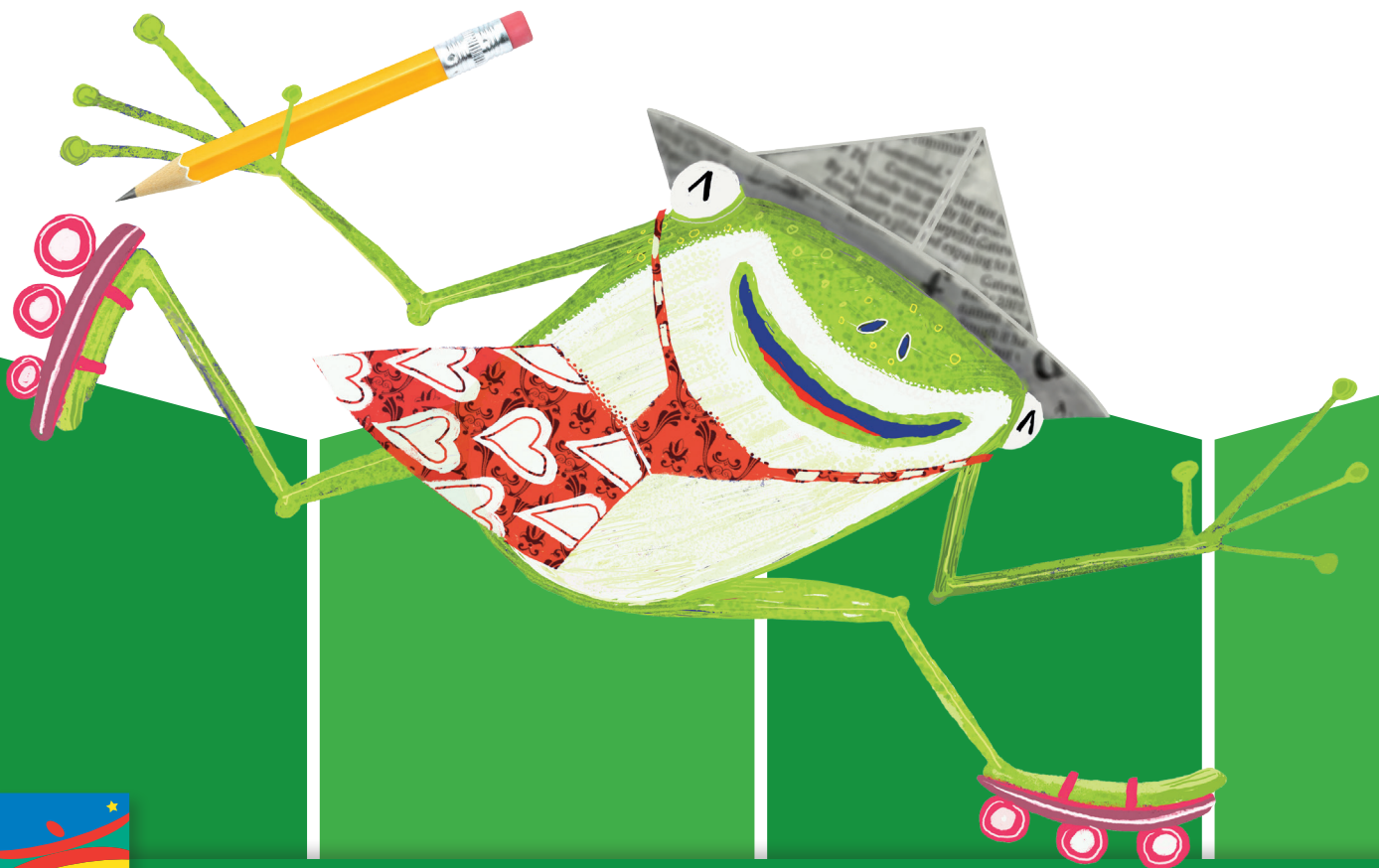




WRITER'S Workshop



BENCHMARK EDUCATION COMPANY



Dear Fellow Educator,
We have created **Writer's Workshop** to help you create a memorable community in your classroom—one where students' strengths as writers will flourish as never before.

These materials are unlike anything else out there. They are **comprehensive yet invitational, practical and flexible, goal- and strategy-based**, filled with examples and exemplars. They are innovative yet true to the original foundations of workshop teaching.

Writer's Workshop is a well-ordered universe of practices and routines, providing opportunities for writing of all sorts. We provide you with a **day-by-day guide, student-friendly goals**, and an armful of tools to sustain **supportive, responsive instruction**.

Writer's Workshop runs on a current of **dynamic strategy demonstrations, ample writing time, and constructive feedback**. When these three elements are flowing, students have both the explicit instruction they need and the implicit support they crave in order to take risks and grow.

We offer the pathways, but you walk them with your expertise. Imagine the writing world you can create for your students—one where writers dig into and make the most of the writing process to create heartfelt, authentic pieces that in turn strengthen their writing identity and build forever writers.

Teaching writers how to share their voice in order to self-advocate or to advocate for others creates a more compassionate world. Let Writer's Workshop be the guide to help you do just that in your classrooms.

Patty McGee, M.Ed.
Author, Writer's Workshop

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Our Author & Consultant Team

Benchmark Workshop's authors are pedagogical leaders and instructional innovators. Their work is grounded in real-world classroom practice. Each workshop

is supported by comprehensive professional development solutions delivered by highly qualified trainers—and crafted in partnership with our authors and consultants.



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Best Practices for Effective Workshops

Utilizing a common-sense instructional approach, our mission is for students to become powerful readers and writers in the classroom and in the real world. The workshop model should be designed as a responsive teaching method, guiding your young learners toward a very bright future.

Best practices include:

- **Student-centered** responsive instruction with consistent, authentic routines
- **Self-efficacy** on behalf of students
- **Ongoing formative assessment**
- **Meaningful conversations,** feedback, and reflections
- **Support for all learners**



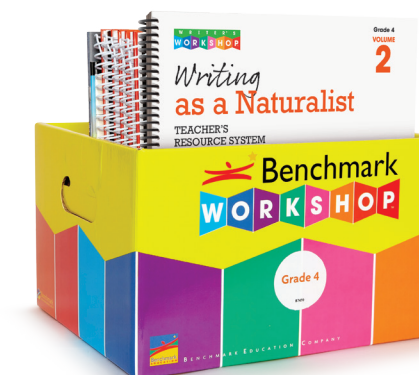
To learn more about Benchmark Workshop resources, visit BenchmarkWorkshop.com.

The Benchmark Workshop Difference

Consider Writer's Workshop as a "writer's studio" that provides step-by-step strategies for every mini-lesson, conference, or strategy group. Writer's Workshop offers a cohesive approach with clear student goals aligned to year-end expectations.

Key features include:

- **Immersion, transfer, and deep learning** within every standards-based unit
- **Process writing and writing in response to reading**
- **Launching units for every grade** to teach classroom routines
- **Daily roadmap** to support teachers new to workshop
- **Built-in flexibility** for teachers ready to chart their own course
- **Explicit goals and mini-lessons** with stepped-out strategies and teacher models that empower students
- **Integrated comprehensive Grammar Micro-Workshop**
- **In-depth Language Development Support for English Learners** including grammar and phonics instruction
- **Knowledge-building topics aligned** to Benchmark Reader's Workshop and Benchmark Phonics & Word Study Workshop



Teacher's Resource System, Grade 4



Mentor Texts, Grade 4



Reader's Theater, Grade 4

Grammar Study Micro-Workshop Teacher's Resource System, Grade 4

A Full Year of Writing Instruction

Writer's Workshop considers every detail to ensure that all of the lessons are consistently mapped across grades and support deeper content understanding over time. As students move into higher grades, there are increased expectations for student behaviors and performance tasks as required by state standards.

Connected Instruction Aligned to Knowledge Strands

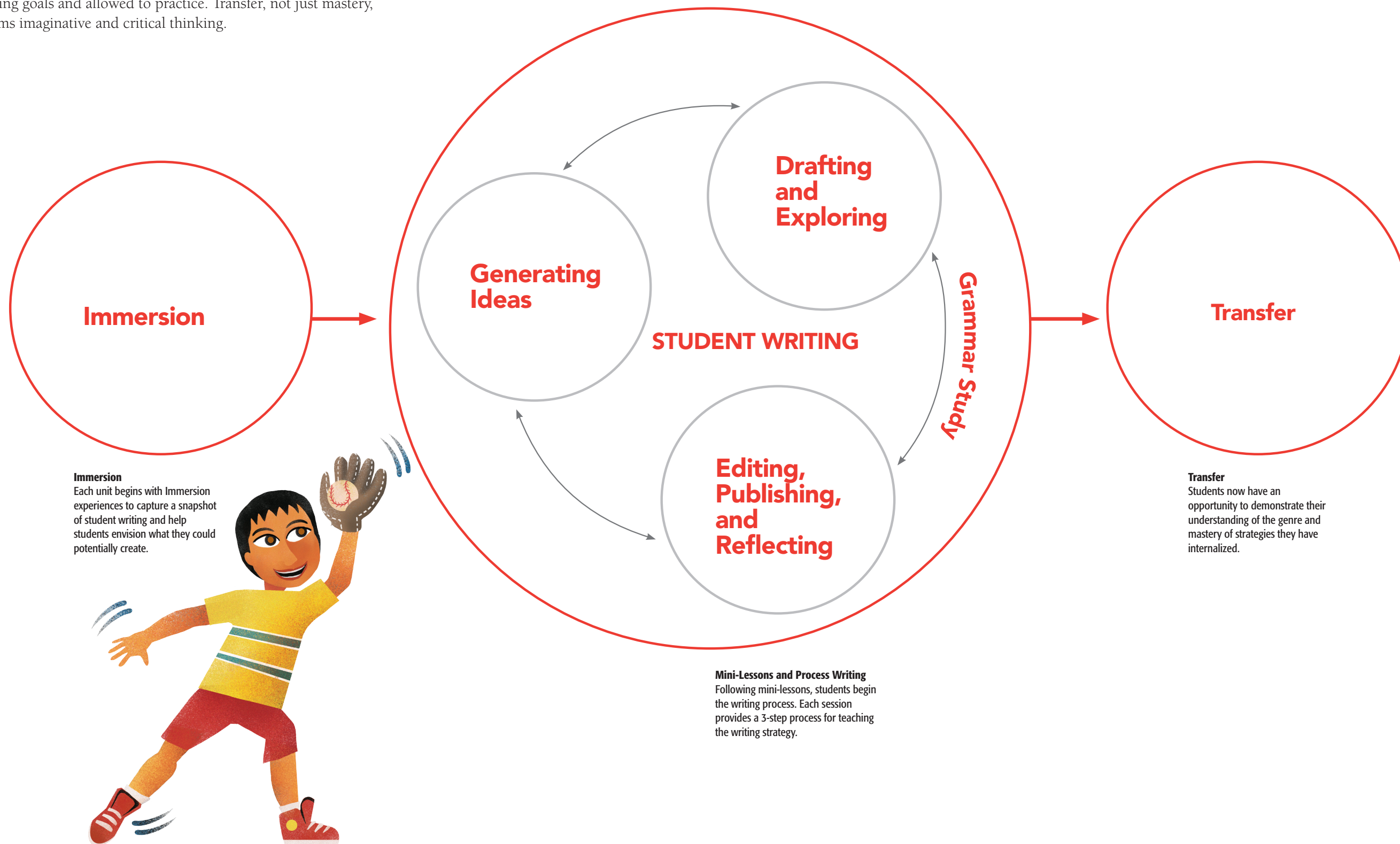
- Standards-based units—Informative, Opinion, Narrative, and Poetry
- Process writing *and* writing in response to reading
- Units aligned to Benchmark Workshop's knowledge-building topics

Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0						
1	6 Weeks Volume 1 Launching Our Community of Writers	6 Weeks Volume 1 Writer's Workshop Kickoff Genre: Kickoff and Personal Narratives Mentor Text: <i>Baby Animals: Three Personal Narratives</i> (Reader's Workshop - Unit 1)	6 Weeks Volume 1 Writer's Workshop Kickoff Genre: Kickoff and Personal Narratives Mentor Text: <i>Memory Moments: Writing Personal Narratives</i> (Not in Reader's Workshop)	4 Weeks Volume 1 Writer's Workshop Kickoff	4 Weeks Volume 1 Writer's Workshop Kickoff	4 Weeks Volume 1 Writer's Workshop Kickoff
2						
3						
4						
5	6 Weeks Volume 2 Writing About the World Around Us Genre: Informational Texts Mentor Text: <i>My Desert Home</i> (Reader's Workshop - Unit 1)	6 Weeks Volume 2 Writing Books That Teach Genre: Informational Texts Mentor Text: <i>A Mountain Gorilla Grows Up</i> (Reader's Workshop - Unit 1)	6 Weeks Volume 2 Writing About Places Near and Far Genre: Informational Texts Mentor Text: <i>Places Near and Far</i> (Reader's Workshop - Unit 1)	6 Weeks Volume 2 Nonfiction with Words and Graphics Genre: Informational Texts Mentor Text: <i>Animal Characteristics</i> (Reader's Workshop - Unit 1)	6 Weeks Volume 2 Writing as a Naturalist Genre: Informational Texts Mentor Text: <i>In the Wild</i> (Reader's Workshop - Unit 1)	6 Weeks Volume 2 Writing as a Scientist Genre: Informational Texts Mentor Text: <i>Partners in Survival</i> (Reader's Workshop - Unit 1)
6						
7						
8						
9	5 Weeks Volume 3 Writing Books with Patterns Genre: Pattern Books Mentor Text: <i>I Can</i> (Reader's Workshop - Unit 2)	6 Weeks Volume 3 Tales About Favorite Characters Genre: Stories Mentor Text: <i>Wolfie the Bunny</i> (Reader's Workshop - Unit 2)	6 Weeks Volume 3 Enchanted Tales Genre: Tales Mentor Text: <i>Characters Learn and Grow</i> (Reader's Workshop - Unit 2)	6 Weeks Volume 3 Personal Narratives Inspire Realistic Fiction Genre: Personal Narratives and Realistic Fiction Mentor Text: <i>Characters Shape Their Stories</i> (Reader's Workshop - Unit 2)	6 Weeks Volume 3 Writing Fan Fiction Genre: Fiction Mentor Text: <i>Characters in Focus</i> (Reader's Workshop - Unit 2)	6 Weeks Volume 3 Stories of Growing Up Genre: Memoirs Mentor Text: <i>Developing Relationships</i> (Reader's Workshop - Unit 1 and Unit 2)
10						
11						
12						
13	6 Weeks Volume 4 Writing Our Own Stories Genre: Personal Narratives Mentor Text: <i>Knuffle Bunny</i> (Reader's Workshop - Unit 4)	6 Weeks Volume 4 Writing Reviews Genre: Opinion Texts Mentor Text: <i>The Lost Kitten</i> (Reader's Workshop - Unit 4)	3 Weeks Volume 4 Poems with Perspective / Genre: Poetry Mentor Text: <i>Different Characters, Different Points of View</i> (Reader's Workshop - Unit 4)	6 Weeks Volume 4 Expressing Our Opinions Genre: Speeches Mentor Text: <i>We the People</i> (Reader's Workshop - Unit 3)	6 Weeks Volume 4 Writing to Persuade, Argue, and Advise Genre: Persuasive Essays Mentor Text: <i>Robot Revolution</i> (Reader's Workshop - Unit 5)	6 Weeks Volume 4 Writing as a Historian Genre: Informational Texts Mentor Text: <i>Our Changing Constitution</i> (Reader's Workshop - Unit 3)
14						
15						
16						
17	5 Weeks Volume 5 Sharing Our Opinions Genre: Opinion Texts Mentor Text: <i>Teachers Are Important</i> (Reader's Workshop - Unit 5)	3 Weeks Volume 5 Poems That Describe Our World Genre: Poetry/Mentor Text: <i>The World Through a Poet's Eye</i> (Not in Reader's Workshop)	6 Weeks Volume 5 Stating Our Opinions Genre: Opinion Texts Mentor Text: <i>Technology and Invention</i> (Reader's Workshop - Unit 5)	2 Weeks Volume 5 Test-Taking as a Genre	2 Weeks Volume 5 Test-Taking as a Genre	2 Weeks Volume 5 Test-Taking as a Genre
18						
19						
20						
21	5 Weeks Volume 6 Writing Expertise Books Genre: Informational Texts Mentor Text: <i>How to Make a Solar Oven</i> (Reader's Workshop - Unit 5)	6 Weeks Volume 6 Writing How-To Collections Genre: How-To's Mentor Text: <i>From Pine Tree to Pizza Box</i> (Reader's Workshop - Unit 9)	6 Weeks Volume 6 Sharing Our Expertise Genre: Writing as Experts Mentor Text: <i>Making, Buying, and Selling</i> (Reader's Workshop - Unit 9)	3 Weeks Volume 6 Poetry from the Heart / Genre: Poetry Mentor Text: <i>Different Perspectives, Different Points of View</i> (Reader's Workshop - Unit 4)	3 Weeks Volume 6 Poetry to Fight Injustice / Genre: Poetry Mentor Text: <i>Heroes and Villains</i> (Reader's Workshop - Unit 6)	6 Weeks Volume 6 Taking a Stand for Our Future Genre: Arguments Mentor Text: <i>Innovation in a Changing World</i> (Reader's Workshop - Unit 5)
22						
23						
24						
25	6 Weeks Volume 7 Writing About Our Planet Genre: Informational Texts Mentor Text: <i>Earth's Surface</i> (Reader's Workshop - Unit 8)	6 Weeks Volume 7 Writing On-the-Scene Accounts Genre: Firsthand Accounts Mentor Text: <i>Nature's Fury</i> (Reader's Workshop - Unit 8)	3 Weeks Volume 7 Nonfiction Meets Poetry Genre: Informational Poetry/Mentor Text: <i>Water</i> (Reader's Workshop - Unit 8 and Unit 10)			
26						
27						
28						
29						
30						
31						
32						
33						

Gradual-Release Units Designed for Transfer

The workshop starts in the exploratory, expansive immersion phase to offer a roadmap of writing possibilities beginning with a mentor text. Explicit modeling of each strategy appears throughout a unit. When student writers see a step-by-step strategy, they are matched with their learning goals and allowed to practice. Transfer, not just mastery, changes habits and informs imaginative and critical thinking.

Immersion activities, targeted mini-lessons, and daily independent writing lead to transfer.



Immersion
Each unit begins with Immersion experiences to capture a snapshot of student writing and help students envision what they could potentially create.

Transfer
Students now have an opportunity to demonstrate their understanding of the genre and mastery of strategies they have internalized.

Mini-Lessons and Process Writing
Following mini-lessons, students begin the writing process. Each session provides a 3-step process for teaching the writing strategy.


Suggested Unit Pacing Guide

Writer's Workshop is a flexible roadmap that provides tools to enhance teachers' instructional decisions. Sample pacing guides are provided as optional resources.

Multiple pathways help teachers facilitate each stage of a writer's growth from *EMERGENT* to *FLUENT*.

- Daily roadmap for teachers new to workshop
- Built-in flexibility for teachers ready to chart their own course

Grade 4 Sample

Overview Pacing Guide			Overview 		
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Week 1: Immersion	Gearing Up for the Unit Students do some writing of their own based on a prompt while the teacher gathers information that will help make instructional choices.	Studying a Mentor Text In this two-part day, writers will both study the mentor text <i>In the Wild</i> and study their own writing sample to set goals for themselves.	Studying a Second Mentor Text In this two-part day, writers will study a second mentor text, <i>Helping Honeybees</i> , and then the class will collaboratively try out different ways of coming up with categories within a topic in Shared Writing.	Comparing Different Overall Structures In this two-part day, writers compare the two structures of <i>In the Wild</i> and <i>Helping Honeybees</i> . Then the class will collaboratively try out the different structures in Shared Writing.	Studying Elaboration Techniques In this two-part day, writers study the mentor texts searching for elaboration techniques. Then the class will collaboratively try out using different types of elaboration techniques.
Week 2: Generating and Developing	Generating Ideas for Active Nonfiction Writers come up with ideas by thinking about places they are very familiar with, both near and far. They write a bit about those ideas to see which ideas sound best to write about.	Generating More Ideas Coming up with multiple ideas is very helpful in finding just the right topic to work with.	Narrowing Down Ideas and Trying Out Different Categories Writers narrow into one topic and try out different categories. They ask for feedback from partners on these categories.	Choosing an Overall Structure: Writers try out different ways of structuring their writing using two different structures.	Planning Sections Writers will look at each category and make a loose plan of what they can include.
Week 3: Drafting and Revising	Planning Out Text and Graphic Features Writers plan out possible text features they may include in their draft. They look at what mentor authors have done, and they try out a few of those structures.	Getting Ready to Draft Before drafting their piece of active nonfiction, writers look across their plans to be sure they have all they need ready to go.	Moving from Notes to Draft Writers draft their writing outside their notebook, keeping one category per page. They write swiftly, knowing they will go back to revise and edit.	Drafting with Transitions As writers draft, they use transitional language that connects sentences, paragraphs, and categories.	Kicking Off Revision with Important Words Writers revise by using and defining scientific words.
Week 4: Revising and Editing	Adding Direct Quotes Writers revise by adding direct quotes. They choose words from an expert and often lead the quote with "According to..." or "As the author of ___ states ..."	Varying Sentence Length Writers keep their writing engaging by using a blend of short, medium, and long sentences.	Writing an Introduction Writers look across their categories and create an introductory section. They write an introductory paragraph by sharing all the big things the reader will learn from their writing.	Writing a Conclusion Writers write concluding sections with a call to action. They name all that they taught the reader and give suggestions on actions they can take.	Revising with a Balance of Text Features Writers start to finalize their writing by deciding on text features such as headings, subheadings, and other graphics with captions.
Week 5: Revising and Editing	Revising with Feedback from Partners Writers revise by taking out anything that is not important to their writing. They read their draft over and think, "Does this belong?" They also ask partners for help.	Making and Using Our Own Revision Checklist Using a checklist, writers look over their pieces and make any final revision decisions.	Begin Editing While Revising Writers edit their work by looking back over their sentences for clarity, making sure they make sense and there are different types of sentences used.	Editing on the Go for Capitals Active nonfiction writers think about editing for capitals while finalizing revisions.	Editing Quotations Writers edit their work by looking back at their quotations, being sure they are offset by a comma and quotation marks are around another expert's words.
Week 6: Publishing, Reflecting, and Transferring	Making Final Edits Writers finalize their pieces by combining all of their sections into one piece. They read them over with partners to be sure their pieces make sense, and they choose titles that work.	Unit Wrap-Up Phase: Publishing Writers get their writing ready to share with others.	Final Reflection and Celebration Writers look back at the goals of the unit and reflect on what they have learned. They jot about this in their notebooks and share this learning with others in their lives.	Quickwrite Writers will read two pieces of informational text, "Chipmunks: Tiny Squirrels" and "Watching a Chipmunk," and use this information to begin writing a piece of nonfiction.	Quickwrite 2 Writers will complete the quickwrite about chipmunks.


Sample Unit Pacing Guide for *In the Wild: Writing Informational Texts, Grade 4, Volume 2*

Consistent Mini-Lesson Structure

Grade 1 Sample

WRITING TEACHING BOOKS WEEK 2: Session 7 Choosing a Topic to Write About

WEEK 2: Session 7 THINK, SKETCH, WRITE



State the Focus and Purpose (1-2 MIN.)

We've started coming up with ideas for writing our own teaching books, and now we can take some time to choose the idea we are most excited about. We want to think of something we know well enough to teach. But we also want to think of something we are excited to teach.

As you work on choosing your favorite ideas, you might find it easier to work with a partner. If you do, you may want to try out this strategy.

Learning Goals

WE WILL STUDY:

- ✓ Ways that writers can work with partner to come up with ideas

WE WILL WORK ON: THE GOALS

- ✓ Writers come up with ideas for informational books and make a plan.
- ✓ Writers use images and words to teach their reader.

MATERIALS

- Writing paper in single sheets or in 3-page booklets

Teachers may use the suggested strategy or choose to model a different strategy from the strategy bank.

Sample modeling and shared writing are provided; however, teachers are encouraged to collaborate with students.

Say the Strategy

Let me show you a strategy you can use to get a partner's help with choosing a topic idea. (EL)

Strategy: Partners Help Each Other Decide What to Write!

1. Share a topic idea, and tell your partner everything you know about it.
2. Let your partner tell you if you sound excited about the topic.
3. Choose the topic that you are the most excited to talk about. Thank your partner for the help.
4. Switch roles and listen to your partner.

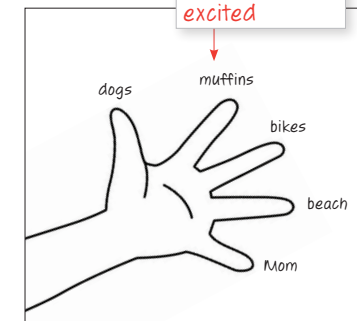
Teach the Strategy

Model the Strategy

Show students how you used the strategy get help from a partner. For example:

1. *First, I shared a topic idea with my partner. It was dogs. My partner asked me, "What can you teach me about dogs?" I started talking about how much I like dogs and then I realized that I didn't have anything else to say about that topic!*
2. *Then I shared another topic idea. It was baking muffins. This time my partner said I sounded really excited about that topic and that it seemed like I had a lot to say.*
3. *After hearing my partner say that, I decided to choose the topic of muffins. I thanked my partner for helping me to decide!*
4. *Then I listened to my partner talk about her topic ideas. As I listened I thought about how much my partner had to say about the topic and if her voice sounded excited.*

had a lot to say and sounded excited



Say the Strategy Again

Repeat the strategy for students, and tell them that they will now work with a partner to try it out. (EL)

EL Supporting English Language Development

Engage in Role-Play

Role-play with a student. Before you start, draw attention to expected language and behavior by displaying and using sentence frames such as the following:

- One topic I'm thinking of is ___ because ___.
- Another idea I had was ___.
- What can you teach me about ___?
- What else do you know about ___?
- You sound really excited when you talk about ___.
- Thanks for helping me decide on the topic of ___.

After the role-play, ask questions to check understanding:

- What did my partner ask to encourage me to keep talking about my topic?
- What did my partner say to help me decide on a topic?
- How did I thank my partner?

Each session focuses on one or more unit goals.

Session 7

Consistent Mini-Lesson Structure

Grade 4 Sample

WRITING INFORMATIONAL TEXTS WEEK 2: Session 6 Generating Ideas for Active Nonfiction

WEEK 2: Session 6 GENERATING AND DEVELOPING



Session 6

Guide Practice (3-4 MIN.)

Jot, Talk, and/or Listen (EL)

It's your turn to try out this strategy. Jot down notes about your ideas in your Writer's Notebook. Then share your ideas by talking with a partner.

Allow some time for writers to think this through first before sharing with partners. Check in with writers who seem confused, and refer to the sample to support them.

As partners discuss their ideas, monitor and observe their interactions.

LOOK FORS

- ✓ Writers sharing a place
- ✓ Oral rehearsal with the strategy
- ✓ Orally playing with different categories and advice to reader
- ✓ Jotting down ideas in notebook

Make notes about writers who may need additional support generating ideas. Focus on developing this during small-group or conferring time.

Bridge to Transfer

You've started the work of coming up with ideas for writing active nonfiction, and as you go off to write today, begin to try out many ideas that you may end up writing about. Keep in mind this strategy. See where it leads you.

Independent Writing and Feedback

Independent Writing

Ask students to focus on generating a number of ideas for active nonfiction. Notice what they are doing and who may benefit from additional small-group instruction or one-to-one conferring.

Small Group

Gather a few students who are not yet able to come up with ideas or have fizzled out after just one or two. A strategy you might show them is:

Strategy: Sketching to Get Ideas

1. *Picture yourself outdoors. Sketch a picture of where you are. Include details of the setting.*
2. *Study your sketch for anything found in nature. Label those items.*
3. *Pick one topic you are most interested in and jot down what you could teach others.*

Patty McGee

The small-group and conferring strategies provided here are only suggestions. You may wish to share a different strategy (see page 4) or create one of your own to share with your students.



Conferring

Review any prior strategies that students need based on what you see in their work.



Two-Minute Edit

Ask students to look back over their ideas to edit. Use this time to observe how well students are using the conventions.

Grammar Study

As you are planning your grammar study, refer to the lessons and learning experiences in the *Grammar Study Handbook*. Adjust your grammar plans in response to what you observe.

Share and Reflect (5 MIN.)

Choose one student's Writer's Notebook to show to the rest of the class. Notice the strategy the student used. Share it with the whole class, naming each step the writer took. Ask who used the same strategy and who used a different one. Ask partners to share their strategies.

EL Supporting English Language Development

Language Objective

Explain ideas using modals.

Substantial Support

My place is ____ My categories are ____ I can tell people that ____ My strategy is ____.

Moderate Support

The place I like is ____ My categories are ____ I would like to teach others about ____ My advice might be ____ The strategy I used is ____.

Light Support

I chose ____ because ____ I'd like to teach people about ____ and tell them ____ Some advice I might give is ____ As a strategy, I used ____.

Look Fors support teachers in observing students' first efforts at modeling a specific strategy.

Bridge to Transfer signals the end of the session. This is a time to acknowledge the different paths students will take as they focus on their works in progress.

Professional Development Tips from the authors

Integrated Comprehensive Grammar Micro-Workshop

Transfer Session: Independent Writing

Grade 1 Sample

Suggestions for **Small-Group Instruction**; however, teachers are encouraged to substitute a different strategy based on their observations of student needs.

Reflection Having to pursue and consider what was learned is indispensable. The opportunity for reflection synthesizes learning in the short- and long-term.

Independent Writing and Feedback

Independent Writing

As students begin to identify and communicate their goals and accomplishments, notice what they are doing and who may benefit from additional small-group instruction or one-to-one conferring.

Small Group

Gather a group who may need support finding the strategies they used. A strategy you might show them using the strategy tallies from Session 22 is:

Strategy: Go to the Tally

- Go back to your strategy tally sheets and notice where you spotted different strategies.
- Look at how you used the strategies you counted on your tally sheet.
- Mark with a self-stick note and leave a note to remind you what you will say to your special grown-up.

Two-Minute Edit

Ask students to look back over their work and mark it with self-stick notes. Use your observations during this time to inform which conventions you may wish to review with students.

Grammar Study

As you are planning your grammar study, refer to the lessons and learning experiences in the *Grammar Study Handbook*. Adjust your grammar plans in response to what you observe.

Conferring

Sit with a student who has made significant progress and put in a large effort, especially through the tricky parts of the writing process. Leverage this moment of celebration to keep the momentum going into the next unit. A strategy you might show the writer is:

Strategy: Keep Going with It

- Think about the volume goals and the places you're marking in your folder.
- Pick one of the volume goals that you would like to keep working on in the next volume.
- Write, "Volume #__ One of my goals is _____" on a self-stick note and put it on the pocket in your folder.

WEEK 6: **Session 29**
TEACH THE STRATEGY

Share and Reflect (5 MIN.)

Ask volunteers to share how they felt while thinking about their goals and accomplishments. Ask them to say if they have any ideas for sharing with the grown-ups in their lives. **EL**

EL Supporting English Language Development

Language Objective
Explain ideas using expanded noun phrases.

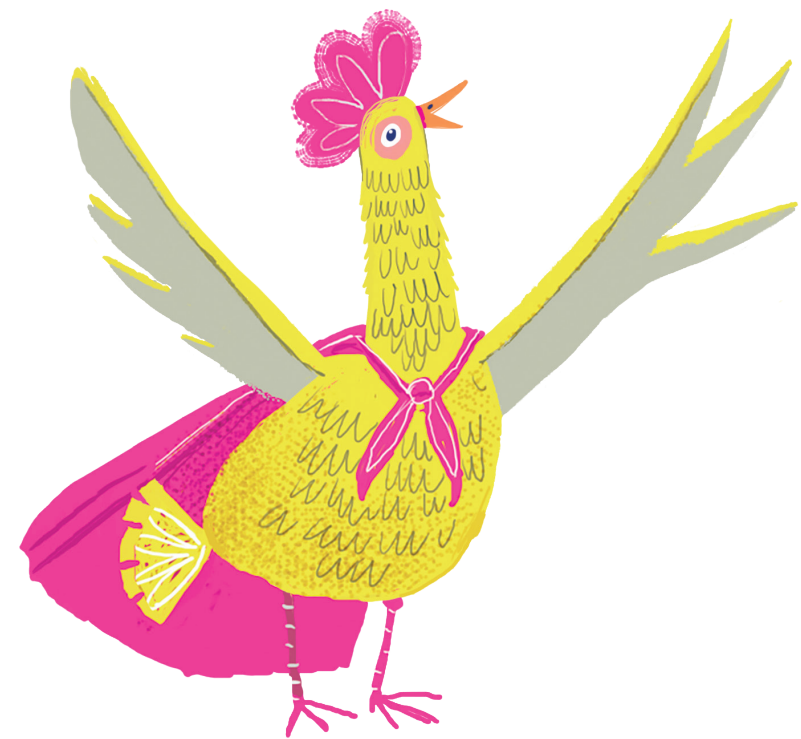
Substantial Support
My goal was ____.
Can you help me find it?
I see an example on page ____.

Moderate Support
One of my goals was ____.
Can you help me find where I ____?
On page ____ I see an example of ____.

Light Support
One of my goals was ____.
Could you help me look for an example where I ____?
I think you met this goal on page ____.

Session 29

English Language Development sentence frames support English Learners to participate in peer and whole-class discussions.



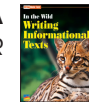
Transfer Session: Independent Writing

Grade 4 Sample

WRITING INFORMATIONAL TEXTS WEEK 6: Session 29A PART 1

Take Another Look at Your Writing on the Spot

WEEK 6: Session 29A TRANSFER



Session 29A

State the Focus and Purpose (1-2 MIN.)

Today you are going to take another look at your Writing on the Spot piece—the first piece of active nonfiction you started with at the beginning of this unit. You will go back to your Writing on the Spot piece and make a plan for how you want to revise it or start the piece over based on what you've learned throughout the unit. You will have today and tomorrow to complete this experience.

Learning Goals

WE WILL STUDY:

- ✓ Ways active nonfiction writers use all they know to rework their writing

WE WILL WORK ON:

THE GOALS

- ✓ Writers generate and develop ideas for their informational writing pieces.
- ✓ Writers elaborate using informational writing techniques to best teach their readers.
- ✓ Writers intentionally structure their writing to teach and guide their readers.
- ✓ Writers use conventions intentionally.
- ✓ Writers seek and give feedback to fellow writers.

Each session focuses on one or more unit goals.

PD tips from the authors

Patty McGee

If you skipped the Writing on the Spot activity, see Sessions 29B and 30B or 29C and 30C. These offer different culminating writing projects that helps students pull together all they have learned.



MATERIALS

- Interactive whiteboard, chart paper, or notebook with a document camera
- Writing on the Spot draft from Session 2
- Self-stick notes
- Filled in Writing Goals Chart from Session 2
- Revision Checklist in Additional Resources, p. AR11

CATS
By: Kaitlyn

Cats are very loving and unique animals. They sleep, they play, and they keep you company and occupied.

Cats are mostly nocturnal. They sleep almost all day, they sleep a little in the night, then they are up and about the rest of the night.

Cats play with all different toys. They play with yarn, take mice, and even writing utensils.

Cats also keep you company. They sleep and snuggle with you. There always there when your alone and scared. They also keep you occupied. When your bored, they keep you occupied by playing with you.

Cats have different types of species too. There's persian, tabby, tortoise shell and so much more.

Annotations:
- "Fix the intro by looking at what's in the conclusion" (circled)
- "Good definition of important word" (circled)
- "This idea goes with next paragraph." (circled)
- "This is a good place for a text feature." (circled)

Cats can be funny as well. They play with toys funny, they get scared easily, and they sometimes sit weird. Cats are very unique animals to have even as a pet.

Annotation: "Need a transition" (circled)

Student Writing Example

Writing Goals Chart

Use this chart to help you focus on your goals for this unit.

Goal	What it means	What I did well	How I can still grow
Writers generate and develop ideas for their informational writing pieces.	I was able to come up with an idea that I really wanted to write about. I was also able to narrow down or expand that idea before drafting.	Writing about what I wanted to write about I enjoyed writing about it	I could add more about certain facts.
Writers elaborate using informational writing techniques to best teach their reader.	I was able to use a variety of details to teach my reader about the topic.	I used a good amount	I could give more.
Writers intentionally structure their writing to teach and guide their reader.	I built my writing piece so as to intentionally teach my reader.	I taught about different things	I could write more than just 3 sentences.
Writers use conventions intentionally.	I used punctuation carefully and with purpose.	I did really good on punctuation	
Writers seek and give feedback to fellow writers.	I often seek feedback from other writers in the classroom. I am also helpful at giving feedback to other writers.		I could help some people.

AR10

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Writing Goals Chart Example

Analyze Your Writing on the Spot (15-20 MIN.)

(EL)

This is your opportunity to use all that you have learned about writing in this unit to decide what to do with this piece. You might want to revise your piece, or you may wish to completely rewrite it. To decide what to do, you'll need to go through these steps:

- Mark up your piece from the beginning of the unit. Underline what you did well and circle what you want to work on.
- Consider your goal reflection and see if you still agree with the comments you wrote.
- Decide if you want to revise or rewrite your piece.
- Choose which strategies and resources you'd like to use to help you.
- Talk to a partner for any extra support or ideas you may need.

Share and Reflect (5 MIN.)

Create new student pairs or small groups so students can support one another and give feedback on their Writing on the Spot drafts.

EL Supporting English Language Development

Teach the Language of Self-Evaluation

- I did a good job with ____, but I'd like to work more on ____.
- I could look at ____ to get more information on ____.
- The strategies I'd like to use are ____ and ____.

English Language Development strategies and differentiated sentence frames support English Learners to participate in peer and whole-class discussions.

Integrate Grammar and Conventions Seamlessly

This unique grammar study welcomes in what has been missing from archaic approaches to grammar instruction—a combination of *exploration, discovery, reflection, explicit teaching, play, and FUN!*

A New Perspective on Grammar: A Holistic Approach

Traditionally, there are two general approaches to grammar learning. This grammar study combines these two approaches into a holistic approach unique to these materials.

Part to Whole

A **synthetic approach** is one that zooms into the parts of speech and then uses those parts of speech to build sentences, paragraphs, and entire pieces.

The	people
article	noun
eat	together!
verb	adverb

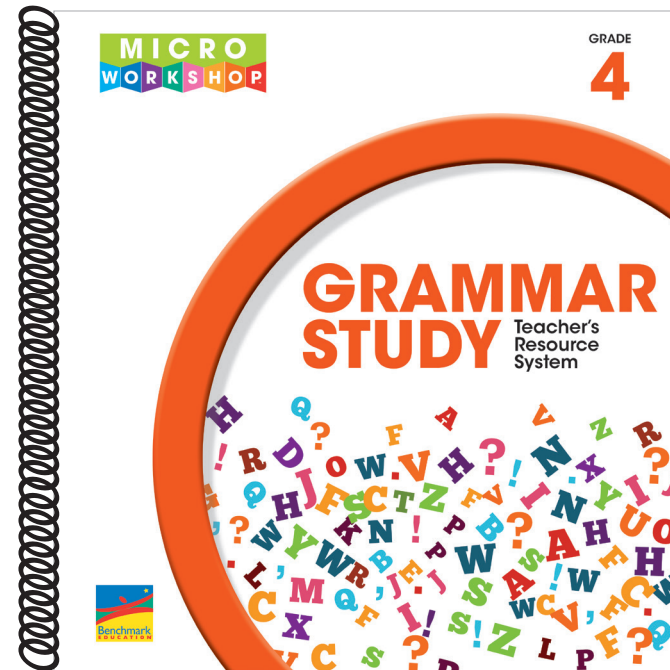
Whole to Part

The **analytic approach** starts at the sentence level and analyzes how sentences are built, the relationship among sentences, and how crafting word order, sentence length, and punctuation can support the overall message of the writer.

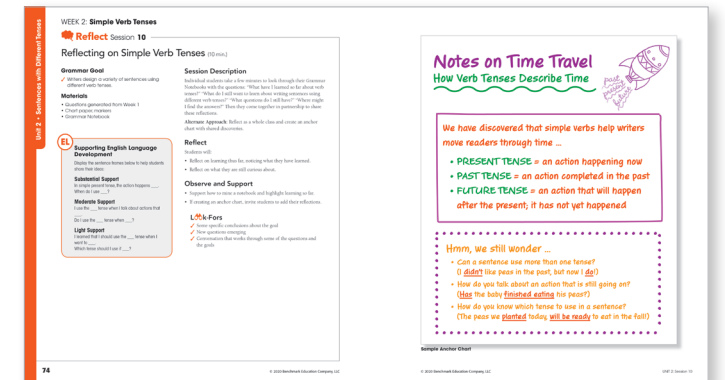
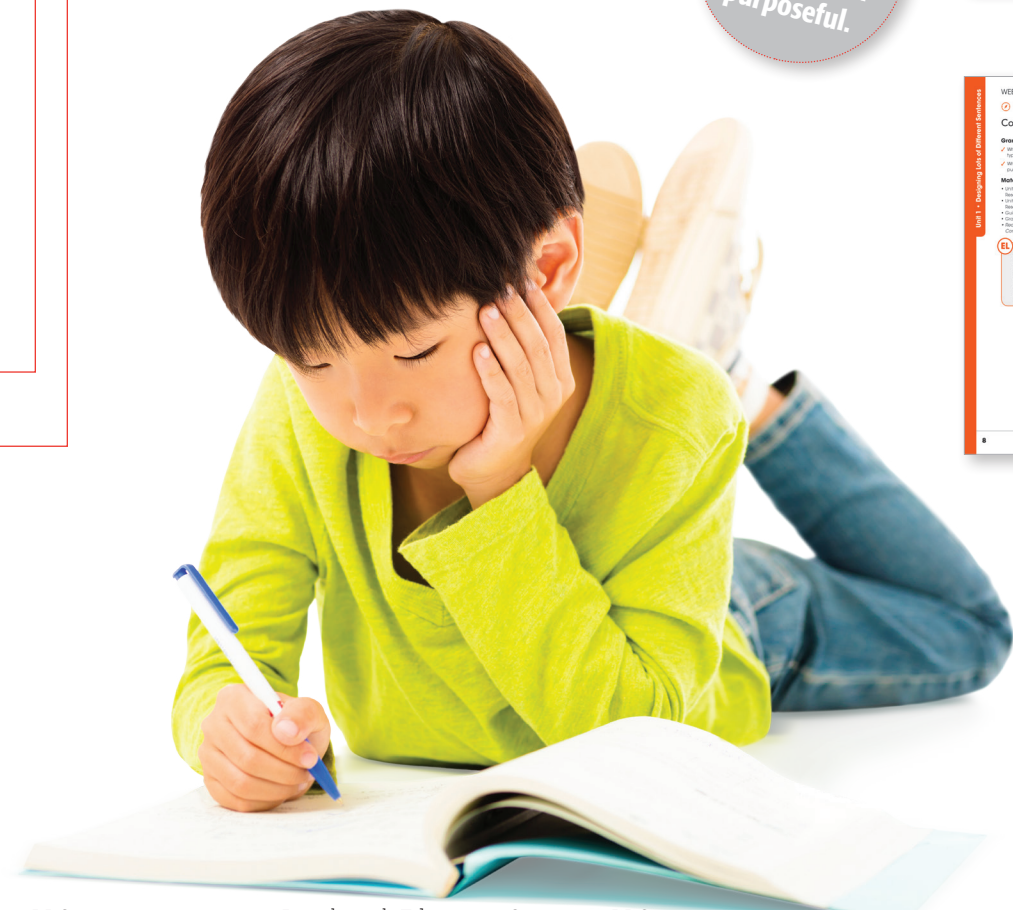
The	people	eat	together!
article	noun	verb	adverb

→ Holistic Approach ←

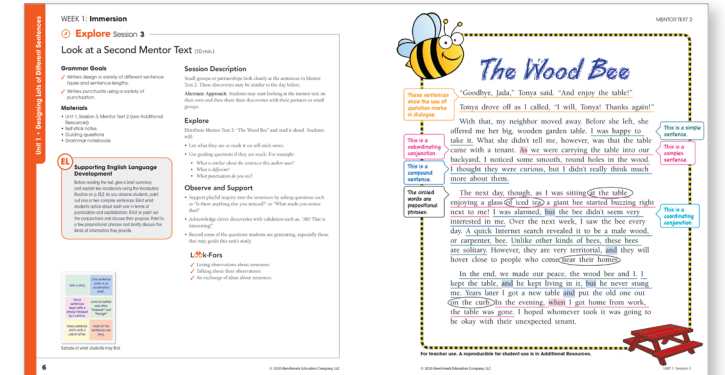
A **holistic approach** to grammar combines both synthesis and analysis. In other words, grammar learners will have plentiful opportunities to study parts of speech and whole sentences, paragraphs, and pieces. This combined approach meets the needs of diverse learners.



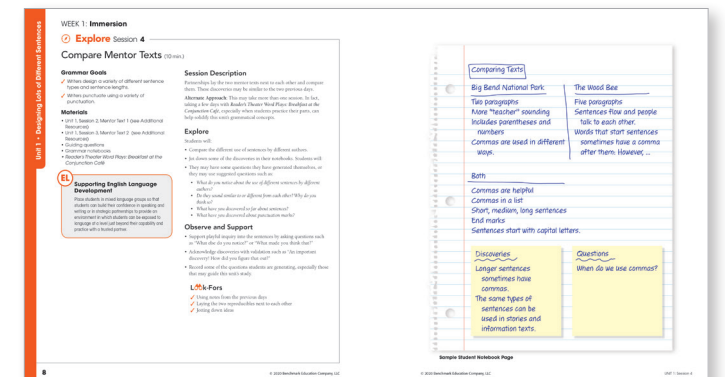
10-minute mini-lessons are practical and purposeful.



Grade 4, Unit 2, Session 10 with Anchor Chart



Grade 4, Unit 1, Session 3 with Annotated Mentor Text



Grade 4, Unit 1, Session 4 with Sample Student Notebook Page

Providing Teachers Flexibility and Choice



150-Minute Literacy Block

<p>10 Min.</p> <p>INTERACTIVE READ-ALOUD</p>	<p>15 Min.</p> <p>PHONICS & WORD STUDY WORKSHOP</p> <ul style="list-style-type: none"> • Mini-Lesson (15 min.) • Differentiated Support During Small-Group Time 	<p>65 Min.</p> <p>READER'S WORKSHOP</p> <ul style="list-style-type: none"> • Shared Reading (5–7 min.) • Mini-Lesson (10 min.) • Small-Group Reading, Independent Reading, and Conferring (45 min.) • Share and Reflect (3–5 min.) 	<p>50 Min.</p> <p>WRITER'S WORKSHOP</p> <ul style="list-style-type: none"> • Mini-Lesson (10 min.) • Small-Group Writing, Independent Writing, and Conferring (35 min.) • Share and Reflect (5 min.) 	<p>10 Min.</p> <p>GRAMMAR STUDY</p>
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120-Minute Literacy Block

<p>10 Min.</p> <p>INTERACTIVE READ-ALOUD</p>	<p>10 Min.</p> <p>PHONICS & WORD STUDY WORKSHOP</p>	<p>50 Min.</p> <p>READER'S WORKSHOP</p> <ul style="list-style-type: none"> • Shared Reading (5–7 min.) • Mini-Lesson (10 min.) • Small-Group Reading, Independent Reading, and Conferring (35 min.) • Share and Reflect (3–5 min.) 	<p>40 Min.</p> <p>WRITER'S WORKSHOP</p> <ul style="list-style-type: none"> • Mini-Lesson (10 min.) • Small-Group Writing, Independent Writing, and Conferring (25 min.) • Share and Reflect (5 min.) 	<p>10 Min.</p> <p>GRAMMAR STUDY</p>
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90-Minute Literacy Block

<p>10 Min.</p> <p>PHONICS & WORD STUDY WORKSHOP</p>	<p>50 Min.</p> <p>READER'S WORKSHOP</p> <ul style="list-style-type: none"> • Shared Reading (5–7 min.) • Mini-Lesson (10 min.) • Small-Group Reading, Independent Reading, and Conferring (30 min.) • Share and Reflect (3–5 min.) 	<p>30 Min.</p> <p>WRITER'S WORKSHOP</p> <ul style="list-style-type: none"> • Mini-Lesson (10 min.) • Small-Group Writing, Independent Writing, and Conferring (20 min.) • Share and Reflect (5 min.) 	<p>Other Instructional Time</p> <ul style="list-style-type: none"> • Read-Aloud (10 min.) • Grammar Study (10 min.)
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A Full Year of Writing Micro-Workshops Across the Grades

Using Benchmark Workshop in Your Literacy Block

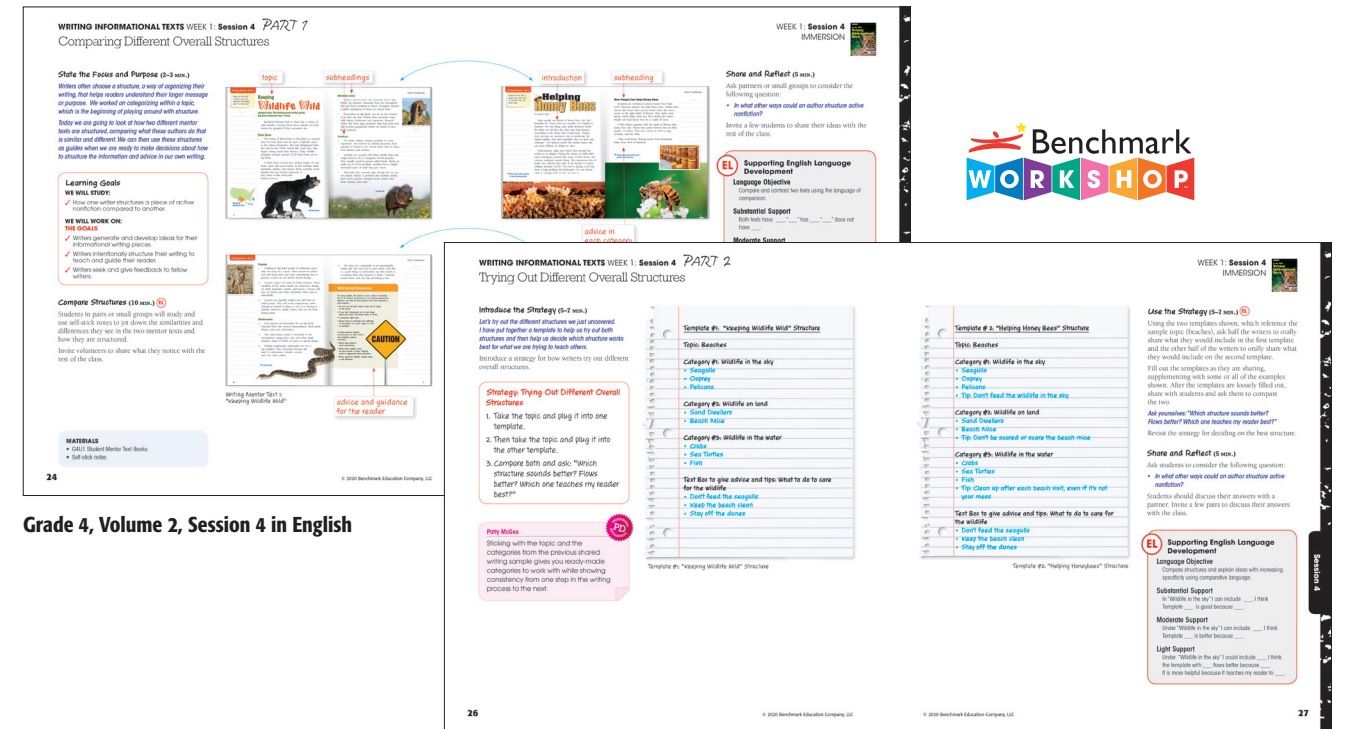
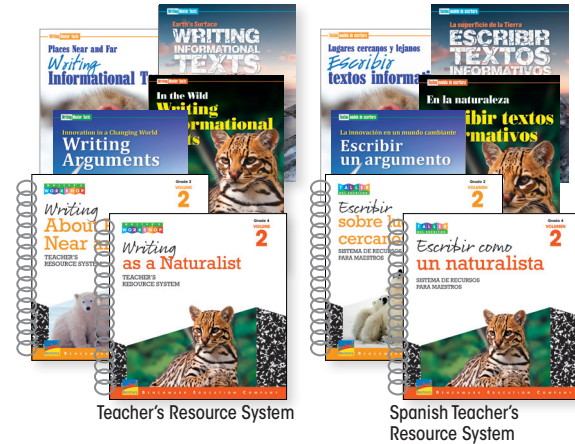
Virtually every teacher faces the challenge of having enough time. The flexibility of Benchmark Workshop resources allows teachers to customize their daily pacing to meet the requirements and challenges they face.

The modular Benchmark Workshop resources allow teachers to build a workshop that's right for their literacy block. There is no single "correct" sequence of instruction.

Provide Complete Instructional Solutions for Dual Language

Completely Equitable Resources in English and Spanish

- Equivalent resources and instruction
- Complete alignment to both English and Spanish Language Arts standards
- 100% digital in English and Spanish

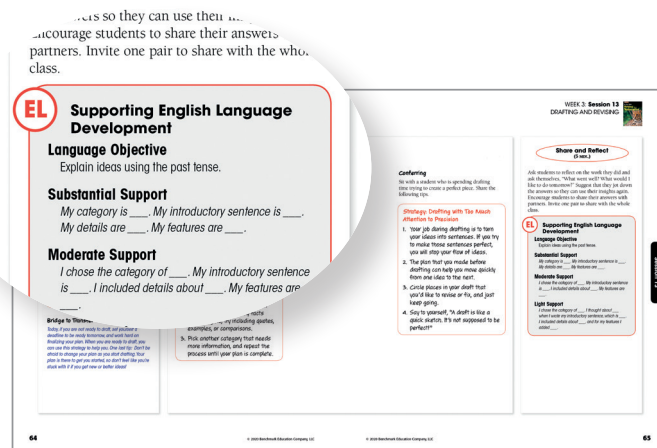


Grade 4, Volume 2, Session 4 in English

Grade 4, Volume 2, Session 4 in Spanish

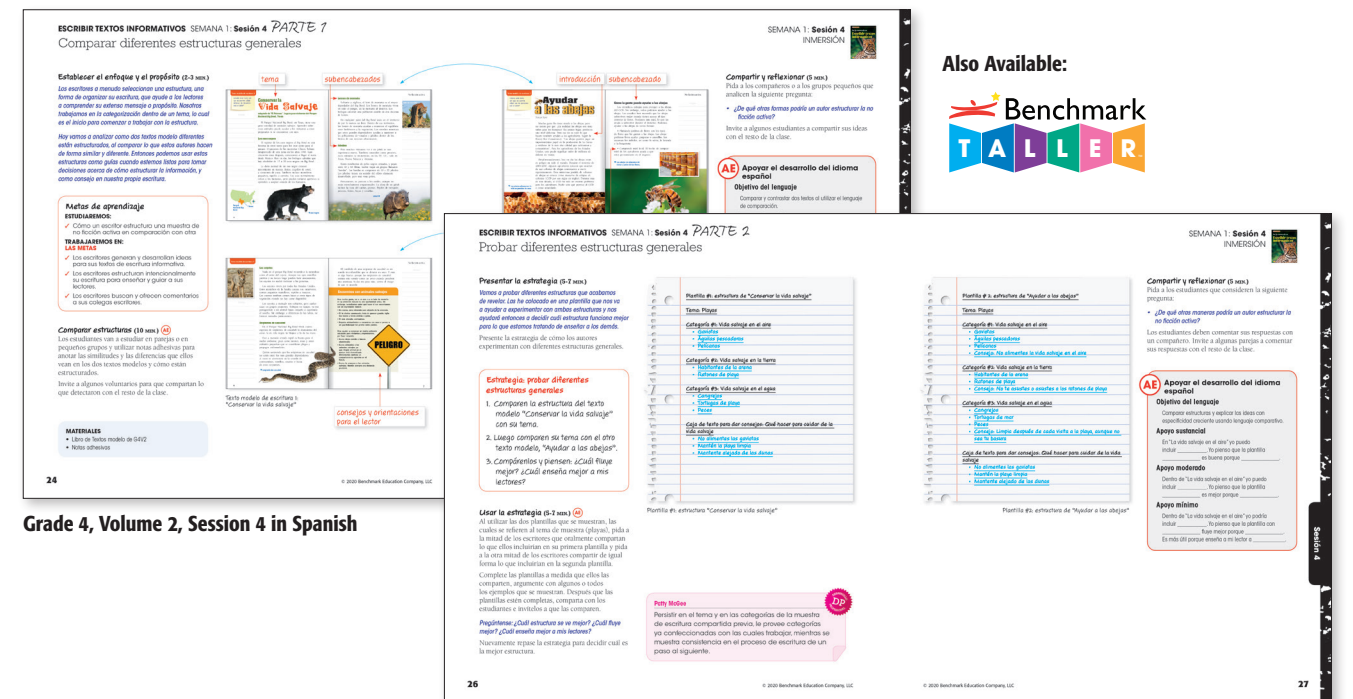
Language Development for Biliteracy

- Language development for English and Spanish Learners
- Grammar instruction unique to each language



Mentor Texts and Source Texts in English and Spanish

- Serve as exemplars for students' writing
- Writing in response to text and/or multiple texts on a topic



Grade 4, Volume 2, Session 4 in Spanish

Also Available:



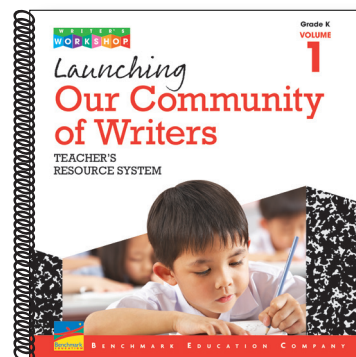


Grades K-1

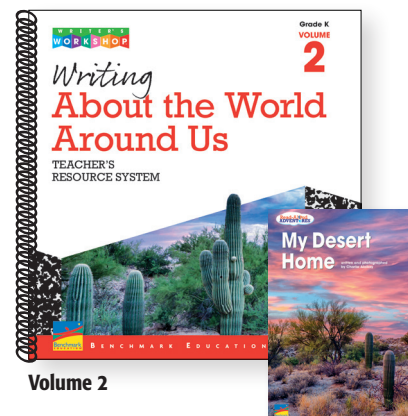
Components at a Glance

Teacher and Student Resources

Grade K

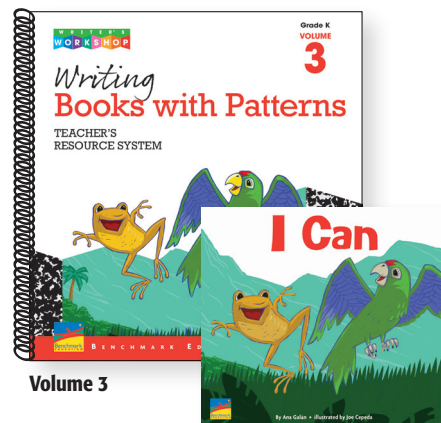


Launch/Volume 1



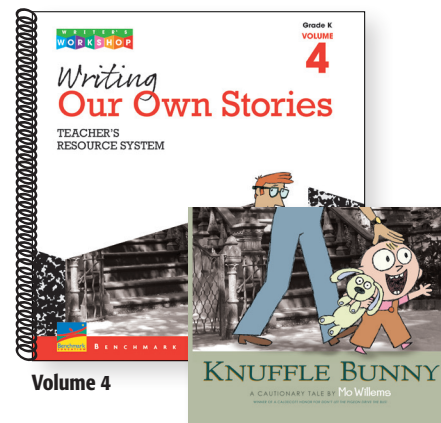
Volume 2

My Desert Home



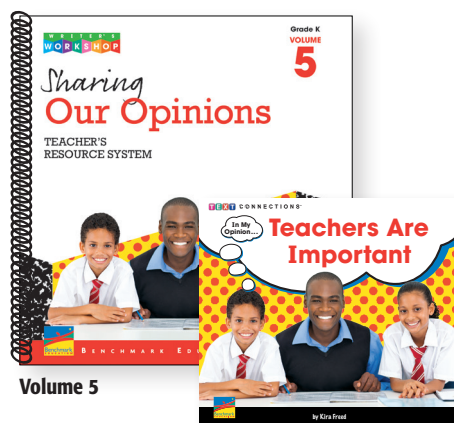
Volume 3

I Can



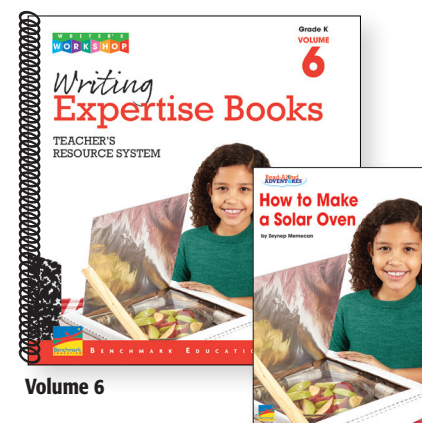
Volume 4

Knuffle Bunny



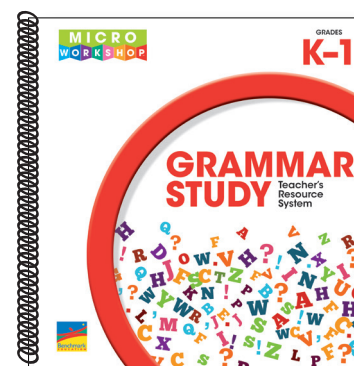
Volume 5

Teachers Are Important



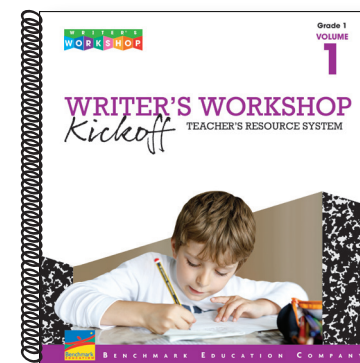
Volume 6

How to Make a Solar Oven

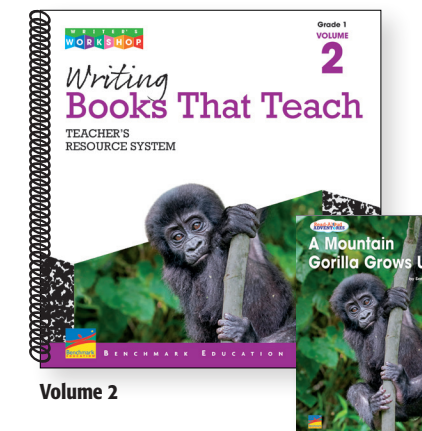


Grammar Study

Grade 1

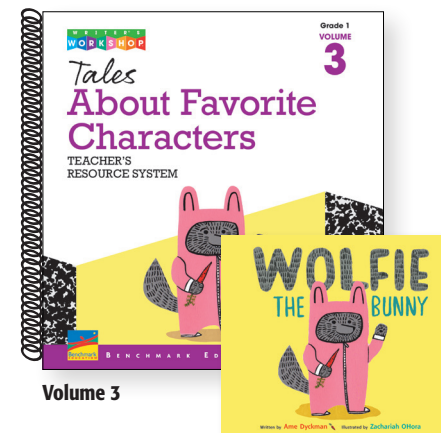


Kickoff/Volume 1



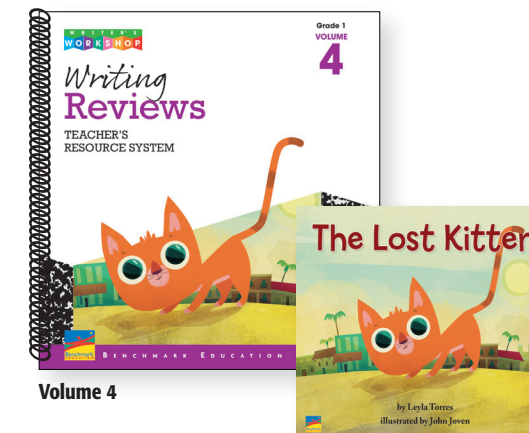
Volume 2

A Mountain Gorilla Grows Up



Volume 3

Wolfie the Bunny



Volume 4

The Lost Kitten



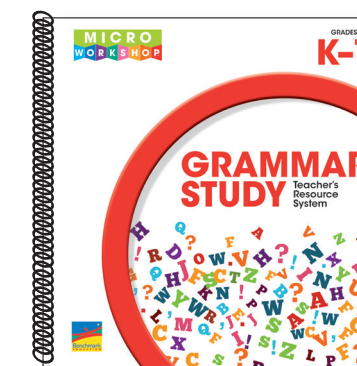
Volume 5

The World Through a Poet's Eye



Volume 6

From Pine Tree to Pizza Box



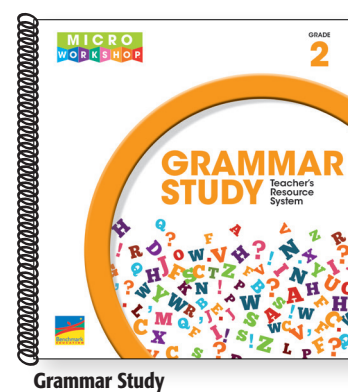
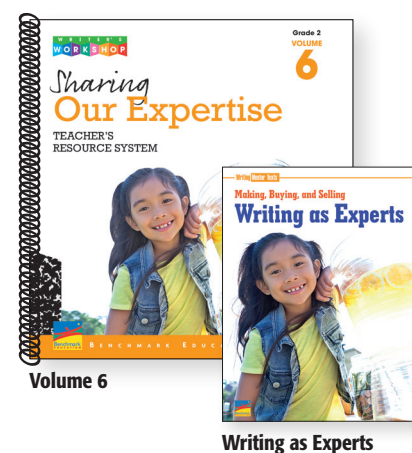
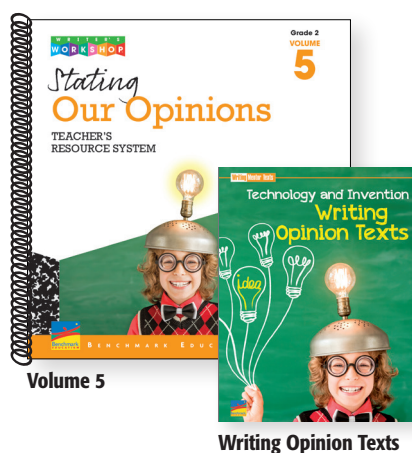
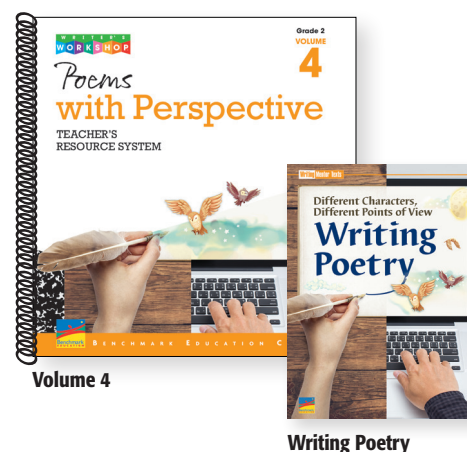
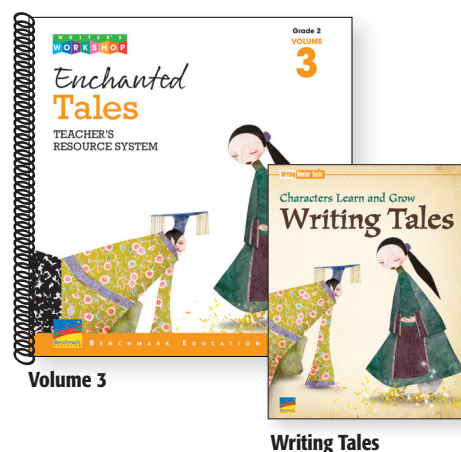
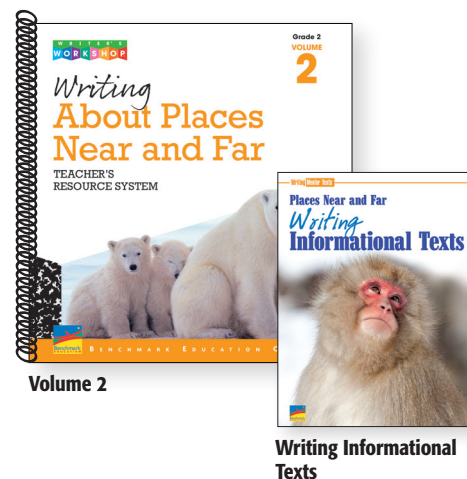
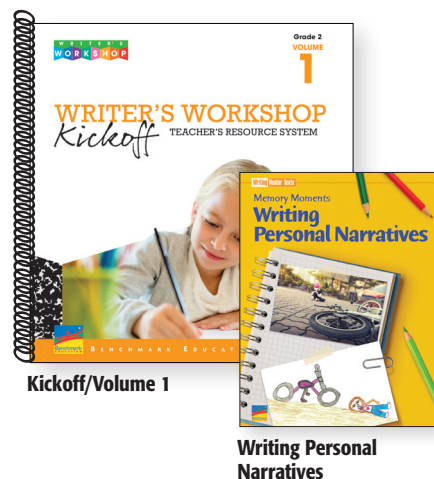
Grammar Study

Grades 2-3

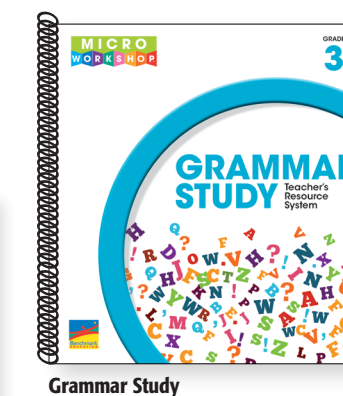
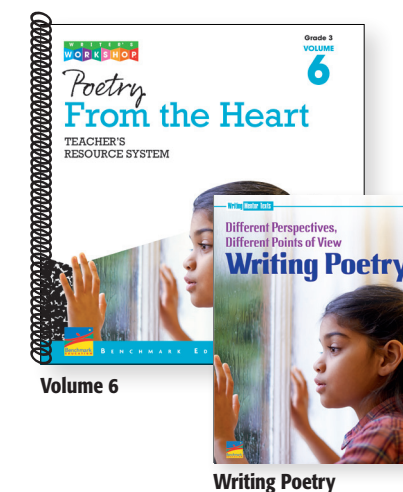
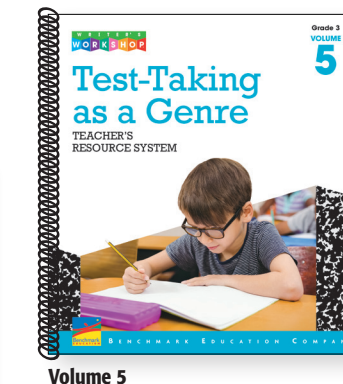
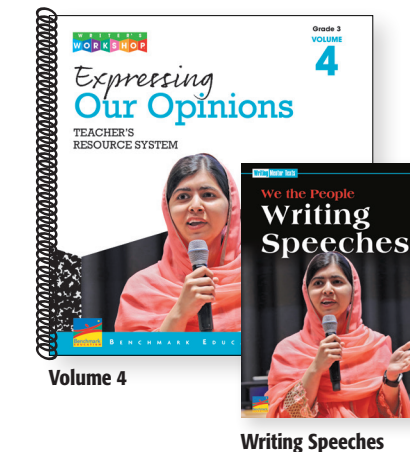
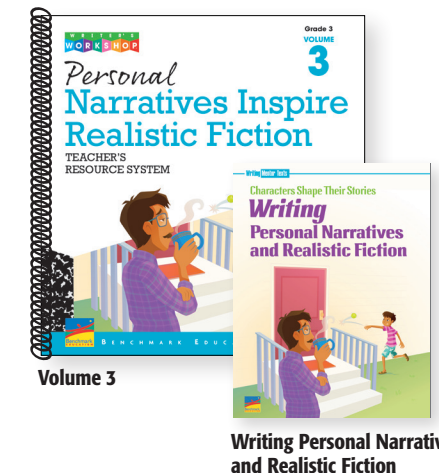
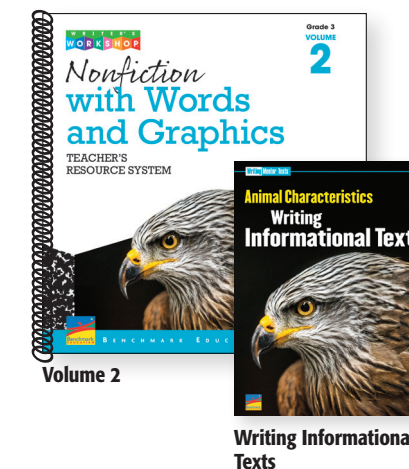
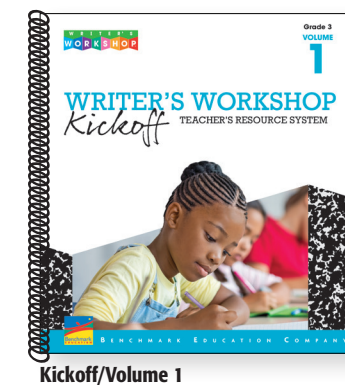
Components at a Glance

Teacher and Student Resources

Grade 2



Grade 3

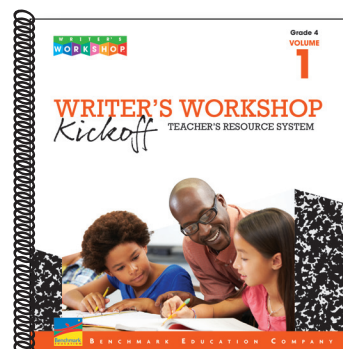


Grades 4-5

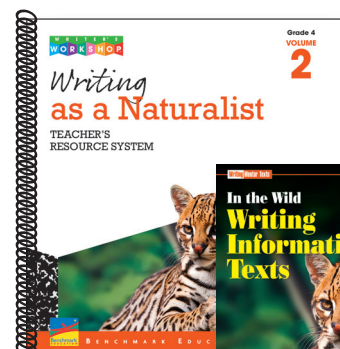
Components at a Glance

Teacher and Student Resources

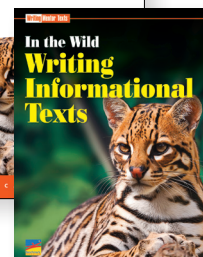
Grade 4



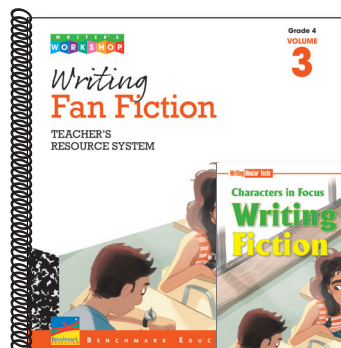
Kickoff/Volume 1



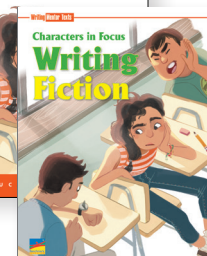
Volume 2



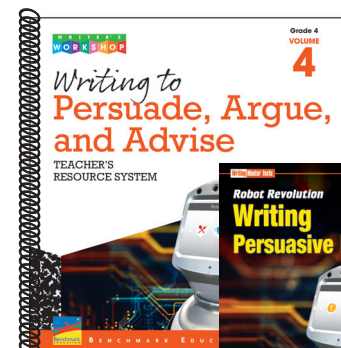
Writing Informational Texts



Volume 3



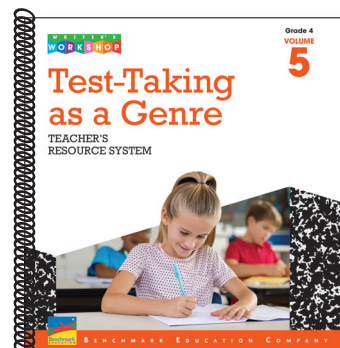
Writing Fiction



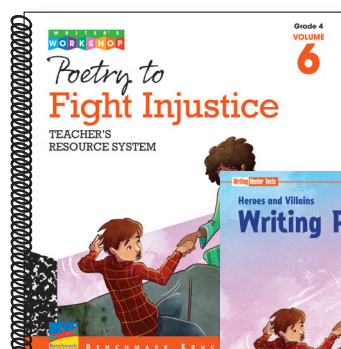
Volume 4



Writing Persuasive Essays



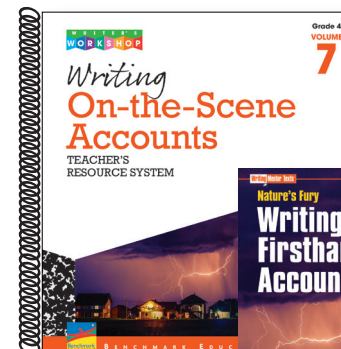
Volume 5



Volume 6



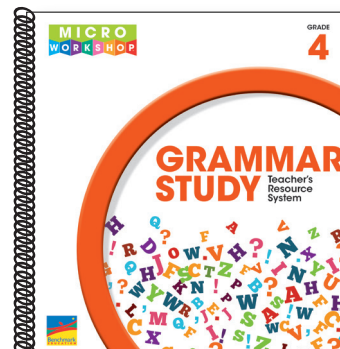
Writing Poetry



Volume 7

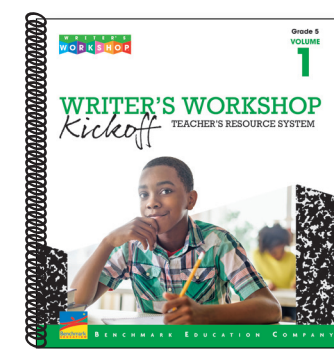


Writing Firsthand Accounts

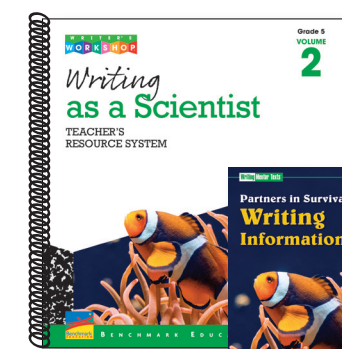


Grammar Study

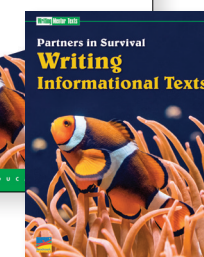
Grade 5



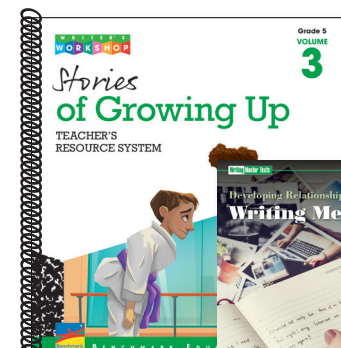
Kickoff/Volume 1



Volume 2



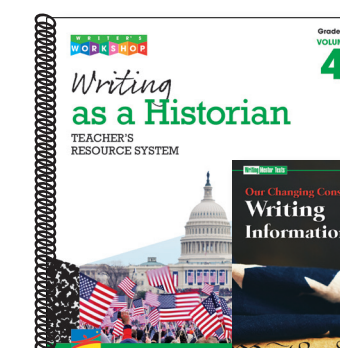
Writing Informational Texts



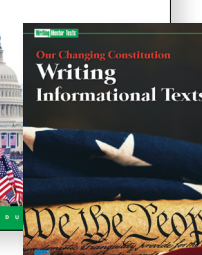
Volume 3



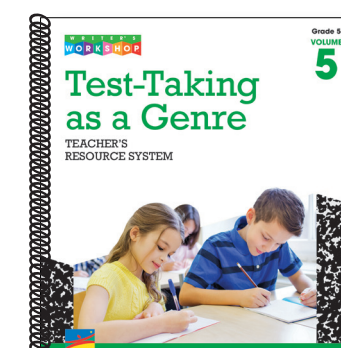
Writing Memoirs



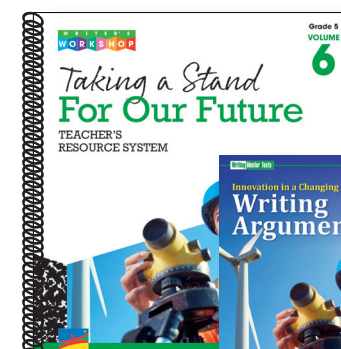
Volume 4



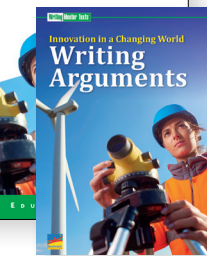
Writing Informational Texts



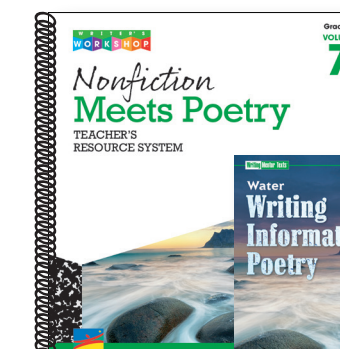
Volume 5



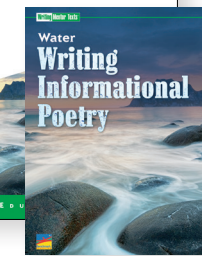
Volume 6



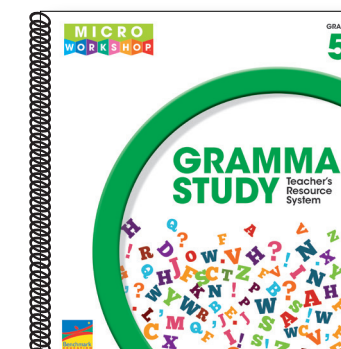
Writing Arguments



Volume 7



Writing Informational Poetry



Grammar Study



Benchmark

WORKSHOP™

In English and Spanish

Flexible Workshop Approach
Mix-and-match modules support transfer
and responsive teaching.

