

THANK YOU for downloading *Ready, Set, Go*
that I created **FREE** for you.

*This handout will put editing in perspective for you.
You will see where it fits in the Workshop timeline,
the conditions you need to have in place,
and the materials you need to gather.*

In return, I ask that you...

- (1) Have fun!**
- (2) Give me credit for my work if you share.**
- (3) Refer others to my websites www.LikeToRead.com,
www.LikeToWrite.com, and www.Facebook.com/LikeToWrite**

**I also ask that if you see any editing or content errors
that you let me know
by emailing me at
khaag@liketowrite.com**



**I give permission to classroom teachers to use
my materials with their students.
For all other uses, please contact me.**

**Please feel free
to email with questions 😊**

*Sincerely,
Karen Haag*

"The Error Beast is to be welcomed and tamed, not slain."

(Constance Weaver)

It's important to follow your children, their enthusiasm and excitement. As an experienced Writing Workshop teacher you will be able to do that. When starting, sometimes knowing where to begin can be overwhelming. Here's a suggested plan. Like a recipe, you may want to follow it and then loosen up as you see places for your personal touches. Feel free to make changes to fit your style and the needs of the students!

Tame the Conventions Dragon With Style 😊

Karen Haag
NC DPI Instructional Coach

Contact me at
www.liketoread.com
www.liketowrite.com

If you're not writing, you don't need to learn conventions.



For the first publishing cycle, when working with students who are not used to a writing-workshop format, it is helpful to keep students together to introduce what's possible. The goal is for students to set aside large blocks of time for writing, to conduct their own writing groups, and to share their writing in as many mediums as possible. Building a warm, supportive community that understands how to make suggestions that improve writing is key.

First Unit --- Example of an Approximate Schedule

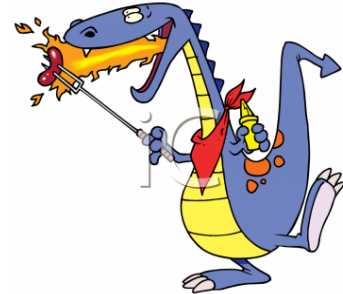
1-2 days	1-2 weeks	1 week	3 days	2-3 days	1 week
Teacher and students decide on audience for finished pieces.	Teacher begins each day with minilesson showing how to find a topic in the genre focus. Students draft several pieces in their daybooks (writer's notebooks). Teacher conferences, observes or writes.	Students choose one draft to revise. Teacher teaches revision minilessons. Students try out revision circles. Students revise their stories.	Teach editing minilessons. Students edit stories.	Students reflect on and evaluate their progress and set personal goals for the next publishing cycle.	Students "send" stories off to be published. (It is helpful if the teacher, rather than parents, is the publisher for the first cycle.) Students can publish more than one story.

Work with Writing Cycles





X ----- Writing Workshop ----- X ---Revision Workshop---X --- Editing Workshop-- X Reflection, Assessment, Celebration
1-2 weeks 1 week 3 days 2-3 days

Lesson Time

1. Connection (Explain what and why of Learning Target)
2. Minilesson (Teach/model)
3. Partners explain learning or goal for the day to one another (Active Engagement)
4. Writing Time (Includes Link - explain target for the day once again and send students to write)
5. Closure
6. Reflection/Goal setting/Personal Assessment



Set up Writing Conditions

-  **Choice** – Students learn to write fluently more quickly when writing about topics with which they are familiar. It's very difficult to hold new ideas in your head or grab new ideas while physically learning to write. Much simpler to write about what you know. That way students concentrate on learning writing strategies and not balance that with learning new content. This process of learning to write transfers to prompt writing if needed.
-  **Time** – Students need to write daily. If not 4 times per week, then Donald Graves says, "Don't bother."
-  **Response**- Students need feedback from teachers or peers. Plan time for students to share their work. Plan time for conferences or fluid conference circles (Haag, UNC Charlotte, 1985).
-  **Community** – If the writers don't feel safe, they won't try. Not to try is not to fail. Students must be shown how to give feedback in a positive tone and accept critique.

Students Keep Three Collections of Writing

- (1) **Writer's Notebook or Daybook:** A place to draft, write first thoughts, false starts, and beginnings. A place to take notes and a place to collect anything and everything that will help the writer improve – inspirational articles, samples of great writing, favorite lines copied from others (with author and name of book), topic idea lists, pages of new, interesting, or important vocabulary, sketches, scrapbook-type things to write about. I call this folder a daybook. (For more information, read *Thinking Out Loud on Paper*, a book I co-authored, or <http://www.liketoread.com/daybooks.html>, or <http://www.liketowrite.com/notebooks.html>.)
- (2) **Works-In-Progress Folder:** A place to collect ALL drafts on the way to publication. In this folder, students house their conference sheets, Have-A-Go sheets, spelling lists, and goal-setting sheets. Students hand in all drafts for a grade.
- (3) **Portfolio:** Students need a third receptacle - to house final drafts. We use it as a show portfolio – the place we show off our work should visitors arrive. Under the new Common Core, the contents will be used to show a year's growth. Students keep their published works (if they fit), reflection sheets, and grading sheets. In the daybook and the portfolio, students keep evidence of improvement over a year's time. The portfolio may be electronic, a binder, or folder.

Resources for Writing Time

- All kinds of paper and envelopes: post cards, stationery, notebooks paper, white paper, construction paper, little paper, books, booklets, etc.
- Gathering space
- Sharpened pencils
- Colored pencils, markers, pens
- Scissors
- Sticky notes
- Favorite mentor texts – books you love that have wonderful author language. (For a list of my favorites, go to www.liketowrite.com.)
- Music and some sort of music player
- Spelling Lists (most often misspelled words, grade-level words, above grade-level words, most commonly used words, etc.)
- Spelling Buckets – one container per group
- Accessible CLASS Binder with spelling word lists and rules.
- A DocCam is WONDERFUL (I can teach a year of writing in half a year with a Doc Cam. It makes that much of a difference.)
- If no DocCam, make sure your computer is hooked up to your TV. (Ask your tech.)
- SmartBoard, projector, or overhead
- Chart Paper

- **Great Grammar Adventure**, DPI's Website: Public Schools of North Carolina. I found a PDF version here: <http://khe.darecountyschoolsonline.com/bm~doc/great-grammar-adventure-l.pdf>

Nice to have

- Diane Snowball's **Teaching Spelling: A Practical Resource**, Heinemann, 1993.
- **Stack the Deck Writing Program**, stackthedeck@sbglobal.net, 1-800-253-5737
- Diane Snowball, *Spelling, K-8: Planning and Teaching*, Stenhouse, 1999.
- Constance Weaver, *Teaching Grammar in Context*, Boynton Cook, 1998.
- Constance Weaver, *Lessons to Share on Teaching Grammar in Context*, Boynton Cook, 1996.
- *The Grammar Plan Book: A Guide to Smart Teaching* (Constance Weaver), Heinemann, 2006.
- *Grammar to Enrich and Enhance Writing*, Constance Weaver, 2008
- Jeff Anderson, *Editing Invitations* and his other books, Stenhouse, 2008. <http://www.writeguy.net/books-dvd>

Most Common Errors Among College Students

- | | |
|---|--|
| <input type="checkbox"/> Carelessness | <input type="checkbox"/> Fragments |
| <input type="checkbox"/> Errors in using the apostrophe | <input type="checkbox"/> Run-ons |
| <input type="checkbox"/> Pronoun agreement errors | <input type="checkbox"/> Dangling modifiers |
| <input type="checkbox"/> Dialect errors - not speaking standard English | <input type="checkbox"/> Misspelling of common |
| <input type="checkbox"/> Lack of subject-verb agreement | |



Ready, set, go!

Teachers can put a strong conventions curriculum in place so that **students will control of 85% of their writing in first drafts with support** by spring.