Writer's Workshop: Creating Independent Writer's

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Description:

I have been fortunate enough to be chosen as one of 62 Penn State elementary education students to be part of the Professional Development in Schools (PDS), for the 2006-2007 school year. During my time in PDS, I have worked primarily in a second grade classroom, as well as spending time in the Title 1, reading resource room. The State College Area School District uses the Response to Intervention (RTI) reading and writing program to accelerate student proficiency and fluency. As a result, there has been a significant increase in students' ability to read and write.

The second grade classroom, located in Central Pennsylvania, includes 20 students with various cultural, ethnic and socioeconomic statuses. The majority of the students are Caucasian with only two being of Asian decent. The school community is very tight-knit. Many families have lived in the area for a long time and many parents have attended the school as children. The majority of the parents are very involved and greatly value education. In our classroom, the learning is a mix between student and teacher centered. Students are given the opportunity to make their own choices, but these choices come from the options teachers lay out for them. The break down of students is 13 males and 9 females. I have one ESL student who no longer requires additional support. Fourteen of my students are proficient readers and have met district benchmark standards. Six of my students are basic or struggling readers. Two of these students require Title 1 support. One student has made remarkable process through the RTI program, while the other student is under consideration for additional reading support. The State College Area School District is a highly regarded district for its staff, technology, and ability to differentiate instruction for all of its students.

Rationale:

Studies have shown that writing is the most difficult and most dreaded area for students. The inability or struggle to write is also one of the leading risks for school failure (Clippard, 1998, p. 1). After observing the Writer's Workshop portion of the day, I have found that it is not a productive writing period for students. During writer's workshop, there is very little structure. Children are supposed to be writing something, whether a narrative, poem, jokes, etc. Instead, children are complaining they do not have any good ideas; some children sit and talk to other children. Many get up and walk around or do other work. Writer's Workshop is a time for students to be creative and write stories; however this free time is causing anxiety and behavioral problems within the classroom. Students are having trouble organizing their thoughts, staying on task, and making use of the time given to them. Students are not receiving the proper instruction for punctuation and capitalization from the teachers. Whatever instruction students do receive comes in the form of a packet that is to be done as independent work. This would not be a problem; however there are very few, if any, instructions of how to use these books prior to having students complete them. After several months, students are still not capitalizing and punctuating, even after many reminders. I have found that when given a topic and a rubric, students are more likely to finish the writing task. I am interested in finding ways to instruct students in the areas of proper grammar, as well as giving them time to write. I also feel that weekly conferences would make a difference in the productivity of students' writing. As a result of these wonderings, I am hoping to set up

centers and conference times with students to make writer's workshop a more productive time for all students. This is an excellent idea.

In the future, I hope to encourage students to become more effective writers. I plan on focusing on the writing process, rather than the product. I feel that beginning to teach the writing process at an earlier age and incorporating quality children's literature into writing will produce better writers in the future. I believe that by getting students accustomed to the writing process, they will benefit from early writing education later in their educational careers.

Question/Sub-questions:

How can I promote student independence during writer's workshop in order to allow for one-on-one conferencing?

- o How can I create a more productive environment?
- o Does organization play a role in student unwillingness to write?
- o What ways can I use to organize their ideas?
- o Will graphic organizers motivate student writers?
- o How can I incorporate technology during writer's workshop?
- o What is more important to student success, the writing process or the product?

Inquiry vs. Project:

This inquiry has come about after observing several students struggle to write a single story during writer's workshop. These students loathe the idea of having to sit and

think of something to write every day for an hour. By sitting and being forced to write, these students are not obtaining the skills required to become better writers. In lies the problem of not knowing what is causing the struggle. I am not sure if it is a matter of organization, varied instruction, or the type of writing that is hindering my students' abilities to complete writing tasks. I am hoping that through my attempts at differentiating the instruction to accommodate the needs of all students, there will be a great improvement in the students' skills and products.

Inquiry Plan:

I will be working with the whole class on report writing. I started planning with the school librarian, Susan Cook, to organize how the students will research in the library and what kind of graphic organizers the students will use. Ms. Cook and I agreed that the focus of the report should be on the writing process. This would include data collection, organization of data, revision, and peer conferencing. Students will select a topic from a list of appropriately selected materials. After selected their topic, students will begin research in the library and in the classroom. Students will have the opportunity to use the classroom computer to research their topic. Mini-lessons (see attached plans) directed toward report writing include: how to use a web, how to create "big ideas" from their subtopics, writing the body of the report, and writing an introduction and conclusion. I will also set up centers during writer's workshop. This will give students the opportunity to work on computer and text based research, punctuation, spelling, and grammar. Mini-lessons about such subjects will begin each writer's workshop. Having centers will also allow me to conference one-on-one with the students to measure their progress. I will be

collecting data by taking dated samples of student work to observe how the report has progressed. Each student will have a folder. In each folder the students will have a writer's log used during conferences. I will be working in conjunction with the school librarian. The librarian will be teaching students how to look for research books in the library and how to properly cite each source.

I feel that if students work on their reports every day the task will become mundane and they will lose interest. Therefore, I will have centers set up for students to have independent practice with different areas of writing. One center will emphasize the daily mini-lessons. This center revolves around a special activity to help make the ideas of the mini-lessons concrete. Another center will allow students to practice different areas of grammar. These areas include, but are not limited to: punctuation, capitalization, and suffixes. I also plan to incorporate literature at this center to bring about other areas of writing. A third center will be the "Grow a Story" center. Students will select a topic for a story or narrative from a flowerpot. Each card gives instructions as to what I will be looking for when reading their finished work. I will use a rubric for each story to help determine student progress (Appendix A). A fourth center will give students a chance to use their books to conduct research for their reports, fill out graphic organizers, brainstorm ideas, etc. The final center is the only center students cannot choose when they attend. I will make time to talk with each student to determine how much progress is being made and set goals for the week.

Documentation of student progress will occur on Student Sheet A and determination of student progress will be in compliance with the student rubric A (Appendix B & C). While students are waiting for their conference, they will have the

opportunity to use the classroom computers. By having students explore pre-approved websites, this will incorporate technology through these centers. These websites will be bookmarked on each computer to allow for easy and appropriate access to this information.

Data Collection:

Graphic Organizers:

The graphic organizers are used to help students organize information for their reports. There are two graphic organizers students used: a web (Appendix D) and a research sheet (Appendix E). These graphic organizers functioned to keep students' information organized in order to give students a visual representation of their research.

Writer's Logs:

Inside each student's blue folder there is a writer's log. The log is used to set goals during each conference. It helps the student and I keep track of what the student has worked on, and set goals for completion of a task prior to the next conference. Both the student and I will initial the log to confirm that we have met and that we agree that these are the goals the student needs to work toward.

Dated Pieces of Student Work:

As students work on different works (i.e. reports, grow-a-story, or writing rules) students are asked to date their pieces of work. Along with

the rubrics (Appendix A & B), the dated works help me record and

observe student progress. The rubrics are helpful to see what areas the

students need to focus on. By giving myself a rubric and having students

date their work, I am able to measure student progress.

Weekly Reflection:

Figure 1
Week 1:
This week I started to make changes to writer's workshop. These changes included setting up centers and beginning report writing. The response from the students was overwhelming. It was very exciting to see the kids so enthusiastic about writing. I was also able to incorporate more literature into my lessons, which, I believe, has made a difference. By adding the literature into my lessons it not only gets students interested in what is being taught, but it also adds a read aloud to the schedule. All of these things have made a world of difference in the attitudes of my students.   The first day of the new writer's workshop, I decided to do a lesson about fact or opinion. I felt this was a good way to introduce report writing. This was a challenge because, although this concept is part of the new curriculum, no one had taught it at that point. I used the book *Knuffle Bunny* as an introduction. After reading the book, I had students tell me anything about the book. Some told me things that happened in the book, while others told me what they thought about the book. I then asked them which of these things could be a fact, or something that is true. One student said that the statement that the book was about a baby was a fact. I asked how he could tell that this was a fact. He said that it was a fact because you could just read the book to find out that the book was about a baby. I agreed that there was evidence from the book that would make that statement a fact. We then came to a comment that said, "The book was funny." One student said it was a fact because everyone laughed. Then another student said it was not a fact because he did not find it funny, it was just cute. Then another student raised her hand and said it was an opinion, because not everyone felt the same way and there is no other way to prove that it was funny other than everyone laughed. We went through the whole list and came up with working definitions for a fact and an opinion. I then followed up with a game at centers that students could play to solidify what is a fact and an opinion.

Centers have been a big hit. Students enjoy doing something different everyday. Currently, there are four centers. There is grow-a-story, a center to practice writing narrative and fictional stories. Students pick a topic to write about and then use their time to write and possibly illustrate their stories. Since I have started with this center, students who choose it have been able to come up with two pages of descriptive writing. This is quite an accomplishment, because students who never hand in stories or claim they never have any ideas are writing two or three pages per session. I have another center where students can work on the computer. I found a site created by a second grade teacher with links for different sea animals. Students can research their sea animal or explore a coral reef through the National Geographic website. I encourage students to take notes and do quick sketches of their animals. Other centers include a punctuation packet and a fact or opinion game. Students are retaining information and are looking forward to writer's workshop every day. I look forward to the continuing with the centers and possibly taking over writer's workshop for the remainder of the year.

Figure 2

Weeks 2 & 3: Read: *Are You a Spider?*

Introduced idea of web (student made connection that spiders make webs and we were

going to make webs to "trap our information"

This week we started writing our reports we used graphic organizers such as webs and a clipboard sheet to organize their information. The graphic organizers helped them to visualize their research. We started report writing by reading, *Are You a Spider,* a book about spiders. I chose the book because it was a factual book that read like a story. Students were able to easily pick out factual information about spiders. I also chose the book because I did not want to choose a topic about undersea life so that I would not overlap what the students were researching about.

After reading the book we talked about some facts about spiders. I listed the facts on the board. I asked the students if we could group some of the facts together into subtopics. We grouped the facts together into subtopics of diet, webs, and body parts. I drew lines connecting the information. The students agreed that this was very difficult to read. I then asked the students if they have ever used a web to organize information. They said they had used one when they do a character web. I told them that we could use a web to organize research information as well. I showed the students that when we create a web we only put one or two words in a bubble at a time. This helps us organize our information and not copy the work of others. Students then came up with some things they would like to know about their undersea animals. They used those questions to

create subtopics for their web. The students then took their webs to the library and conducted research to answer their questions.

After creating a web, the students were ready for the next step in report writing. I showed the students that we could create "big ideas" or main ideas for our paper. These big ideas were very broad or wide, meaning they did not have a lot of detail. We would get more specific or add more detail later on. We used our webs that we created to form main ideas for our report. We recorded these ideas on a clipboard sheet. This will be used to create the topic sentence for each body paragraph of the report. I made a 'v' with my (cont from p. 10) hands to give students another visual image of how when we write a paper we go from very wide or broad to very specific or narrow. I feel that this has helped the students visualize what their information should look like. Students were expected to come up with four big ideas from their webs. Some students it took longer to create the four main ideas and by conferencing with the students one-on-one it made it easier to see where they needed help. After creating the topic sentences students were ready to write their four body paragraphs. Students used the image of going from broad to narrow with their information. We used the one or two words they put down on their webs to come up with their own ideas. Students work together to help each other create sentences. Some students realize they do not have enough information to write a full paragraph, so they went back to the computer to find more information to complete their reports.

So, far these reports have been very successful and the students seem to enjoy them. They love to share what they have learned about their sea creatures. They also look forward to learning about the next part of writing a report. I think it makes them feel like "big kids" writing reports. It has also taught me that by breaking down the tasks of writing a report, younger students can write a good report. This gives them experience writing and they are learning the process of good writing techniques at an early age, something I struggled with for years. From what I have seen I can say that learning the process of writing is more important to student success than the overall product. If they are taught the product in a way that is fun and easy for them to understand, the product will come with it. We will begin the final stages of report writing and I hope to finish the reports before the end of April. We still need to write opening sentences, closing sentences, and I would like to give students the opportunity to work in the computer lab to create a cover picture for their report. On April 25th, I plan on having an author's tea so that students can practice reading their reports with their peers. This will be in preparation for parent teacher conferences on Thursday, April 26th and Friday, April 27th.

Figure 3

As part of writer's workshop this week, we have been focusing on adding dialogue and quotations to writing. I used the book, *Martha Speaks,* to aid in our discussion of adding quotations. *Martha Speaks* is a book about a dog who, when she eats alphabet soup, has the ability to speak. I also took the idea from Susan Lunsford, to take quotes from the book and have students use elbow macaroni to add quotation marks around the phrases. This became one of the activities the students could choose from during writer's workshop.

The first phase of this mini-lesson, was to read the book, *Martha Speaks*. Many of the students had read or heard the book before and were familiar with the story. I then explained that in the book the illustrator used speech bubbles to show dialogue or spoken words; however, when we are adding dialogue to our stories, we should use quotation marks. I told them that a quotation mark looks similar to two elbow macaroni stuck together. The students were then given the opportunity to use the macaroni to add quotation marks around selected dialogue from the book. Students would write two quotes from the book and put the quotation marks around them to show dialogue. Students had to remember what was spoken word and what was not, as well as where the punctuation went. The students enjoyed this activity and are very proud to see their work hanging in the hall. Since the lesson on quotations, students have been adding dialogue to their stories that they write at grow-a-story center. It is always exciting to see students taking what they have just learned and apply it to other activities without being told to do so.

I plan to extend the concept of adding dialogue to script writing. As part of the pioneer unit I will do a lesson on writing a biography where students will use their knowledge of research to research a pioneer, past or present, and have that person be interviewed in a Larry King Live type fashion. Students will find some interesting facts about that person and have a question and answer session with me, "Larry King." I think the students will enjoy this activity. I hope that if I can figure out how to do a podcast, I will be able to make their interviews into a podcast, and send home the link so that their parents can hear it as well.

Data Analysis:

Student Organization:

The web aided in keeping students from copying directly from the

source and allowed for easy access to the information when working on

specific areas of writing a report. Graphic organizers, such as the web used

in class, "…make visually explicit the organizational patterns of text. They can be enlisted to facilitate pre-reading, post-reading, pre-writing, revising, discussing, and reasoning" (Bromley, Irwin-DeVitis, Modlo, 1995, p.7). The research organization sheet (Appendix_) helped students create "big ideas" for their report. The students used the four subtopics from their webs to create these big ideas. This was useful when creating the topic sentences for their reports. By using my hands to create a visual image of a 'v' to show how when writing a paper you start very wide or broad, and then become very narrow or specific with our information, students had a better understanding of what a "big idea" should look like.

Out of twenty students, only one had severe difficulty with this concept. She is a student who joined us mid-year, and by working with her I have learned that she has had very little experience writing. The student struggled with getting words out on the paper. She is also one of 4 children who struggled with creating a web. This was the student's first time being exposed to a graphic organizer. After working with her for a week she was still very dependent on receiving help from myself or another teacher in the room. I then paired her up with another student who was had a better understanding of how to use the web to create topic sentences. After observing the two talking, I realized that she was uncomfortable with asking me questions, and felt more comfortable talking with her peers.

According to Lucy Calkins (2003), "It's helpful to set the child up to continue doing what you've just taught her to do" (p.81). Keeping logs and holding conferences, helps students stay more organized, and provides something to refer to when they are unsure of what to do next. The log helped me see what the student had accomplished and what the next step was for that child. (Appendix F)

Student Progress:

By the end of the fourth week, the majority of the students had a score of 3 or 4. These students included punctuation, capitals, had a full, logical story (beginning, middle, and end), and made good use of their time; by having something completed every day. (See attached examples of student works) One-on-one and peer conferences help students monitor their own progress. The idea is to keep students independent; therefore by having a writer's log to help them, they will be able to visualize how they are progressing. The conferences also allow me, as their teacher, to monitor progress as well. I wanted to offer help, but still maintain enough distance so that the students can become more independent.

Skills/Application:

Over the course of the three weeks, students began to make connections and apply what they had learned from the mini-lessons into their writing. For example, after a mini-lesson using *Martha Speaks* to teach using

quotation marks, students began incorporating dialog into their story
writing at Grow-a-Story center. Students often use terms such a fact or
opinion in other contexts. When two students were arguing about a
statement another student made, the one student made the connection that
it was an opinion and not a fact. They generally use these terms during
Social Studies lessons.

Claims/Evidence

1. Student writing centers promote student independence.

Prior to instituting student writing centers, students were given free writing time.
Students could choose what they wanted to write. Many students chose to write personal
narratives or reports. Several students wrote non-fictional stories, but struggled to put the
words on the page. After instituting the writing centers, the students' attitudes about
writing have changed drastically. Students have since become very enthusiastic about
writer's workshop time, so much so that they beg for writer's workshop time. I have
encountered students outside of school and they ask about what we will be doing during
writer's workshop time the next day. Their immediate enthusiasm has prompted me to
focus on improving the centers, to allow for maximum independent student involvement.

With the writing centers, students are getting more practice with different areas of
writing each week, rather than working on one area of writing for a whole lesson. Each
writing center focuses on a different area of writing; therefore, students practice more
areas of writing. In one week a student might learn about punctuation, letter writing,
report writing, as well as narrative and fictional story writing. With the different types of

centers, students do not get bored as easily. If students were to focus solely on report writing the task would become mundane and their enthusiasm would wear off quite rapidly. Instead, students may only formally work on their reports once or twice a week. This means that their goal is to use their time wisely to finish a specific part of the report before the following week. By giving the students deadlines, they work more efficiently and independently.

2. Conferencing with students allows for individual assessment and student progress.

After sending students off to their writing centers, four students each day would conference with me. After talking to the student about his/her writing, we record what the student has accomplished and what his or her goals will be before the next conference. This type of conference is sometimes called an "expectation conference." I found that by conferencing with each student, I get a sense of where the student is and what he or she needs to work towards. According to Lucy Calkins, author of *The Conferring Handbook*, "Ideally a conference sets a child up to continue work for longer than the time it'll take to add a tootsie-roll pop." (Calkins, 2004, p. 5). Calkins is referring to in the beginning of writer's workshop, students should draw pictures to help set up a story. In this case, I had students use a web, a type of graphic organizer, to visualize the first steps of writing a report. The web also provided me with information about what information was important to the child and what I could do to lead them to the next step in report writing.

On some occasions conferences would be held back to back. One example would be if we had a report-writing day. One day would primarily focus on writing a new section of the report. I would give a mini-lesson and instead of going to centers that day, the students would work on that portion of the report. As students worked I would talk with them about what they were doing and encourage them to keep going. I would also situate myself at a table to allow for students to come to me and ask me questions about their work. Another example of back-to-back conferencing is when a student would have a question during writing centers. If a student was confused about what he or she was doing or had a question, students would wait until I was finished conferencing with their classmate to ask a question. Students at this age often stray from their work; a conference might be to redirect the student's attention. Calkins (2003) says, "Sometimes our conferences contain two conferences, back-to-back. This is most apt to happen in an expectation conference. First, we stop whatever the child had been doing and get the child started, but then we often feel as if we need to give a brief conference to direct the writer well on the new work," (Calkins, p. 7).

3. Process is more important to student success than product.

As the students progressed through the writing process, I found that by breaking it down into smaller parts, made writing fun and easy to understand. "From what I have seen I can say that learning the process of writing is more important to student success than the overall product. If they are taught the product in a way that is fun and easy for them to understand, the product will come with it" (personal journal, Fig. 2). The students have come a long way since the beginning of the report writing. A few of my students

have had little experience with writing and struggle to put words on a page. It was much easier for students to tell me what they wanted to say, rather than write it down on paper. However, by breaking down the individual parts of the paper, students could focus on that distinct part, rather than the whole. The breakdown of the different parts of a paper is what is most important to student success when writing a complex piece such as a report.

By including a writing rules center, students were able to practice parts of writing, rather than all the writing rules at once. Students practiced one area of writing each week. By focusing on one part at a time, students could learn, absorb, and apply the information. For example, after reading *Martha Speaks*, as a class we learned and practiced using quotations in dialogue. Students practiced the skill by using elbow macaroni to create quotations around phrases from the book. One student then went on to the Grow-a-Story center and, without being prompted, she added dialogue to her story. She used the quotations properly by remembering when and how to use them to create speech between characters. I found that once other students became more comfortable with using quotations they added dialogue as well. The idea is that learning the process and rules has created a better product without focusing on the product itself. Students are applying the process to create a product, whereas before when students focused only on the product the errors were numerous and the final product was meaningless. They cared more about finishing the assignment, rather than putting effort into the finished product. I feel that this is because they did not know the process well enough to create a well-balanced final product.

4. Using graphic organizers aid in the student process and independence.

After using a web to record information and the research organizer to create main ideas, students found it was easier to write after having a visual image of their words. Graphic organizers give students the, "advantage of recording the shared information permanently in visual form. This is particularly beneficial for students who are primarily visual learners, as well as for those who require more time to process information" (Bromley, Irwin-De Vitis, & Modlo, 1995, p. 22). The graphic organizers worked exceptionally well with my students who attend Title 1 reading and writing. The organizers made them more independent. Although total independence at this age is not yet possible, using a graphic organizer has made it possible for students to self-monitor and progress as writers.

Conclusions

Over the course of the past four weeks, I have found that student independence is a process that requires patience and planning. Not only have my students benefited from learning the writing process, I, as a teacher, have learned how to help my students excel as writers. The writing process is complex and challenging for young students, I feel that I have successfully found a way to teach my students how to write. Although this may not be the approach for everyone, it works for me. The independence of the students allows to me to talk with each one, and measure their individual progress through conversations. It is easier for students to communicate orally, rather than in written form.

Overall, I had overwhelming success with the writing centers and reports. One problem I did encounter was making time to accommodate students who left the room for RTI. I felt that these students were missing out on whole group instruction and the

activities. I was able to use any additional time during reading centers to have some instruction, but it was not sufficient. I do try to include them in as many activities as possible without having them miss too much RTI instruction. Another problem I encountered was how to rotate to the different centers. I tried a couple methods, but what seemed to work best was having the same group of students rotate around the room, instead of allowing them to choose where they would like to go for the day. I preferred having the students choose where they would like to go, but it became a challenge towards then end of the week when students only had one or two centers that had not attended at that point. These centers would fill up quickly and some students would have to repeat the centers they have already attended. In order to insure that all students were able to attend all the centers, I decided to have students rotate. As of now, this system is working.

I plan to continue with the centers for the remainder of the year. I feel that these centers have had a great impact on student learning and retention of material. The students enjoy the writer's workshop centers and I found that they work well for the class and myself. I plan to incorporate these centers into my future classroom. I feel that these centers and mini-lessons would work well at any grade level and provide high-quality writing instruction. The idea of student independence is very important because there is no guarantee that I will have multiple adults in the room at all times. By making centers available and initiate them earlier in the school year, students will become more independent and more productive as the year progresses.

New Wonderings/Questions

- How would these centers work in a classroom whose make-up is primarily ESL students?

- How can I adapt some of these centers for different grade levels? Students who leave the room?

- How does the set-up of the classroom play a role in student independence?

Literature/Experts

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Grow-a-Story Rubric

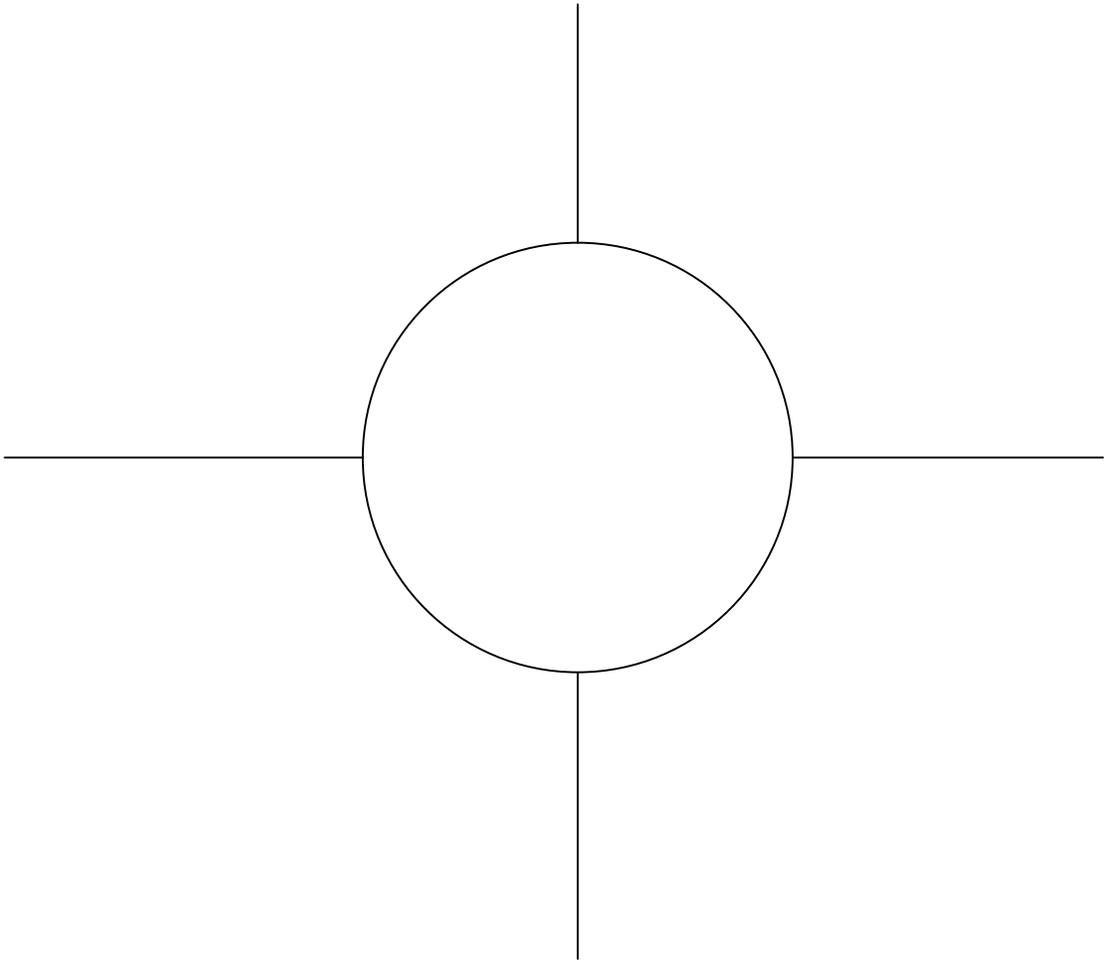| Criteria	4	3	2	1
Punctuation/Capitals	All sentences begin with capitals and have ending marks. Student uses punctuation and capitals properly.	All sentences begin with capitals and have ending marks. Student attempts to use punctuation and capitals properly (i.e. mixing up ending marks, not capitalizing 'I,' etc.).	Some sentences begin with capitals and have ending marks. Student attempts to use punctuation and capitals properly (i.e. mixing up ending marks, not capitalizing 'I,' etc.).	Student does not use capitals or ending marks.
Topic	Student uses topic card to create a story. Student includes details and follows all guidelines listed.	Student uses topic card to create a story. Student attempts to include details and follow guidelines listed.	Student attempts to use topic card to create a story. Student does not include details or follows guidelines listed.	Student attempts to use topic card to create a story. Student does not include details or follow guidelines listed.
Sequence	Logical sequence of events. Story has a beginning, middle, and end.	Attempts at logical sequence of events. Story has a beginning, middle, and end.	Illogical sequence of events. Student attempts at having beginning, middle, and end.	Illogical sequence of events. Story does not have a beginning, middle, and end.
Completion	Student completes assignment in a timely manor. Uses time wisely			Student does not complete assignment in a timely manor. Does not use time wisely.

Student Rubric A: Reports

Criteria	4	3	2	1
Web	Student has one topic and minimum 4 subtopics. Student provides 4+ pieces of information for each subtopic. Student uses one or two words for each bubble.	Student has one topic and minimum 4 subtopics. Student provides 3-4 pieces of information for each subtopic. Student uses two or three words for each bubble.	Student has one topic and maximum 3 subtopics. Student provides 2-3 pieces of information for each subtopic. Student uses words and phrases for each bubble.	Student has one topic and maximum 3 subtopics. Student provides 1-2 pieces of information for each subtopic. Student uses phrases for each bubble.
Big Ideas	Student provides a working title. Student has 4 different broad main ideas stemmed from their 4 original subtopics.	Student provides a working title. Student has 4 different main ideas stemmed from their original 4 subtopics. Main ideas are still too specific.	Student provides a working title. Student provides 3 different broad main ideas stemmed from their original subtopics.	Student does not provide a working title. Student provides 3 or fewer different main ideas stemmed from their original subtopics. Main ideas are too specific.
Rough Draft "Sloppy Copy"	Student includes 4 solid big ideas with evidence, an introduction, and conclusion. Student uses punctuation and capitals.	Student includes 4 big ideas and attempts at providing evidence. Student includes an introduction and conclusion. Student attempts at using punctuation and capitals.	Student includes 3 big ideas and attempts to provide evidence. Student attempts to include an introduction and conclusion. Student attempts at using punctuation and capitals.	Student includes 3 or fewer big ideas and provides little evidence. Student does not have an introduction or conclusion. Student does not use punctuation or capitals.
Final Copy	Student includes 4 solid big ideas with evidence, an introduction and a conclusion. Few or no spelling, punctuation, or capitalization errors.	Student includes 4 big ideas and attempts at providing evidence. Student includes an introduction and conclusion. Student has few or no spelling, punctuation, or capitalization errors.	Student includes 3 big ideas and attempts to provide evidence. Student attempts to include an introduction and conclusion. Student has many spelling, punctuation, or capitalization errors.	Student includes 3 or fewer big ideas and provides little evidence. Student does not have an introduction or conclusion. Student does not use punctuation or capitals. Student has many spelling errors.

Student Name	Week of:				Week of:					Week of:					Week of:					Week of:				
	Center 1	Center 2	Center 3	Center 4	Center 1	Center 2	Center 3	Center 4	Center 5	Center 1	Center 2	Center 3	Center 4	Center 5	Center 1	Center 2	Center 3	Center 4	Center 5	Center 1	Center 2	Center 3	Center 4	Center 5

Name_____

My Report Web

Appendix E

Name_____

My Writer's Log

Date	Today I did…	Tomorrow I will…	Student Initials	Teacher Initials

Inquiry Timeline

Beginning date: March 19

End date: April ?

Week	Item	Mon	Tue	Wed	Thu	Fri
3/19	Week 1					
	Begin report writing and initiate centers		*Knuffle Bunny*: Fact or Opinion, Centers begin	Centers: computer, grow-a-story, writing rules (friendly letter), and fact or opinion game	Cont. centers	Cont. centers
3/26	Week 2					
	Report Research: Webs and Begin Research in library	*Are You a Spider? :* Using graphic organizers (webs) Students pick topic and subtopics (in class) Begin research (in library)	Centers: conferencing, Computers, report writing, writing rules (letter writing), grow-a-story	Cont. centers	Cont. centers	Cont. centers
4/2	Week 3					
	Report Research/Friendly Letters: Big Ideas and Letters in a Bottle	Are You a Spider? : Creating main ideas/big ideas from subtopics (clipboard sheet)	Letters in a Bottle: Review parts of friendly letter, introduce new station "Special Activity" (centers)	Centers: Special Activity (letter in a bottle 'sloppy copy'), Grow-A-Story, Writing Rules (fact or opinion), Conference / computers, report writing	Cont. centers	Cont. centers
4/9	Week 4					
	Report Writing: Turning big ideas into body paragraphs Writing Rules: *Martha*	Mini-Lesson: Use	*Martha Speaks*: Learning	Centers: Conferencing/	Cont. centers	Cont. centers

| | *Speaks*/Macaroni Quotes | Clipboard sheet and Web to create body paragraphs (specific information) | how to add dialog to stories. (Activity: Macaroni Quotes) Centers | computers, Grow-A-Story, Special Activity (letters in a bottle 'good copy'), report writing, writing rules (macaroni quotes) | | |

Lesson Plans