

Writing Workshop

Presented by the 2nd Grade Teachers

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Informational Writing

Task: Students will research different cultural and community aspects New York City has to offer and write an informational book highlighting subtopics such as transportation, activities, etc.

Remember to:

- Introduce your topic with a clear topic sentence
- Use paragraphs to convey ideas with transitional phrases
- Include relevant details
- Close with a conclusion that includes a clear closing sentence

The Writing Process

Prewriting/Research - Plan it out

- Doing the research
- Choosing subtopics based on research collected
- Identifying relevant points that match subtopic

Drafting - Draft their books, developing their ideas into paragraphs

Revising - Look for places to add more details or remove unnecessary details

Editing - Edit spelling, capitalization and grammar

Publish - Create final copy of writing

Peer & Self Reflect

Rubric to Grade Work

Students look at each category and decide ways they can achieve a 4, 3, 2, or 1 based on each writing component (such as the development, organization, etc.). Students see the clear differences between earning a 4, 3, 2, and 1 for each skill, thus enabling them to work hard to achieve a positive outcome.

Essential Question

How do writers introduce
and develop a topic in
informative writing?



Paragraph Writing Support

We are encouraging students to develop their writing by organizing information into paragraphs. We've been coaching students to write paragraphs that include:

- a clear topic sentence
- transitional phrases for relevant details
- a concluding statement

Topic Sentence Starters

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- **If...then...** *ex.* **If** you're interested in traveling to different places **then**, it is important to learn about all the different ways people travel around NYC!
- **Even though...** *ex.* **Even though** a lot of people like to walk everywhere in NYC, there are many forms of transportation in the city.
- **Since...** *ex.* **Since** NYC is such a large urban community, there are many forms of transportation.
- **When...** *ex.* **When** people need to get around New York City, there are many forms of transportation they can take!
- **There...** *ex.* **There** are many forms of transportation that people use in NYC!

Transitional Phrases

First, _____	Afterwards, _____
Next, _____	Also, _____
Then, _____	Then, _____
Finally, _____	All in all, _____
Lastly, _____	For example, _____
Furthermore, _____	For instance, _____
Additionally, _____	While, _____

Closing Sentences

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- In summary...
ex. In summary, there are many types of transportation in NYC!
- Clearly...
ex. Clearly, there are many transportation systems in NYC!
- To conclude...
ex. To conclude, there are many ways to transport people in NYC!
- As you can see...
ex. As you can see, New York City has a lot of transportation systems.
- In conclusion...
ex. In conclusion, there are many ways goods and people are transported in NYC!
- It is clear...
ex. It is clear, there are many forms of transportation in NYC!
- Overall...
ex. Overall, transportation systems are very important in New York City!