Sharing in class will be a writing experience as well as an oral language experience. Your child may bring the item about which he/she has chosen to write. I am hoping that all students will participate each week on their sharing day. Please help them be prepared!

Your child, ________________________________, may share on ____________________________.

I have reprinted excerpts from a journal article to help you develop a “writing suitcase” for your child. The article suggests items to prepare your child’s “suitcase.” However, a “suitcase” may be a paper bag and the items may simply include paper, crayons, and a pencil.

You and your child will use this writing suitcase to prepare for his/her weekly sharing day. **It is up to the child** to decide what he or she will do, but let me offer a few suggestions to get you started:

1) Draw a picture and write a sentence about the item chosen. In the beginning, your child may wish to tell you the sentence and have you write it. This is fine; soon they will discover that they can do it themselves with help from you in spelling and spacing, etc.

2) Cut a picture from the newspaper or from a magazine. Dictate or write a sentence or two about it.

3) Dictate or write a story and then illustrate it.

4) Fold or staple paper together to make their own short story or picture book.

5) Cut out a picture of food and write the recipe. (It may sound silly, but that’s fine.)

6) Copy a sentence or two from a favorite book and then illustrate it.

7) Collect items of interest and excitement throughout the week that will remind your child of an experience and write about it.

8) Be creative! These are only suggestions. The older your child becomes and the more practice he/she has with written language, the better he/she will be at writing.

As the year progresses, length and detail of the writing should increase, as will your child’s interest and ability in reading and writing.

Thank you for your help and guidance. If you have any questions or comments, please do not hesitate to call. I will get back to you as soon as possible.

Sincerely,
What Goes Into a Writing Suitcase?

The following list may be used in preparing a writing suitcase. These relatively inexpensive materials are available in most homes. Other similar items that encourage drawing, writing, and reading might also be appropriate. A Writing Suitcase is a great way for parents to build children’s interest in reading and writing.

- **paper:** various sizes, shapes color, textures, lined and unlined, notebooks, tablets, grocery pads, 3 x 5 cards
- **pencils:** dark color leads, large primary
- **crayons:** large and small
- **markers:** fat and thin, all water colors
- **letters:** magnetic, plastic, stencils, cardboard
- **books:** favorite picture books
- **scissors:** for right or left-handed children as needed
- **tape:** masking, transparent, colored cloth
- **glue:** white liquid, paste
- **stapler:** child sized
- **hold punch:**
- **ruler or straight edge**
- **chalk and chalkboard**
- **white board and markers**

How is it used?

After selecting the most appropriate items for the Writing Suitcase, conference with the children and/or parents, and explain how important it is for children to draw and write, as both skills are so closely related.

- Ask the child to be in charge of the Writing Suitcase by returning all materials.
- Add other items to the Suitcase if the child agrees, as it is the child’s personal space.
- Change the books regularly to offer a variety.

Parents and teachers can demonstrate how valuable printed materials are through everyday activities that give children the experiences which will make the Writing Suitcase activities more meaningful.

- Read aloud each day to children. Let the child choose the book. Talk about the ideas or favorite parts.
- Read newspapers, books, and magazines for your own pleasure. Read signs, grocery labels, directions for putting toys together, recipes or any other printed words as you encounter them.
## Writing Assessment Development Scale

**Kindergarten through Grade 2**

### Emergent Writer

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Uses pictures to communicate ideas.</td>
</tr>
<tr>
<td>1</td>
<td>Strings symbols together to represent words and sentences without directionality</td>
</tr>
<tr>
<td>2</td>
<td>Strings symbols together to represent words and sentences with directionality</td>
</tr>
<tr>
<td>3</td>
<td>Communicates ideas using letter-like forms (non-grouped)</td>
</tr>
<tr>
<td>4</td>
<td>Writes some letters connected resembling words (grouped) No knowledge of letter-sound relationship in spelling</td>
</tr>
<tr>
<td>5</td>
<td>Writers with letters representing sounds Knowledge of letter-sound relationship in spelling Inconsistent initial consonants Copies words from environment without meaning</td>
</tr>
<tr>
<td>6</td>
<td>Writes with words May have spaces between words Sense of word length Readable Copies words from environment with meaning</td>
</tr>
</tbody>
</table>

### Early Writer

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Writes simple, patterned and/or non-related sentences May have spaces between words Consistent initial consonants Infrequent use of capitalization and punctuation May have incomplete sentences</td>
</tr>
<tr>
<td>8</td>
<td>Writes simple, non-patterned and/or non-related sentences May have spaces between words Consistent initial consonants Infrequent use of capitalization and punctuation Uses complete sentences</td>
</tr>
<tr>
<td>9</td>
<td>Writes related, non-patterned sentences Sticks to topic Consistently uses spelling approximations Infrequent use of capitalization and punctuation Uses complete sentences Sense of story</td>
</tr>
</tbody>
</table>
FLUENT WRITER

10 Writes related sentences
   Sticks to topic
   Consistently uses spelling approximations
   Beginnings of an organized plan
   Some capitalization and punctuation
   Begins standardized spelling of common words

11 Writes related sentences
   Uses varied sentence structures
   Can control a chronological sequence
   Begins to add details
   Some capitalization and punctuation
   Uses standardized spelling of most common words

12 Uses complex sentence structures
   Clear organizational plan
   Initial capitalization, ending punctuation used correctly most of the time
   Imaginative, vivid language
   Uses standardized spelling of common words

13 Sentence structure is varied
   Author's voice is apparent, shows awareness of audience
   Experimenting with uses of other punctuation
   Uses standardized spelling of most common words
   Begins to use figurative language
   Initial capitalization, ending punctuation consistent
First Grade Writer's Workshop Checklist

Do I have my:

- Name
- Date
- Title
- Capitals and periods
- 3 Sentences
- Sentences that match my title
- Spacing

Expert Word Wall (HFW)

Sequence Words:

To begin        First        Second        Previously
Meanwhile      Moreover      Before        Next
Also            Last          Finally       Then

Blends: the friendliest letters in town.

The Secret Sounds of Best Friends:

ch, sh, th, ph, wh
First Grade Writer's Workshop Checklist

Name: ____________________________

Do I have:

☐ My name
☐ The date
☐ A title
☐ Capitals and periods
☐ 3 Sentences
☐ Sentences that match my title
☐ Spacing

First Grade Writer's Workshop Checklist

Name: ____________________________

Do I have:

☐ My name
☐ The date
☐ A title
☐ Capitals and periods
☐ 3 Sentences
☐ Sentences that match my title
☐ Spacing
## Informational Writing

Revising/Editing Checklist

1. I gave my writing a title. ___
2. I used a lead sentence to grab the attention of the reader. ___
3. I put the information in order. ___
4. I used a closing sentence. ___
5. I circled misspelled words. ___
6. I looked up circled words in a dictionary. ___
7. I added capitals and punctuation. ___
My Birthday
Steps in an Interactive Writing Lesson

1. **Negotiate a sentence.** The teacher and students collaborate to write a meaningful text that can be read.

2. **Count the words on fingers.** As the teacher repeats the agreed upon sentence slowly, one finger is held up for each spoken word.

3. **Recall the word to be written and stretch the word.** The teacher articulates the word slowly using a technique known as stretching the word. As the word is stretched, or spoken slowly, the students listen for the individual phonemes that comprise the word.

4. **Share the pen.** A student volunteer uses the pen to write part of the word or the whole word on the chart paper. Conventional spelling is used.

5. **Point and read.** Once the word has been written on the chart, the teacher or a student can use the pointer to point to the word as it is read.

6. **Recall the entire sentence to be written, then go back to step 3.** The teacher and students repeat the sentence they have agreed to write to refresh their memory. The next word in the sentence becomes the new focus.

Source: Borski, Linda. *Sharing the Pen: Interactive Writing With Young Children*
My Writing Box
From Early Childhood Today

A homemade, portable writing suitcase can help make it fun for your child to express herself through spontaneous writing and drawing.

What You Need

- large cereal box
- construction paper
- glue
- scissors
- markers and crayons
- variety of decorating items (glitter, stickers, and so on)
- sturdy string or yarn
- paper and pencils

What You Do

- To create a writing suitcase, help your child cover a cereal box with construction paper. Encourage her to use crayons and other art supplies to decorate it.
- Cut a small hole near the top of two narrow sides of the box. Then insert the ends of a long piece of string or yarn into the holes and tie them into knots to create a shoulder strap.
- Set the "suitcase" aside and discuss the types of things your child would like to write about or draw. Then encourage her to use the writing materials to form letters and spell in her own way.
- Listen to your child talk about her work. Then help her place the paper, pencils, crayons, and markers into her suitcase. She will be able to use the materials to record stories wherever she goes!
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>I fixed it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I start each sentence with a capital letter?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I end each sentence with a period, an exclamation point, or a question mark?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I use my writing tools to check my spelling?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my writing make sense?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I have enough details?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my title match the story?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Remember:** If you have answered no to any of the questions, try your best to fix your mistakes.
2 STARS (what you liked):

★★

1 WISH (a way to improve):
<table>
<thead>
<tr>
<th></th>
<th>Did I use capitals at the beginning of my sentences?</th>
<th>Did I use periods at the end of my sentences?</th>
<th>Did I put spaces between my words?</th>
<th>Is my work neat?</th>
</tr>
</thead>
</table>
“Tiny” Tales
(Retelling or Personal Narrative)

Materials:
- 3 x 5 cards
- Colored pencils
- Hole punch

Instructions:
Students write a brief retelling or personal narrative using the “first, next, then, finally format.” Share with a friend and edit for content, grammar and punctuation. Fold a 3 x 5 card in half. Punch a hole in the corner. Transfer writing to card. Illustrate. Tie stories to shoestrings. Sit cross-legged facing a partner. Read each other’s stories. Change partners and read again.

Note: Make sure that children wear shoes that tie when they share their stories.
# Flap Book

(Mini Research Report)

**Materials:**
- 3 sheets of bond paper per student
- Tiny sticky notes
- Reference books at appropriate readability levels
- Pencils

**Instructions:**
Fold and staple three sheets of bond together as shown to form “flap” book. Label each flap as shown.

<table>
<thead>
<tr>
<th>Folded edge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Habitat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Gathering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enemies and Protection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interesting Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Students gather information for each main idea or category, writing detail phrases on small sticky notes. Each group of sticky notes may be used to form sentences for a paragraph.
Grade 1 Performance Task
Responding to Literature
How Spider Stopped the Litterbugs by Robert Kraus

Background:
You have just finished listening to the book How Spider Stopped the Litterbugs. This book is about what happens to our earth when it is not taken care of. You have been studying the effects that people have on our environment during our science unit. We have also studied the character, setting, problem, and solutions of many stories.

Task:
Your job is to remember the characters, setting, problem, and solution of the story. You will write and draw about these on the four section flip book.

Audience:
Your first grade class

Purpose:
To help you understand about the characters, setting, problem, and solution of a story and to help you understand how you can help to keep the earth clean.

Procedure:
1. You will have a folded four section flip book.

2. You will label the front of each section with the printed titles for characters, setting, problem, and solution.

3. Write about each topic on the back side of each flap.

4. Draw a picture to show what you wrote about on the bottom page of this book. Show details.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did I write the title of the story?</td>
<td>Terrific</td>
</tr>
<tr>
<td>2.</td>
<td>Did I write sentences about the characters, setting, problem, and solution?</td>
<td>Terrific</td>
</tr>
<tr>
<td>3.</td>
<td>Do my pictures match my sentences?</td>
<td>Terrific</td>
</tr>
<tr>
<td>4.</td>
<td>Did I start each sentence with a capital letter?</td>
<td>Terrific</td>
</tr>
<tr>
<td>5.</td>
<td>Did I end each sentence with a period?</td>
<td>Terrific</td>
</tr>
<tr>
<td>6.</td>
<td>Is my work neat?</td>
<td>Terrific</td>
</tr>
</tbody>
</table>

**Grade 1 Performance Task Assessment List**

Responding to Literature

*How Spider Stopped the Litterbugs* by Robert Kraus
What Happens to a Seed?  
The Tiny Seed by Eric Carle  
Grade 1

Background:
You have just finished listening to the book The Tiny Seed about the life of a seed. You have watched your own real seeds grow during science class.

Task:
Your job is to draw a picture to show the life cycle of a seed in each season. Your pictures will be put on the bulletin board.

Audience:
Your first grade class

Purpose:
To help you understand how a seed changes from a seed to a flower and how this cycle repeats itself.

Procedure:
1. You will have a large circular piece of paper divided into four parts.

2. Label the four seasons from the large chart.

3. Draw what happens to the tiny seed in each season.

4. Show details.

5. Label the things you draw in your picture.

6. Write a sentence about each part of the seed life cycle.
1. Did I draw what happens to a seed during each season?
   - Terrific
   - OK
   - Needs Work

2. Did I show details?
   - Terrific
   - OK
   - Needs Work

3. Did I label the parts of each picture?
   - Terrific
   - OK
   - Needs Work

4. Did I write a sentence that tells about each picture?
   - Terrific
   - OK
   - Needs Work

5. Did I start each sentence with a capital letter and end it with a period?
   - Terrific
   - OK
   - Needs Work

6. Is my work neat?
   - Terrific
   - OK
   - Needs Work