

## Writing Workshop in First Grade

### UNIT OVERVIEW

This unit consists of 15 lessons that focus on the process of writing. It uses writing workshop to explore memoirs as a genre. The writing-workshop structure in this unit consists of the following elements:

1. Mini-Lesson: The teacher provides direct instruction (5-15 minutes) on a writing skill.
2. Independent Practice: Students write independently in their writer's notebook or folder, using the skills they have been taught in the mini-lessons.
3. Writing Conference: The teacher provides one-on-one feedback and direction to help the student with his/her writing.
4. Share Session: Students share their work during the writing process either in a whole group or in pairs in the classroom.
5. Celebration: Students to share their published piece of writing. The time can be made a special occasion by inviting family members, students and teachers from other classes, and the principal. The celebration can include decorations or refreshments. The degree of celebration is up to the teacher.

Note: Since it is important for the teacher to be viewed as a writer during the writing process, he or she needs to be writing in a writing notebook or folder along with the children. The teacher's writing will be used as the basis for some of the mini-lessons during this unit.

### ESSENTIAL QUESTIONS

1. What is a memoir?
2. What are some of the important steps in moving from an idea to a completed piece of writing?

### TEACHER NOTES

#### *Time Frame*

This unit can be implemented in a three- to four-week period. However, this time frame will be affected by the following factors:

- the amount of time the teacher allocates in the school day for communication arts (e.g., the number of minutes he or she reads aloud each day, the amount of time he or she devotes to writing instruction, etc.)
- the depth of students' prior knowledge and the need for additional mini-lessons that focus on specific communication-arts skills
- the amount of time the teacher decides to allow student authors for sharing their pieces

The chart below represents a three-week writing cycle.

Three-Week Writing Cycle					
1 <sup>st</sup> Week	Collecting Lesson 1	Collecting Lesson 2	Collecting Lesson 3	Picking a topic Lesson 4	Writing around the topic Lesson 5
2 <sup>nd</sup> Week	Writing around the topic Lesson 6	Drafting Lesson 7	Revising Lesson 8	Revising Lesson 9	Editing Lesson 10
3 <sup>rd</sup> Week	Editing Lesson 11	Writing Final Copy Lesson 12	Publishing Lesson 13	Publishing/ Adding Illustrations Lesson 14	Celebration Lesson 15

## CLASSROOM ARRANGEMENT AND MATERIALS

- a large group meeting area for mini-lessons and read-alouds
- free choice of areas in the room where students can work independently
- writing notebook (composition notebook)
- two-pocket writing folder
- a place for writing supplies
- a collection of books, such as

*Birthday Presents* by Cynthia Rylant

*Something from Nothing* by Phoebe Gillman

*Big Mamas* by Donald Crews

*Shortcut* by Donald Crews

*When I Was Young in the Mountains* by Cynthia Rylant

*Red Dancing Shoes* by Denise Lewis Patrick

*When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis

*Wilfred Gordon McDonald Partridge* by Mem Fox

*The Relatives Came* by Cynthia Rylant

**GRADE-LEVEL EXPECTATIONS**

<b>Previous Learning</b>	<b>Targeted Learning</b>	<b>Future Learning</b>
W1A: Follow a writing process with assistance to a. generate a writing plan through pictures, oral language, letters, and/or written words b. compose text through letters, words, and pictures c. reread writing with assistance	W1A: Follow a writing process to a. brainstorm and record ideas in written form b. generate a draft in written form on student-selected topic c. reread writing d. revise writing to clarify meaning and enhance descriptions (such as, `` describing words, relevant details) e. edit for conventions (W2E) with assistance f. publish writing with assistance	W1A: Follow a writing process to a. utilize a simple strategy in prewriting when appropriate b. compose a draft in written form on student-selected topic c. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice, with assistance d. edit for conventions (W2E) with assistance e. publish writing
W2A: Recognize different audiences for writing	W2A: Recognize audience and purpose with assistance	W2A: Compose text showing awareness of audience
W2B: Compose text using pictures and words with ideas that relate to topic, with assistance	W2B: Compose text using pictures and words with ideas that relate to a topic, with assistance	W2B: Compose text with a. a clear controlling idea b. relevant details/examples, with assistance
W2C: Compose text with assistance	W2C: Compose text a. with a simple opening and simple closing b. with complete sentences or thoughts	W2C: Compose text with a. evidence of beginning, middle, and end b. complete sentences or thoughts (declarative and interrogative)
W2D: Compose text using words that are related to the topic	W2D: Compose text using some words that are specific, accurate, and related to the topic, with assistance	W2D: Compose text using some words that are specific, accurate, and related to the topic
W2E: In written text a. forms letters using correct pathway of movement (letter formation) b. capitalize first letters of own first and last name c. use ending punctuation in written text, with assistance d. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies	W2E: In written text a. print all letters legibly, using correct pathway of movement, and spacing between letters and words b. capitalize names of people and beginning words of sentences c. use a period at end of sentence and a comma in the greeting and closing of a letter with assistance d. use naming words (nouns) and action words (verbs) correctly e. spell correctly high frequency words and words with simple patterns	W2E: In written text a. space correctly between letters and words b. capitalize days of week, names of towns, cities, states c. use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter d. correctly use describing words (adjectives) and substitute pronouns for nouns e. spell words with simple

	f. use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies	patterns and high-frequency words correctly f. use transitional spelling, classroom resources, especially dictionary, and spelling strategies
W3A: In composing, a. plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features b. recognize different kinds of writing (e.g., thank-you notes, friendly letters, lists, poems, invitations)	W3A: In composing, a. use narrative, descriptive, expository, and/or persuasive features b. recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)	W3A: Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. including thank-you notes, friendly letters, lists, invitations
R1I: Identify connections with assistance, between a. text ideas—similarities and differences in fiction and non-fiction works b. text ideas and own experiences	R1I: Identify connections between a. text ideas—similarities and difference in various fiction and non-fiction works, with assistance b. text ideas and own experiences	R1I: Identify relevant connections between a. text ideas—similarities and differences in information and relationships in various fiction and non-fiction works (text to text) b. text ideas and own experiences (text to self), c. text ideas and the world, with assistance (text to world)
LS2A: When sharing ideas or experiences, speak audibly and use age-appropriate vocabulary	LS2A: Speak clearly when sharing ideas and asking questions in small and large groups	LS2A: Speak at an appropriate volume and maintain a clear focus when sharing ideas

### SHOW-ME STANDARDS ALIGNMENT

Goal 1: The student will gather, analyze, and apply information and ideas.

- 1.5 comprehend and evaluate written, visual, and oral presentations, and works
- 1.6 discover and evaluate patterns and relationships in information, ideas, and structures
- 1.8 organize data, information, and ideas to useful forms (including charts, graphs, outlines) for analysis or presentation

Goal 2: The student will communicate effectively within and beyond the classroom

- 2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
- 2.2 review and revise communications to improve accuracy and clarity

## LESSON ONE: Memories

Read aloud *Wilfred Gordon McDonald Partridge* by Mem Fox to the students, and discuss their thoughts about and personal connections with the book (e.g., memories of similar events). To help them generate ideas for writing topics, ask them to recall and write briefly about their memories of various things/events/people in their writer’s notebook or folder. Making a memory collage as an art project could be an extension activity.

### GRADE-LEVEL EXPECTATIONS

R1: Identify connections between (a) text ideas—similarities and difference in various fiction and non-fiction works, with assistance; **(b) text ideas and own experiences**

### LESSON MATERIALS

#### Book

- *Wilfred Gordon McDonald Partridge* by Mem Fox

#### Supplies

- writers’ notebooks or writing folders
- chart paper

#### Handouts

- sample letter to parents about writer’s notebook
- sample letter to parents about collage art project
- Student Conference-Status Check form
- Writing Workshop Topics

#### Vocabulary

- memory, remember

### FORMATIVE ASSESSMENT

Collect observations about student’s experiences during the writing process. Have a system for recording the details of student conferences, such as the Student Conference-Status Check form. Use results of these observations—e.g., the need to explain a particular writing strategy—to plan future mini-lessons.

### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Introduce *Wilfred Gordon McDonald Partridge* by Mem Fox
3. Read aloud the book to the students.

#### Strategy

Interactive read-aloud is a technique for showing students what proficient readers do—use “the voice inside their heads” to apply strategic reading techniques. To prepare for the read-aloud, read the text in advance, and use Post-it™ notes to mark places where you make connections between the text and your personal experiences. Before reading to the students, tell them that you will be sharing with them the connections you are making with the book as you read. Point out that making connections between personal experiences and the text helps readers better understand the text.

4. Stop regularly while reading the book and think aloud about the connections you are making between the text and your own experiences. Explain to students what “memory” means.
5. After reading the book, ask students what memories the book triggered for them. List their answers on chart paper.
6. End the group meeting, and have the students collect their writer’s notebook or folder and begin to write independently on memories for a short time (5-10 minutes). Students could use the Writing

Workshop Topics handout to help jump-start their thinking. They can also use the “Me Bag” or the photos of favorite activities they brought from home. (You will need to tell students in advance to collect and bring these items from home.) A “Me Bag” is a quart-sized bag filled with items that tell something about the child. It might include family photos, labels from favorite foods, a special toy, something the child has made, pictures the child has drawn, etc.

Strategy            If this is the first time the students are using a writer’s notebook/writing folder, explain to them that the notebook/folder is like a treasure box in which you collect your ideas (as in *Wilfred Gordon McDonald Partridge*). These ideas could be in the form of one sentence, a list, or a paragraph. To give students ideas for what they could write about in their notebook, read to them a variety of entries from your writer’s notebook/writing folder that are related to memories. You could also invite former students or other adults to share their writers’ notebooks or diaries with the students. (See Handouts for a sample letter to inform parents about writers’ notebooks.)

7. As students write, walk around the room and conference with a few of them. Record information on the Student Conference-Status Check form.

Questions  
for  
Students            1. How is your writing going?  
2. What are you are writing about?

8. After 5-10 minutes of independent writing time, have students come back as a group and talk about some of the ideas that they have written.
9. Explain to students that sharing their work may help other students by giving them new ideas to get started on their writing or by helping them think of new ideas to add to their writing. So each writing lesson will include a time to share.
10. Have the students return to write independently for 15-30 minutes (this time may vary based on individual students’ experience with writing). Continue to confer with as many students as time permits (4-5 students).
11. End the lesson by having students come back together as a group. Have a few students share about what they worked on. It is not necessary for everyone to share at this time.

Idea            1. If possible, work with the art teacher and have each student make a collage of memories to complement their written text. Students could bring from home photographs of things they have written about (e.g., themselves, pet, sibling, friend) or events that hold a special memory for them (e.g. trip to see grandparents). Other things students could bring to incorporate into the collages are buttons, hair ribbons, baseball cards, toys or trinkets, or a piece from a game they like to play. Almost anything will work as long as it is small and can be glued to the paper. A sample parent letter may be used to inform parents about the project.

2. Another possibility for complementing student’s written work is a class quilt. Give each student a quilt square to decorate with fabric paint or pens. You could hang the finished quilt in your classroom. At the end of the year, you could hold a lottery to let one student win the quilt, or you could take apart the squares and return each square to the student who worked on it.  
The book *Something from Nothing* by Phoebe Gillman complements this activity.

Sample Letter to Parents  
(Collage Art Project)

Dear First-Grade Parents,

In art, your children are making individual collages to reinforce their memoir writing. The students are combining different papers and lines to create the look of picture frames within the collage to highlight their favorite memories. For this project, students need to bring from home photographs of things they have written about, such as themselves, family members, pets, the house they live in, things they like to do, or events about which they have a special memory. Other possibilities of what students can bring for their collage are buttons from a piece of clothing they used to wear, hair ribbons, baseball cards, toys or trinkets, or a piece from a game they like to play. Almost anything will work as long as it is small and can be glued to the paper. The concept of this project is the same as the one for scrapbooking.

The art work will go home with parents either at the parent/teacher conferences or at the first-grade writer's celebration.

I can't wait for you to see your children's work!

Sincerely,

(Your name)

Sample Letter to Parents  
(Information about Writers' Notebooks)

Dear Parents,

Today, we launched another exciting component of writing—writers' notebooks. I feel Ralph Fletcher, the author, explains well what a writer's notebook is:

*"Writers are like other people, except for at least one important difference. Other people have daily thoughts and feelings, notice this sky or that smell, but they don't do much about it. All those thoughts, feelings, sensations, and opinions pass through them like the air they breathe.*

*Not writers. Writers react. And writers need a place to record those reactions.*

*That's what a writer's notebook is for. It gives you a place to write down what makes you angry or sad or amazed, to write down what you noticed and don't want to forget, to record exactly what your grandmother whispered in your ear...*

*A writer's notebook gives you a place to live like a writer, not just in school during writing time, but wherever you are, at any time of day." (A writer's notebook: Unlocking the writer within you. 1996. New York: Avon Books, p. 3)*

I have given the children the option to take their notebooks home today. They may write in their notebooks at home, if they wish, but they must return the notebooks on the next school day. We will be writing daily in these notebooks in class.

Your child can decorate the front and back cover of his or her notebook. I shared my writer's notebook with the children today and showed them how I have decorated mine. I will put clear contact paper on the covers of their notebooks so that their decorations stay intact.

Remember, the notebook is just a place to gather and collect different thoughts and ideas. As always, if you have any questions, please feel free to contact me.

Sincerely,

(Your name)

### Student Conference-Status Check

Name	Monday	Tuesday	Wednesday	Thursday	Friday
1.					
2.					
3.					
4.					
5.					
6.					
7.					
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9.					
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11.					
12.					
13.					
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19.					
20.					
21.					
22.					

Symbols: **C**= Collecting (students are encouraged to write a variety of entries in their writing notebook or folder)  
**D-1**= Draft #1 (students write a first draft on a selected topic that the student has decided to write to completion)  
**D-2**= Draft #2 **E/Con**= Editing Conference with teacher **G**= Graphic organizer **RV**= Revising a draft **S/Con**=  
 Conferencing with another student **W**=Writing around a topic (student selects a topic to write about to see if they  
 have enough information to write a complete piece; student may change topic) **WFC**= Writing final copy

## **Writing Workshop Topics**

Fill in your memories about any or all of the topics listed below.

**FAMILY**

**VACATIONS**

**BIRTHDAYS**

**TIMES I WAS HAPPY**

**TIMES I WAS REALLY SCARED**

**TIMES I WAS REALLY SAD**

**TIMES I WAS REALLY ANGRY**

**THINGS I KNOW A LOT ABOUT (American Dolls, Sharks, Baseball, etc.)**

**PET STORIES**

**SCHOOL STORIES**

**“FIRST” STORIES (e.g., losing my first tooth, my first trip to the zoo)**

## LESSON TWO: Collecting Writing Ideas

Read and discuss a memoir with the students. Have students continue to collect writing ideas by writing about their memories on different subjects in their writers' notebooks or writing folders. Continue the memory collage or the class quilt as an art project.

### GRADE-LEVEL EXPECTATIONS

R1: Identify connections between (a) text ideas—similarities and difference in various fiction and non-fiction works, with assistance; **(b) text ideas and own experiences**

W1A: Follow a writing process to **(a) brainstorm and record ideas in written form**; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; (f) publish writing with assistance

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Book

- *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis or a memoir of your choice

#### Supplies

- writers' notebooks or writing folders
- chart from previous lesson
- chart paper

#### Vocabulary

- memoir

### FORMATIVE ASSESSMENT

To better understand student needs and plan future mini-lessons, collect observations daily about children's experiences during the writing process. Have a system for recording the details of student conferences, such as the Student Conference-Status Check.

### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Introduce the book *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis.
3. Discuss the meaning of the word memoir (a story about something that happened to you or someone you know; it may involve a person, place, or animal). Write the definition on chart paper to display in the classroom.
4. Conduct an interactive read-aloud (see Learning Activities 3 in Lesson 1).
5. Pause while reading the book, and think aloud about the connections you are making between the text and your own experiences. Ask students what the book is making them think of in their lives. Have students turn to a partner (knee to knee, eye to eye) and "say something."

Strategy "Say something" is a technique in which the teacher pauses in the midst of teaching or reading and asks students to turn to a fellow student and "say something" about the lesson or book. This can help stimulate students' thinking.

6. After reading the book, have the students talk about their memories and add these topics to the list on chart paper, (such as fishing with grandpa, my fifth birthday party, etc.). This list can help children if they can't think of something to write about in their writers' notebooks. Refer to this chart, if necessary, during future mini-lessons and conferences.

7. Model looking back through your writer's notebook and reading some of the entries you wrote during the previous lesson. Have students do the same with their notebooks.

Questions for Students	1. Do you want to add to the memories you have already written about a particular topic/s? 2. Do you have a new memory/topic you want to add to the list?
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8. Have students go and write for 15-30 minutes (time may vary based on students' experiences with writing).

9. As students write, walk around the room and conference with them, recording information on the Student Conference-Status Check form.

Questions for Students	1. How is your writing going? 2. What you are writing about?
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10. End the lesson by having students come back together in a group. Explain to students that they will share a significant portion of their writing, but not the whole thing. Explain to student what a "significant portion" means. It is usually a couple of sentences or one or two paragraphs but not pages and pages. Have several students share their work, but it is not necessary for everyone to share at this time.

Strategy	The teacher models for students how to use one of the following strategies to mark the part of their writing that they want to share: using a small Post-it™ note, their finger, or a highlighter; circling the text with a pencil. This will help students remember their "place" when it is their time to share.
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### LESSON THREE: Collecting More Writing Ideas

Read and discuss a new memoir with the students. Have students continue to collect writing ideas by writing about their memories on different subjects in their writers' notebooks or writing folders. Continue the memory collage or the class quilt as an art project.

#### GRADE-LEVEL EXPECTATIONS

R1: Identify connections between (a) text ideas—similarities and difference in various fiction and non-fiction works, with assistance; **(b) text ideas and own experiences**

W1A: Follow a writing process to **(a) brainstorm and record ideas in written form**; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; (f) publish writing with assistance

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

#### LESSON MATERIALS

##### Books

- *When I Was Young in the Mountains* by Cynthia Rylant, or memoir of your choice

##### Supplies

- writers' notebooks or writing folders
- chart from Lesson 2

#### FORMATIVE ASSESSMENT

To better understand student needs and plan future mini-lessons, collect observations daily about children's experiences during the writing process. Have a system for recording the details of the student conferences, such as the Student Conference-Status Check.

#### LEARNING ACTIVITIES

1. Meet as a group in the meeting area.
2. Read *When I Was Young in the Mountains* by Cynthia Rylant.

Strategy	Interactive read-aloud is a technique for showing students what proficient readers do—use “the voice inside their heads” to apply strategic reading techniques. To prepare for the read-aloud, read the text in advance, and use Post-it™ notes to mark places where you make connections between the text and your personal experiences. Before reading to the students, tell them that you will be sharing with them the connections you are making with the book as you read. Point out that making connections between personal experiences and the text helps readers better understand the text.
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3. Pause while reading the book and think out loud about the memories you are having as a result of reading the book. Ask students what the book is making them think of in their lives. Have them turn and talk to a partner about their memories.
4. After reading the book, discuss their memories. Add new topics to the chart.
5. Model looking back through your writer's notebook and reading some of the entries you wrote during the previous lesson. Have students do the same with their notebooks.

Questions for Students	1. Do you want to add to the memories you have already written about a particular topic/s? 2. Do you have a new memory/topic you want to add to the list?
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6. Have students go and write for 15-30 minutes (time may vary based on students' experiences with writing).

7. As students write, walk around the room and confer with them. Record conference information on the Student Conference-Status Check form.
8. Have students stop writing, and give them time to search and find a significant portion of their writing to share. Remind the students what a “significant portion” means.

Strategy            The teacher models for students how to use one of the following strategies to mark the part of their writing that they want to share: using a small Post-it™ note, their finger, or a highlighter; circling the text with a pencil. This will help students remember their “place” when it is their time to share.

9. End the lesson by having students come back together in a group. Do a symphony share (see below). Remind students to share only a portion of their writing, not the whole thing.

Strategy            A writing symphony share is like a round-robin share in which every child in the class gets a turn. First, one student shares a sentence or a part of a sentence or one word out loud from his writing, then another student shares something from her writing that she feels has a connection to the previous child’s share (the connection can be very general), then the third child does the same as the second child, and so on (e.g., first child shares about a farm, second child shares about his pet goat, third child shares about his pet dog, fourth child shares about going to the zoo, etc.). The children continue to share in this manner **without teacher comments** (to allow them to make personal connections) until every child in the class has shared a portion of his or her writing. Teachers must practice with the children a few times to model expectations, taking turns, waiting for the person to finish before starting, finding a connection, etc.

## LESSON FOUR: Picking a Topic

Students narrow down their topic options by picking one to write about from the ideas they had collected in their writers' notebooks or folders. This lesson could take several days, depending on class needs and time availability. Continue the memory collage or the class quilt as an art project.

### GRADE-LEVEL EXPECTATIONS

R1: Identify connections between (a) text ideas—similarities and difference in various fiction and non-fiction works, with assistance; **(b) text ideas and own experiences**

W1A: Follow a writing process to **(a) brainstorm and record ideas in written form**; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; (f) publish writing with assistance

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Supplies

- writers' notebooks or writing folders
- chart paper
- Post-it™ notes
- highlighter
- paper clips

### FORMATIVE ASSESSMENT

To better understand student needs and plan future mini-lessons, collect observations daily about children's experiences during the writing process. Have a system for recording the details of the student conferences, such as the Student Conference-Status Check.

### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Model reading through your writer's notebook/writing folder and your thinking to decide which part of your writing contains an idea or ideas that you would like to develop into a longer piece of writing and that you should, therefore, mark with a Post-it™.
3. Have students read through their writers' notebooks/writing folders. Tell students to use a Post-it™, highlighter, or paper clip to mark ideas that "pop out" at them.
4. Model a peer conference with a group of students. Use a fishbowl technique. Share a couple of your topic ideas, and ask the students in the group what they think. Model good questions to ask during a peer conference. Explain to students that they will usually do a peer conference with one other student.

Questions for Students	<ol style="list-style-type: none"><li>1. Which of these topics would you be interested in reading about?</li><li>2. How could I make this more interesting?</li><li>3. Do you have a picture in your mind of my story?</li><li>4. What are you wondering about? Do you still have questions about (my topic)?</li></ol>
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Strategy	Peer conference is a time for students to talk to each other about their writing. It is important to model with a student how one person reads and the other person listens, then asks questions or make comments. Also model with a student how to state comments in a positive way.
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Strategy	A fishbowl technique is one in which students watch something happen, such as a peer conference. After the students watch, the teacher discusses with the students what they observed.
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5. Have students choose a partner and conduct a peer conference. Walk around the room and confer with the different groups.

Questions	1. How much more could you say about this topic?
for	2. How could you find out more about this topic?
Students	3. What are your feelings about this topic?

6. Have students come back together as a class and share what their top two or three choices of topics are. Tell students that they can keep thinking and can decide on their final topic during the next lesson.

## LESSON FIVE: Introduce a Graphic Organizer

Students will use a simple graphic organizer, with teacher assistance. Continue the memory collage or the class quilt as an art project.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to **(a) brainstorm and record ideas in written form**; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; (f) publish writing with assistance

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Supplies

- writers' notebooks or writing folders

#### Handouts

- Graphic Organizer for Students
- sample completed graphic organizer
- sample incomplete graphic organizer

#### Vocabulary

- graphic organizer

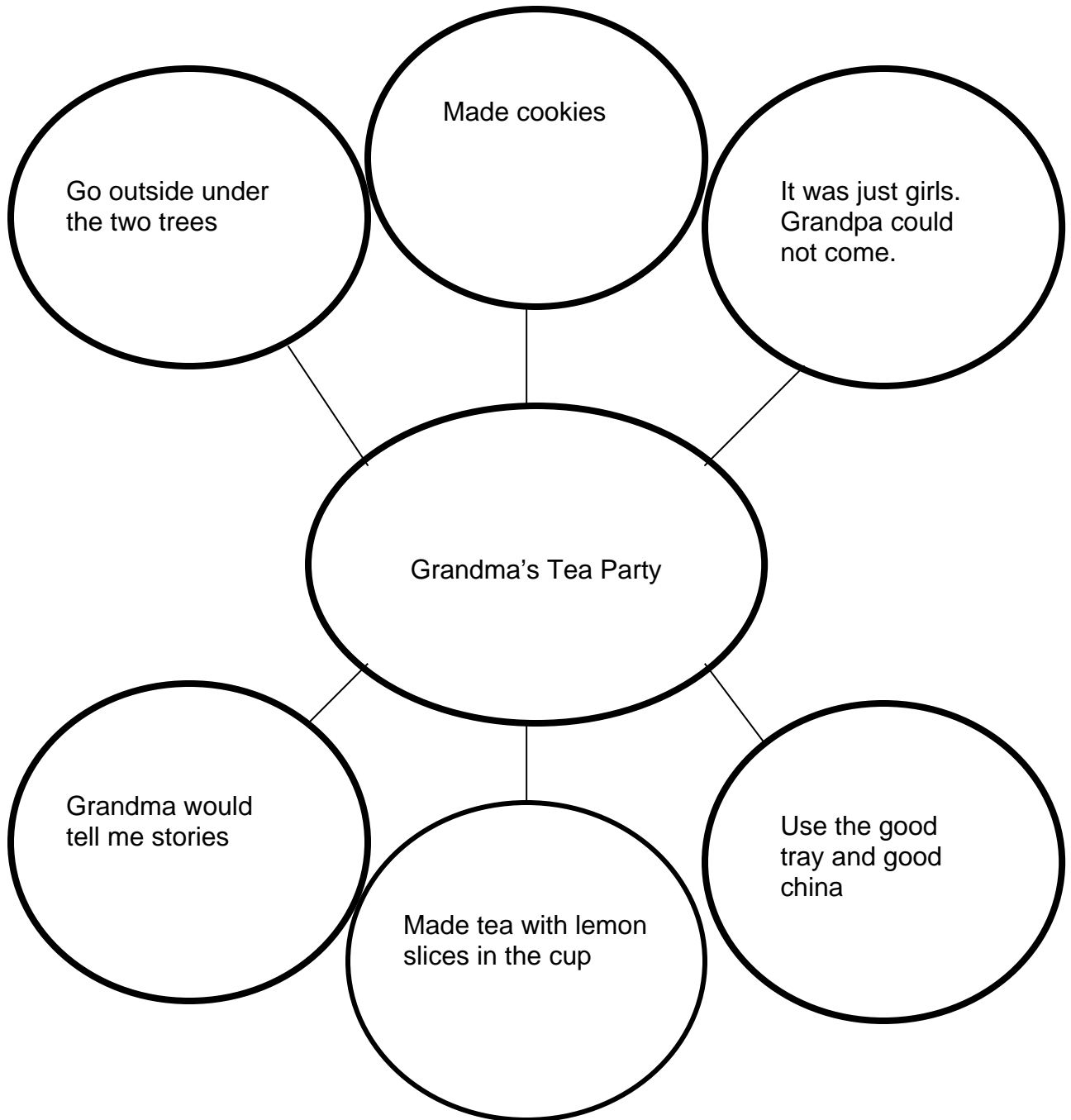
### FORMATIVE ASSESSMENT

Students complete a pre-writing activity (using a graphic organizer) to plan their narrative piece, with assistance.

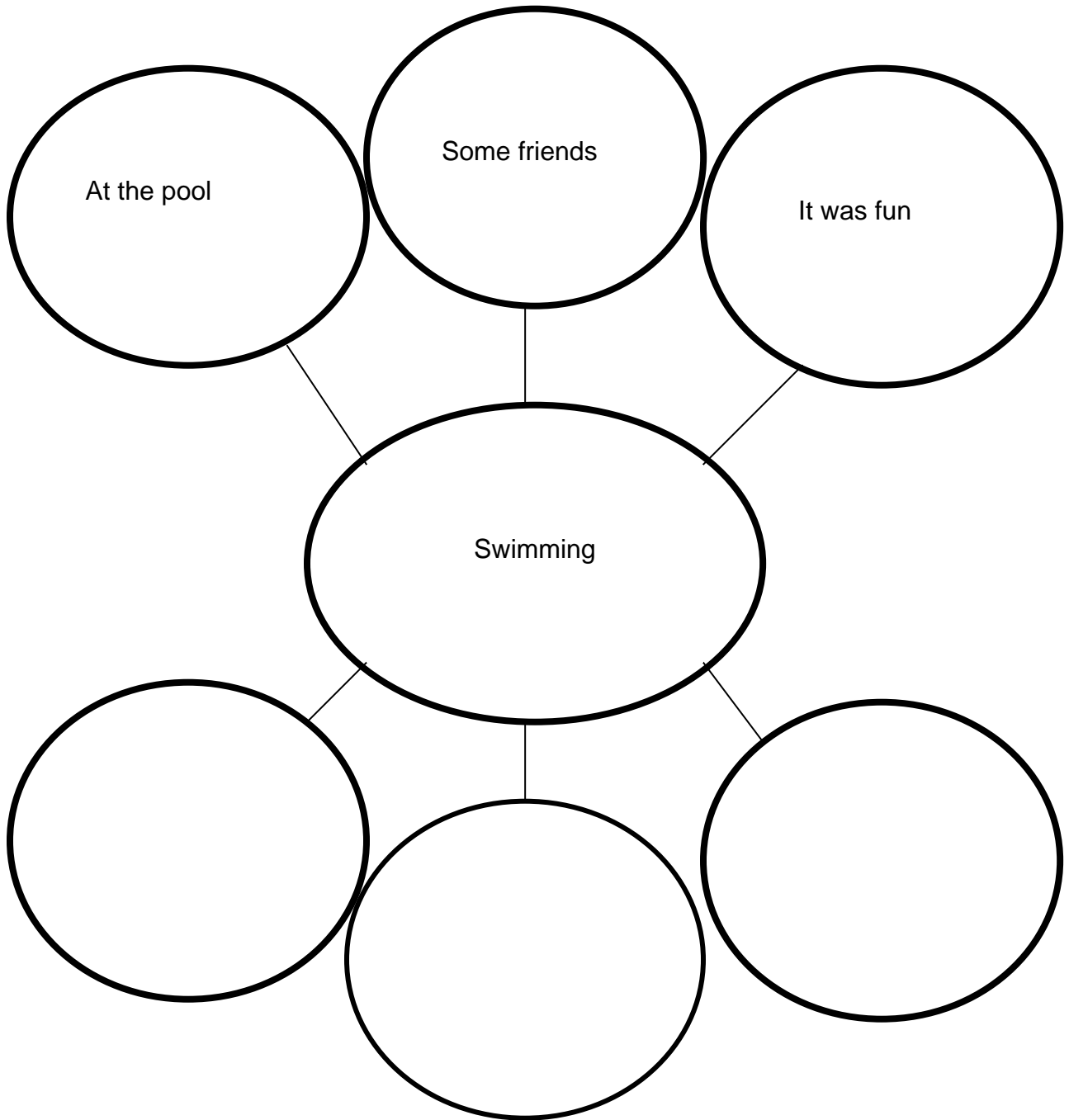
### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Introduce the graphic organizer.
3. Complete the graphic organizer on chart paper, using your own writing topic (see Sample Completed Graphic Organizer).
4. Show students an incomplete graphic organizer (see Sample Incomplete Graphic Organizer). Discuss the difference between a complete and an incomplete graphic organizer. Explain to students that they will complete the graphic organizer by writing down their topics and supporting ideas.
5. Dismiss students to complete organizer.
6. As students write, confer with them about their topics. Assist students as needed. Record observations on the Student Conference-Status Check form.
7. Have students decide, based on how much of their graphic organizers they were able to fill out, whether their topic is one that they can live with till the end of the writing cycle. If they cannot, have them go back to their writer's notebook/writing folder and choose another topic.
8. Once they have selected a topic, have students come back together and share.
9. Write their topics on chart paper next to their names, and display it in the classroom so that they stick with their chosen topic.
10. Remind students to keep their completed graphic organizer in a safe place for the next lesson.

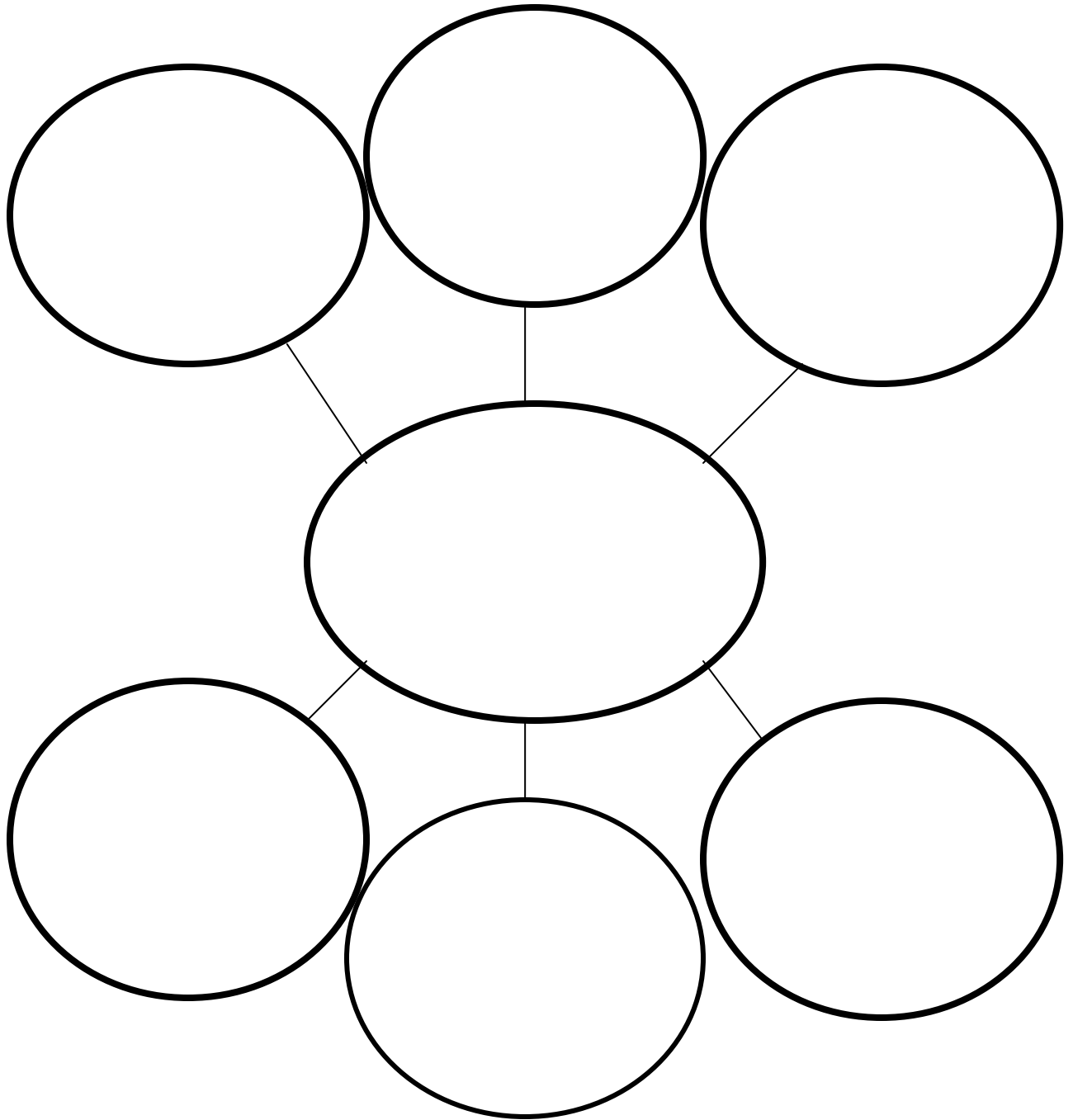
Sample Completed Graphic Organizer



Sample Incomplete Graphic Organizer



Graphic Organizer for Students



## LESSON SIX: Use the Graphic Organizer

Students will organize the events of their story using the graphic organizer they completed in Lesson 5, with teacher assistance.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to **(a) brainstorm and record ideas in written form**; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; (f) publish writing with assistance

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Supplies

- writers' notebooks or writing folders

#### Handouts

- Graphic Organizer for Students (from Lesson 5)

### FORMATIVE ASSESSMENT

Students sequence the events in their graphic organizer in chronological order, with assistance.

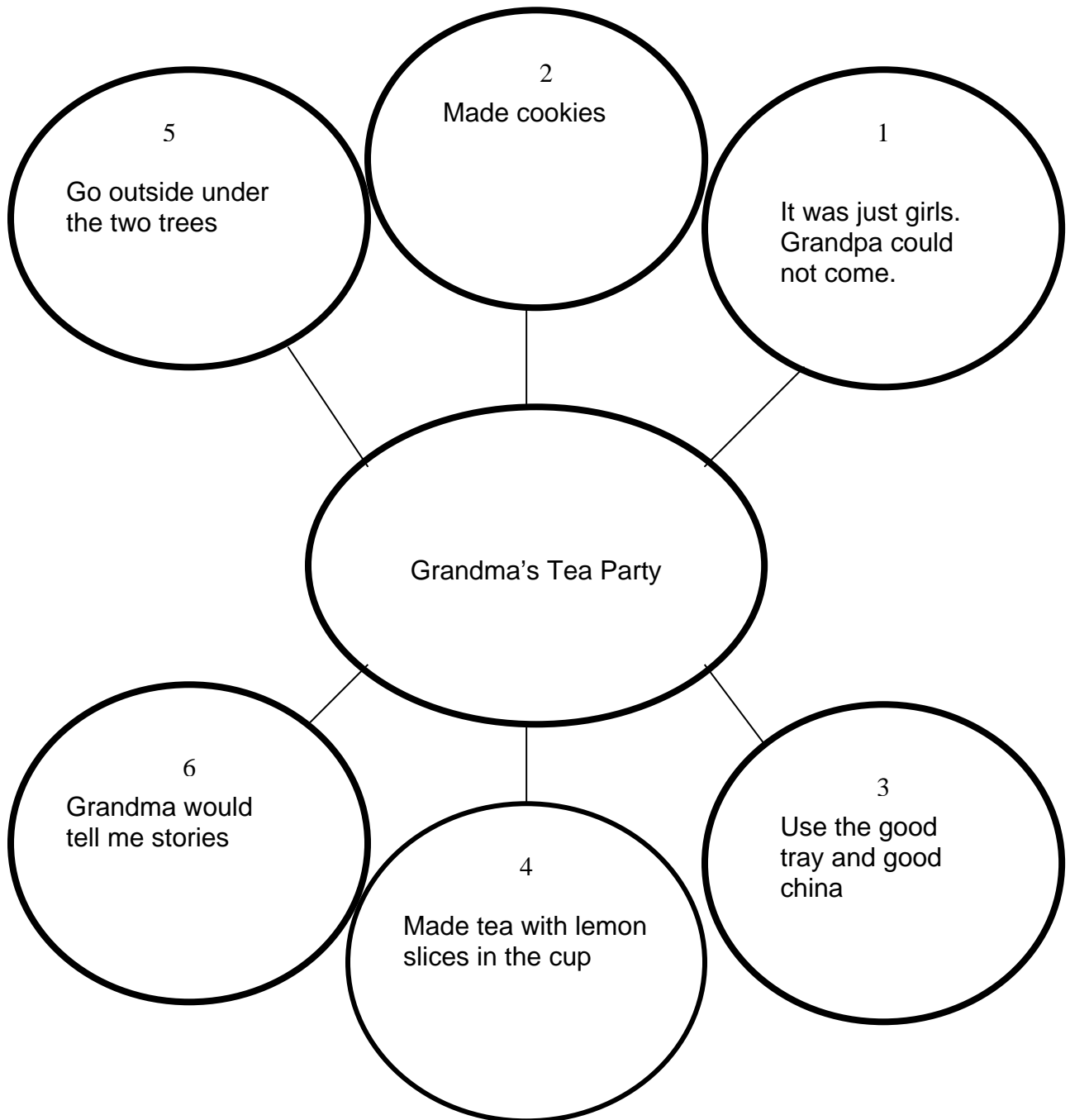
### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Model organizing the information in your graphic organizer by numbering the circles or by cutting out all the circles and then arranging them in order. (See Sample Organization of a Graphic Organizer.)

Strategy Think aloud about how you decided which event should be first, second, etc. Think aloud about all your memories of the topic, then number the events in the graphic organizer to reflect the order in which they happened/you want to tell them, explaining aloud what you are doing.

4. Have students number the circles on their organizers by the order of events or have them cut out each circle and paste them in order.
5. As students work on sequencing their events, confer with different students. Assist students as needed. Record your observations on the Student Conference-Status Check form.
6. Have students come back together to share. Have a few students share how they ordered the events in their organizers.
7. Remind students to keep the completed graphic organizer in a special place for the next lesson.
8. At the end of the writing unit, collect completed graphic organizers to add the students' portfolios.

Sample Organization of a Graphic Organizer



## LESSON SEVEN: Writing a Draft

Students will begin writing a draft. Drafting should only take one or two days.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to (a) brainstorm and record ideas in written form; **(b) generate a draft in written form on student selected topic**; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; (f) publish writing with assistance

W2B: Compose text using pictures and words with ideas that relate to a topic, with assistance

W2C: Compose text (a) with a simple opening and simple closing; (b) with complete sentences or thoughts

W3A: In composing, **(a) use narrative, descriptive, expository, and/or persuasive features**; (b) recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Books

- *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis
- *When I Was Young in the Mountains* by Cynthia Rylant
- *Big Mamas* by Donald Crews
- *Red Dancing Shoes* by Denise Lewis Patrick

#### Supplies

- writers' notebooks or writing folders
- chart paper

#### Handouts

- graphic organizer from the Lesson 6, with events numbered

#### Vocabulary

- draft

### FORMATIVE ASSESSMENT

Students begin and complete a draft of a narrative that contains details. Collect writing drafts at the end of the writing unit to add to the students' portfolios.

### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Model how to prepare for writing a draft by reading aloud some of the entries in your writer's notebook/writing folder and the order of events in your graphic organizer.
3. Model writing the first few sentence of a draft on chart paper.
4. Explain to students that they will begin writing their drafts today. Define draft. Have them reread their writers' notebooks and look at their graphic organizers. Then, have them put their notebooks away, keep the graphic organizer as a resource, get a clean piece of paper, and start writing.

#### Strategy

If students have difficulty starting their drafts, have them look back at how the authors of the memoirs that were read in class began their stories. ("When I was young...") This could be a mini-lesson for the next day.

5. As students write, confer with them about their drafts. Allow enough time to confer with all the students during the one or two days of draft writing.
6. Have students come back together. Have a few of them share how the first day of draft writing went. Continue the same structured lesson for one or two more days so that students have time to complete their drafts.

Strategy      Students who say they have finished writing their draft should read the draft to the teacher to get feedback. Teacher may focus on one or two points or ideas for students to clarify in their writing.

7. Make expectations clear that after one or two days of draft writing, all drafts must be ready for editing.

## LESSON EIGHT: Revising

Students will identify a **part of their narrative** that they would like to revise by adding details.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to (a) brainstorm and record ideas in written form; (b) generate a draft in written form on student selected topic; **(c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details)**; (e) edit for conventions (W2E) with assistance; (f) publish writing with assistance

W2B: Compose text using pictures and words with ideas that relate to a topic, with assistance

W2C: Compose text (a) with a simple opening and simple closing; (b) with complete sentences or thoughts

W2D: Compose text using some words that are specific, accurate, and related to the topic, with assistance

W3A: In composing, **(a) use narrative, descriptive, expository, and/or persuasive features**; (b) recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Books

- *The Relatives Came* by Cynthia Rylant or a book of your choice

#### Supplies

- writers' notebooks or writing folders

#### Handouts

- Peer Revision form

#### Vocabulary

- revision

### FORMATIVE ASSESSMENT

Students complete a narrative, using drafts that demonstrate the use of stages in the writing process, including revising by adding details. Use the Student Conference-Status Check form to record students' progress. Have students keep all drafts and the Peer Revision form, which will be collected at the end of the writing unit and added to each student's portfolio.

### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Read a short snippet from *The Relatives Came*. Look for details, such as "laughing and shining faces and hugging," and write them on chart paper. Have the students try to visualize the descriptions.

Idea      Throughout the day, have students notice details during everyday reading/writing activities, such as while listening to a read-aloud; have students help mark the sentence or phrase with a Post-it™ note or highlighter tape.

3. Model one revision strategy of adding on using your own writing. Copy your draft onto a piece of chart paper ahead of time. Talk to the class about finding ways to make it better. Find a sentence

that can be improved, and highlight it. Think out loud about how/why you decided this sentence needs more details. Example: "I think the sentence 'I went to Grandma's house' is not very interesting because it doesn't have many details.

4. At the top of a sheet of chart paper, write 'I went to Grandma's house.'
5. Have the students help you add more details to the sentence, (e.g., location of Grandma's house, when I went to Grandma's house, etc.). Show students how to revise by inserting caret marks in a sentence and adding words below or above those that are already written.
6. Have students reread their own drafts and look for sentences that could use more details. Have them find a section to revise and mark it with a Post-it™ or highlighter.
7. It may help students to read their story out loud to a partner. Use steps 1 – 3 of the Peer Revision form.
8. As students work on revisions, move around the room, conferring with different students about their writing. Record your observations on the Student Conference-Status Check form.

Questions  
for  
Students

1. What are you working on?
2. Where did you decide to add on to your draft? Why?
3. How did you decide what information to add?

9. Have students come back together, and have a few of them share about how the revision process went.
10. Remind students to keep their Peer Revision sheet in a safe place for the next lesson.

## PEER REVISION

Name \_\_\_\_\_ Date \_\_\_\_\_

1. I read my story to \_\_\_\_\_

2. This is the idea that my friend (peer) gave me about my writing.

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3. Here is the writing that I decided to change.

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4. Here is my revised writing that my friend helped with today.

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## LESSON NINE: More Revising

Students will continue to revise their narratives by adding details.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to (a) brainstorm and record ideas in written form; (b) generate a draft in written form on student selected topic; **(c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details);** (e) edit for conventions (W2E) with assistance; (f) publish writing with assistance

W2B: Compose text using pictures and words with ideas that relate to a topic, with assistance

W2C: Compose text (a) with a simple opening and simple closing; (b) with complete sentences or thoughts

W2D: Compose text using some words that are specific, accurate, and related to the topic, with assistance

W3A: In composing, **(a) use narrative, descriptive, expository, and/or persuasive features;** (b) recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Supplies

- writers' notebooks or writing folders

#### Handouts

- Peer Revision form (from Lesson 8)

#### Vocabulary

- revision

### FORMATIVE ASSESSMENT

Students complete a narrative, using drafts that demonstrate the use of stages in the writing process, including revising by adding details. Use the Student Conference-Status Check form to record students' progress. Have students keep all drafts and the Peer Revision form, which will be collected at the end of the writing unit and added to each student's portfolio.

### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Review steps 2 through 5 of lesson 8 (finding a sentence or two to add more details).
3. Model for students how to make revisions on their original piece of work (by adding words below or above those written or using a caret (^) to insert words inside sentences or using a Post-it note to add a sentence, or by adding whole new page or by cutting an original page in two and inserting a new page in between and taping together.) Model using your own writing. This allows students the opportunity to see that revisions can be made without having to rewrite the whole writing piece again until all revisions are completed.
4. Have students work on completing their revisions.
5. As students work on revisions, move around the room, conferring with different students about their writing. Record your observations on the Student Conference-Status Check form.

Questions  
for  
Students

1. What are you working on?
2. How could you stretch that idea by adding more details?
3. To what part of your draft did you decide to add on? Why?

4. How did you decide what information to add?
6. Have students come back together, and have a few of them share about how revising went. Have students share a sentence before and after revision.

## LESSON TEN: Time to Edit

Students will edit for conventions.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to (a) brainstorm and record ideas in written form; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); **(e) edit for conventions (W2E) with assistance**; (f) publish writing with assistance

W2E: In written text, (a) print all letters legibly, using correct pathway of movement, and spacing between letters and words; (b) capitalize names of people and beginning words of sentences; (c) use a period at end of sentence and a comma in the greeting and closing of a letter with assistance; (d) use naming words (nouns) and action words (verbs) correctly; (e) spell correctly high frequency words and words with simple patterns; (f) use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Supplies

- writers' notebooks or writing folders
- chart paper

#### Handouts

- Editing Checklist

#### Vocabulary

- edit

### FORMATIVE ASSESSMENT

Students complete a narrative, using drafts that demonstrate the use of the writing process, including editing for conventions. Use the Student Conference-Status Check form to record students' progress. Have students keep all their drafts and the Editing Checklist form, which will be collected at the end of the writing unit and added to each student's portfolio.

### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Have a discussion about editing and why it is an important step in the writing process. Explain how authors have editors to check their work to make it easier to read and understand.
3. Introduce the Editing Checklist. Explain how to use it.
4. Write your own draft on chart paper ahead of time. Read out loud steps 1-4 on the Editing Checklist and model how to apply the checklist to your draft. Show students the marks that professional editors use to capitalize a lower case letter (three short lines under the letter that needs to be capitalized) and to make a capital letter lower case (forward slash through the letter that needs to be lowercased).
5. Write the editing marks on chart paper, and display in the classroom for future reference.
6. Have students work by themselves to complete steps 1-4 on their individual Editing Checklist.
7. As students work on editing, confer with them about their writing. Record your observations on the Student Conference-Status Check form.

- |           |  |
|-----------|--|
| Questions | 1. How is your editing going?  |
| for       | 2. What are you working on?  |
| Students  | 3. Did you make changes to the capitalization or punctuation in your draft? Why? |
|           | 4. What questions do you have about capitalization or punctuation?               |

8. Have students come back together, and have a few of them share about how editing went.

## EDITING CHECKLIST

	YES																
1. Does your title tell what your story is about? <div style="text-align: center; font-size: 1.5em; font-family: cursive;">My Dog</div>																	
2. Did you begin each thought with a capital letter? <div style="text-align: center; font-size: 1.5em; font-family: cursive;">i love dogs.</div>																	
3. Did you capitalize all proper names and the word "I"? <div style="text-align: center; font-size: 1.5em; font-family: cursive;">We are going to jan's house.</div>																	
4. Did your thoughts end with punctuation marks? <div style="text-align: center; font-size: 1.5em; font-family: cursive;">.?!.</div>																	
5. Did you put spaces between your words? <div style="text-align: center; font-size: 1.5em; font-family: cursive;">My cat is black.</div>																	
6. Did you circle the words that you think are misspelled? <div style="text-align: center; font-size: 1.5em; font-family: cursive;">(cn)</div>																	
7. Did you try to find the correct spellings for these words in a dictionary? <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">                         Quick Find                     </div>																	
8. Did you "have-a-go" on the words that you could not find in the dictionary? <div style="text-align: center; margin: 10px 0;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Have-a-Go</th> </tr> <tr> <th style="padding: 5px;">1st</th> <th style="padding: 5px;">2nd</th> <th style="padding: 5px;">3rd</th> <th style="padding: 5px;">standard</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">cn</td> <td style="padding: 5px;">con</td> <td style="padding: 5px;">cen</td> <td style="padding: 5px;">can</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> </tbody> </table> </div>	Have-a-Go				1st	2nd	3rd	standard	cn	con	cen	can					
Have-a-Go																	
1st	2nd	3rd	standard														
cn	con	cen	can														

Name \_\_\_\_\_

Date \_\_\_\_\_

Name of friend I shared with \_\_\_\_\_

## LESSON ELEVEN: Continue to Edit

Students will continue to edit for conventions.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to (a) brainstorm and record ideas in written form; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); **(e) edit for conventions (W2E) with assistance**; (f) publish writing with assistance

W2E: In written text, (a) print all letters legibly, using correct pathway of movement, and spacing between letters and words; (b) capitalize names of people and beginning words of sentences; (c) use a period at end of sentence and a comma in the greeting and closing of a letter with assistance; (d) use naming words (nouns) and action words (verbs) correctly; (e) spell correctly high frequency words and words with simple patterns; (f) use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Supplies

- writers' notebooks or writing folders
- chart paper with editing marks from Lesson 10

#### Handouts

- Editing Checklist
- Have-A-Go sheet

#### Vocabulary

- edit

### FORMATIVE ASSESSMENT

Students complete a narrative, using drafts that demonstrate the use of the writing process, including editing for conventions. Use the Student Conference-Status Check form to record students' progress. Have students keep all their drafts, the Editing Checklist form, and the Have-A-Go sheet, which will be collected at the end of the writing unit and added to each student's portfolio.

### LEARNING ACTIVITIES

1. Come together as a group in the meeting area.
2. Review the previous lesson on using the Editing Checklist.
3. Use the draft that you had written on chart paper for Lesson 10. Read out loud steps 5-8 on the Editing Checklist, and model how to apply the checklist to your draft.
4. Show students the editing marks for spaces between words (a line between each word), misspelled words (circled word), and adding a letter to a word (a caret). To correct a misspelled word in their draft, they should consult the dictionary, then write the correct spelling above the misspelled word. If they cannot find the misspelled word in the dictionary they should write it in the Have-A-Go sheet.

Strategy The Have-A-Go-Sheet provides students opportunities to figure out the correct spelling of a word. Students try to spell the word correctly on their own three times. Then, if they still need help, they can get assistance from the teacher for the standard spelling.

Have-A-Go			
1 <sup>st</sup> Try	2 <sup>nd</sup> Try	3 <sup>rd</sup> Try	Standard Spelling
parte	pardi	parti	party

5. Add new editing marks to the chart from Lesson 10.
6. Have students work by themselves and complete steps 5-8 on the Editing Checklist.

Strategy The editing process should include the following steps: self-edit, peer edit, teacher's first edit, followed by a teacher/student edit conference (teacher provides correct standard spelling on the Have-A-Go sheet) and then a final teacher edit.

7. As students work on editing, move around the room, conferring with different students about their writing. Record your observations on the Student Conference-Status Check form.

Questions for Students	<ol style="list-style-type: none"> <li>1. How is your editing going?</li> <li>2. What are you working on?</li> <li>3. Did you find any misspelled words?</li> <li>4. Did you find the correct spelling?</li> </ol>
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8. Have students come back together, and have a few students share about how editing went.

Name \_\_\_\_\_

## Have-A-Go

1 <sup>st</sup> Try	2 <sup>nd</sup> Try	3 <sup>rd</sup> Try	Standard Spelling (with teacher assistance)

## LESSON TWELVE: Prepare Final Copy

Students will prepare a final copy for publication. This lesson may take more than one day.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to (a) brainstorm and record ideas in written form; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; **(f) publish writing with assistance**

W2A: Recognize audience and purpose with assistance

W2E: In written text, (a) print all letters legibly, using correct pathway of movement, and spacing between letters and words; (b) capitalize names of people and beginning words of sentences; (c) use a period at end of sentence and a comma in the greeting and closing of a letter with assistance; (d) use naming words (nouns) and action words (verbs) correctly; (e) spell correctly high frequency words and words with simple patterns; (f) use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Supplies

- writer's notebooks or writing folders

#### Vocabulary

- publish

### FORMATIVE ASSESSMENT

Students complete a narrative piece of writing that demonstrates the use of the writing process.

### LEARNING ACTIVITIES

1. Come together in the meeting area.
2. Discuss with students that after completing the editing process, writers are ready to publish their works for an audience. Define publish.
3. Discuss who the audience is going to be for this writing piece (parents, students, and teachers).
4. Explain the publishing process to the students (write final copy, have it typed, re-read, make final corrections, print).
5. Discuss with the students the need to write their final copy neatly with the conventions corrected so the typist can read it.
6. Dismiss students to go and write the final copy.
7. As students write, move around the room, conferring with students on writing their final draft. Record observations on the Student Conference-Status Check form.
8. Have students come back together, and have a few students share about how writing went.

## LESSON THIRTEEN: Publish

Students will re-read the typed draft before the final copy is printed. This lesson may take more than one day.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to (a) brainstorm and record ideas in written form; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; **(f) publish writing with assistance**

W2A: Recognize audience and purpose with assistance

W2E: In written text, (a) print all letters legibly, using correct pathway of movement, and spacing between letters and words; (b) capitalize names of people and beginning words of sentences; (c) use a period at end of sentence and a comma in the greeting and closing of a letter with assistance; (d) use naming words (nouns) and action words (verbs) correctly; (e) spell correctly high frequency words and words with simple patterns; (f) use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Supplies

- Writer's notebooks or writing folders

#### Vocabulary

- publish

### FORMATIVE ASSESSMENT

Collect observations related to a child experiences during the publishing process. Record the details of the student conferences on the Student Conference-Status Check form.

### LEARNING ACTIVITIES

1. Come together in the meeting area.
2. Review the publishing process (write final copy, have it typed, re-read, make final corrections, print).
3. Students who are ready to work with a volunteer (parent, A+ student, etc.) should sit with the volunteer as they type the pieces so the student can make decisions about page layout, font size, color, etc. If this not possible, have students read printed copy and tell you what changes they would like made to the final copy.
4. Students who need more time to write their final draft should go and write.
5. As students write, move around the room, conferring with students about writing their final draft. Record your observations on the Student Conference-Status Check form.
6. All students should re-read the printed copy of their writing piece to check for more corrections or changes. Remind students that this is what the audience is going to see, and that this is their last chance to make changes. Then have the final copy printed.

Questions  
for  
Students

1. Is this how you wanted it to look?
2. Does it say what you wanted it to say?

7. Have students come back together, and have a few students share changes they made in their typed copy.

## LESSON FOURTEEN: Finish Publishing with Illustrations

Students will draw illustrations. This lesson may take more than one day. Complete the memory collage or quilt project, if applicable.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to (a) brainstorm and record ideas in written form; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; **(f) publish writing with assistance**

W2A: Recognize audience and purpose with assistance

LSA2: Speak clearly when sharing ideas and asking questions in small and large groups

### LESSON MATERIALS

#### Sources of Literature

- *Birthday Presents* by Cynthia Rylant
- *Something from Nothing* by Phoebe Gillman
- *Big Mamas* by Donald Crews
- *Shortcut* by Donald Crews
- *When I Was Young in the Mountains* by Cynthia Rylant
- *Red Dancing Shoes* by Denise Lewis Patrick
- *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis

#### Supplies

- Writer's notebooks or writing folders
- chart paper
- 12 inch x 8 inch drawing paper
- art supplies (markers, colors, paint, etc.)

#### Vocabulary

- illustrations

### FORMATIVE ASSESSMENT

Collect observations daily related to a child experiences during the writing process. Record the details of the student conferences on the Student Conference-Status Check form.

### LEARNING ACTIVITIES

1. Come together in the meeting area.
2. Discuss how books use illustrations. Look at some of the books used during this unit (listed above) and have students talk with a partner about what they noticed about the illustrations.
3. Have students share what they noticed with the group (such as, how the picture matches the text on the page, how the picture helps tell the story on the page, color and technique, placement on the page, how the author/illustrator organized, etc.) List on chart paper.
4. Discuss how the illustrations went with the story.
5. Have a copy of your final draft written on chart paper, and read it to the students.
6. Take a clean sheet of chart paper, and model drawing illustrations to go with your the final draft. Think aloud about what you decided to draw. (My story is about seeing the polar bear at the zoo, so I am going to draw a polar bear in the water.)
7. Explain to students that they will be given drawing paper and art supplies to draw illustrations for their piece of writing.
8. Have students envision what they will draw.

Strategy            Envision- Have students form a mental picture of themselves doing a task such as drawing or painting their illustrations, then have students tell a partner or go and actually do it.

9. Dismiss students to go and draw.
10. As students draw, move around the room, conferring with students about their illustrations. Record observations on the Student Conference Status-Check form.
11. Have students come back together and have them share the illustrations that they drew. Have students explain how the written text matches the illustration.

## LESSON FIFTEEN: Celebrate!

This is a time for students to share their work. Make the day a special occasion by inviting family members, students and teachers from other classrooms, and the principal. The celebration described in this lesson is a museum celebration; it is just one type of celebration. You may choose to celebrate in your own way.

### GRADE-LEVEL EXPECTATIONS

W1A: Follow a writing process to (a) brainstorm and record ideas in written form; (b) generate a draft in written form on student selected topic; (c) reread writing; (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details); (e) edit for conventions (W2E) with assistance; **(f) publish writing with assistance**

W2A: Recognize audience and purpose with assistance

### LESSON MATERIALS

#### Sources of Literature

- Books used during unit can be displayed

#### Supplies

- Student's final draft
- Illustrations
- Chart paper
- Art project, if applicable

#### Handouts

- Comment Sheet
- Writing Evaluation

### FORMATIVE ASSESSMENT

Make mental notes of students' participation during the celebration, which will be recorded later in anecdotal notes to add to the student's portfolio.

### LEARNING ACTIVITIES

1. Come together in the meeting area.
2. Discuss the purpose of a writing celebration. (The purpose of writing celebrations is to share each student's published work.)
3. Discuss who to invite and how to invite them. Make a list on chart paper.
4. Discuss other preparations (snacks, decoration, etc.) you would like to have at the celebration.
5. Put the date on the calendar and start working on preparations. The celebration can be as simple or as elaborate as you would like. Consider involving parents to help with the preparations.
6. On the day of the celebration, have students set out their hand written draft, final typed draft, illustration, and memory collage, if applicable, on their desk or tables. They also may bring pillowcases or material to use as a tablecloth for their area. If you made the class quilt, it should be displayed in the classroom.
7. Students and guest circulate around the room, read each writing piece, and then comment on it. Have a comment sheet by each piece of writing. (See example.)

Strategy      Discuss with students how to comment on each other's work. Suggest starting with, "I like..." or "I noticed..." Model using your own piece of work and have students make comments. Encourage students be specific, so they will not just say, "I like your writing." Have them state what they liked or noticed about the writing.

8. The room should be quiet, like a museum. You may want to play classical music while students and the guests are reading and enjoying refreshments. If a digital camera is available, you may want to take pictures of each student with their work.

Other types of celebrations-

Public reading celebration: This works best with shorter pieces of writing, like poems, or excerpts from longer ones. Students select the part they want to read. Everyone gathers together. Some teachers use a special chair for the reader. After a student has read, other students are invited to write a comment about the piece. Students should practice reading their pieces aloud before the celebration.

Class anthology: Compile students' writing into a class publication. Books can be bound and kept in the classroom library. Students can check them out to take home and share with families. Copies of the class's books can also be donated to the school library or buddy classes.

# Comment Sheet

## Writing Evaluation

This rubric focuses on the stages of the writing process. Student and teacher complete the rubric together during a writing conference at the end of the unit. Place in student's portfolio.

Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Piece \_\_\_\_\_

Please rate your work on a scale of 1 (lowest) to 3 (highest)

	Student	Teacher
<b>Collecting/Gathering Entries:</b> Was your idea big enough to write a lot on? Was your idea a good choice?		
<b>Genre:</b> Does the piece you published reflect the elements of the genre (memoir)? (was about a person, place, or animal that you know)		
<b>Drafting:</b> Does your first draft reflect the thinking you did in your notebook/folder and graphic organizer?		
<b>Revision:</b> Does your draft show that you have re-thought, re-organized, re-worded, re-written (not just re-copied) your original work?		
<b>Editing:</b> Did you check for and correct the capitalization, punctuation, and spelling in your piece?		
<b>Publishing:</b> Did you make good use of your time? (wrote final draft and had it ready to be typed, worked with the volunteer, re-read your piece after it was printed)		
<b>Timeliness:</b> Were you ready for each stage of the writing process? Were you ready for the celebration?		

**Student Reflection:** (Student writes a reflection about this process.)  
 What went well for you? What was difficult for you?

**Teacher Reflection:** (Teacher writes a reflection about the process.)  
 What I noticed about this student? What is next for this student?