

Lesson 18: Writers Publish Pieces of Work for Others to Read & Enjoy

Supplies Needed:

- The piece of writing that you have been working on throughout the launching unit or one that has already been revised and edited
- A blank book or special paper you wish to write your published piece on
- Copy of the Publishing Checklist to display for the class

Procedure:

- Gather students and ask them if they have ever heard the word “publish” before. Listen to their ideas and then tell them that it is just a fancy word that means “getting a piece of writing ready for others to read and enjoy”. Refer to all the books in your classroom library as “published” because they have been worked on, made better, mistakes have been fixed and they have been presented to the world to read and enjoy.
- Tell students that publishing pieces of writing in the classroom means almost the same thing. They will be taking their work that has been revised and edited and creating something, such as a book or paper, for others to read and enjoy. To publish means that they may need to take their draft that they have been working on and rewriting it so that the changes have been made and the mistakes in spelling, capitalization and punctuation have been fixed. (For very young students this may mean that they will simply erase and fix things along the way. If this is the case, then brightly colored pens would be something you wouldn’t want them to use during the writing process. For older writers this may mean typing a piece on the computer to print.)
- If you choose to make publishing in different ways an option, now would be the time where you explain the different options to students- blank books of different sizes, special kinds of paper or typing on the computer.

- For our purposes, we would choose to publish in a blank book so that students truly see a product that reminds them of the books in the classroom.
- Take out your revised and edited piece of writing and the Publishing Checklist. Model for students how to take your draft and rewrite it into the book, leaving spaces for illustrations as needed. These pictures can be added after the writing in the book is completed or you can tell them to stop their writing and add the pictures as they go.
- Show students the various types of books and papers they have available to them when they are ready for the publishing step of the writing process and where they can find these in the designated writing area (many times these are the same books and papers that they have used in the drafting process).
- Show the Publishing Checklist and explain how it will be used as a tool for students to know when they are completely done and can be considered a published author.
- One important fact to emphasize is that perfection is not expected in these published pieces. Though we may see very few errors in real published books, we know that we are all still writers on a journey to becoming better and some mistakes will be expected and completely fine. (We don't have big publishing companies with editors who will fix all of our mistakes, do we?!)
- Send students to their writing spots and conduct conferences. If there is anyone ready for the publishing step, try to meet with him/her first so that they can share what they are doing.
- Gather students together and have a student who is ready to publish (or in the process) share what they are doing. If no one is at this stage, simply have a few students share their Passports and where they are in the writing process.

NOTE: Publishing can be a very personalized process in each classroom. Some teachers don't want students to have to rewrite an entire story. If this lesson doesn't suit your style or need, then simply substitute this lesson with what you prefer for the process of publishing. The important thing is that students feel like published writers. 😊

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