

Mini-lesson: Launching (23) Using a Publishing Checklist
Standards: CC 1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. -identify common consonant digraphs, final-e, and common vowel teams. -Decode one and two-syllable words with common patterns. -Read grade level words with inflectional endings. -read grade-appropriate irregularly spelled words. CC 1.4.1 X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC 1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Materials: <ul style="list-style-type: none">• Chart paper• Markers• Mentor Text• Enlarged “Publishing Checklist” for display (see sample at end of unit)• Copies of “Publishing Checklist” for individual student use (sample at end of unit)• Special editing pens for each student (optional) or have them bring a pencil or marker to the carpet with their folders.
Connection: “Writers, we have learned a lot about what good writing looks like over the past couple of weeks. We’ve read books by great authors like (name authors of read alouds). Today we’re going to decide what elements of great writing we should be sure to include in our writing pieces for our publishing celebration.”
Teach: <p>“Since writing workshop began, we’ve learned about how professional writers write about things they know a lot about. We’ve learned how to put details in our writing, and we’ve learned lots of strategies for making our writing easier for others to read. “I read your writing pieces last night, and guess what? You all gave me great ideas for a checklist. A checklist is a list that has ideas or questions to help us remember what we need to have in our writing. Here it is:”</p> <p>Publishing Checklist</p> <p>I have periods at the end of my sentences. I have capital letters at the beginning of my sentences. I have spaces between my words. I used resources and checked my spelling.</p> <p>ELD: List should include pictures.</p> <p>“Watch me as I check my writing. I’m going to point to each word as I reread my piece. First, I’m going to check for periods at the ends of my sentences. On Monday we saw a cricket. We thought it was having a baby. it was just pooping we all laughed ! Reread each time checking for a different component. Model your thinking aloud as you reread. You can put a line between ‘we’ and ‘all’ to indicate the need for a space.</p>
Active Engagement: You may want to have students do this part at their seats as the “Bridge to Independent Practice” is another teaching point. Optional: Pass out special editing pens (all one color) to have students fix their writing. The special pens will be formally introduced in the Personal Narrative unit.