

Curriculum Map

The First Thirty Days Writer's Workshop Grade 1

Holyoke Public Schools

prepared by

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August, 2006

Revised, August, 2008

Revised, August, 2009

**Standards alignment developed by HPS staff during course, Implementing a Standards
Based Early Childhood Model, Spring, 07**

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The First Thirty Days (America's Choice, 2005) for Grade 1 introduces the **Writer's Workshop**. The **routines and rituals** taught during The First Thirty Days are critical to the successful implementation of the Workshop Model. Teachers need to make sure that these routines and rituals are firmly in place so that students will be able to focus on writing work and become successful. Lessons introduced and modeled will be reviewed, revisited, and/or repeated throughout the year based on the needs of the students. This standards based unit of study addresses Massachusetts Curriculum Frameworks/ELA Standards, MA ELPBO/English Language Proficiency Benchmarks and Outcomes, and NCEE Performance Standards.

Overview

The First Thirty Days is designed with these concepts in mind:

- Lessons move from the simple to the complex.
- Lessons demonstrate the strategies used by good writers.
- Lessons are based on performance standards and companion content standards.
- Teachers engage in modeling and think-aloud demonstrations.
- Students observe and learn appropriate writing behaviors.
- Specific texts are mentioned but teachers have the flexibility to substitute texts with a similar theme or format as necessary.
- Attribute charts are developed and added onto to help children understand various writing processes.

Five Essential Practices for ELL Learners
(America's Choice, Teaching English Language Learners, Literacy)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily read alouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes, word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document.

MA Curriculum Frameworks/ ELA Standards First Thirty Days, Writer's Workshop, Gr. 1

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

Reading and Literature Strand

- 7.3 Recognize letter-sound matches by naming and identifying each letter of the alphabet.
- 8.2 Retell a main event from a story heard or read.
- 8.3 Make predictions about the content of the text using prior knowledge and text features (*title, captions, illustrations*).
- 11.1 Relate themes in works of fiction and nonfiction to personal experience.
- 12.1 Identify the elements of plot, character, and setting in a favorite story.
- 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

Composition Strand

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.
- 19.3 Draw pictures and/or use letters or phonetically spelled words to give others information.
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.2 Use correct standard English mechanics.
- 23.1 Arrange events in order when writing or dictating.
- 23.2 Arrange ideas in a way that makes sense.

**English Language Proficiency Domains and General Learning Outcomes
MA DOE**

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

**NCEE Performance Standards
First Thirty Days
Writing, Grade 1**

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

By the end of grade one students should be able to;

- Evidence a plan for writing that includes planning for sequence of events.
- Develop a narrative or retelling that contains two or more sequenced events.
- Frequently includes diagrams, drawings, or other graphics such as gestures and intonations that support meaning.
- Imitate narrative elements from books read or heard.
- Begin to recount events and reactions to events.

Writing Standard 3/Language Use and Conventions

Style and Syntax

- Vary sentence openers.
- Use a wide range of syntactic patterns typical of spoken language.
- Embed literary language where appropriate.
- Mimic sentence structures from literature.

Vocabulary and Word Choice

- Produce writing that uses the full range of speaking vocabulary.
- Selects a more precise word when prompted.
- Uses words from literature in writing.

Spelling & Punctuation

- Produces writing with most high frequency words correctly spelled.
- Writes text that can be read by the child and others.
- Draws on a range of strategies to spell unfamiliar words such as segmenting, sounding out, and matching familiar words and word parts.
- Automatically spells some familiar words and word endings correctly.
- Demonstrate interest and awareness in approximating the use of punctuation.

- Use punctuation accurately to add emphasis, suggest mood, and direct reader to use certain intonation.

**NCEE Performance Standards
First Thirty Days, Writer's Workshop
Speaking and Listening, K-1**

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about what they are reading.
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.
- Share and talk about their writing daily.

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.
- Orient the listener to the setting.
- Develop characters by portraying themselves as one or by talking about another character's goals and motivations.
- Build sequence of events and comment on how they were resolved.
- Mark end of story.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Vocabulary and Word Choice

- Build word maps that show the relationship between words, placing newly acquired words in relevant categories.

**NCEE Performance Standards
First Thirty Days, Writer's Workshop**

While the primary emphasis of First Thirty Days is to introduce Writers Workshop, reading and writing go hand in hand. The following reading standards will be integrated into writing lessons as a natural part of the literacy process.

**NCEE Performance Standards
First Thirty Days, Readers Workshop, Gr. 1**

Reading Standard 1/Print Sound Code

Phonemic Awareness

Grade 1 students should be able to:

- Produce rhyming words and recognize pairs of rhyming words.
- Isolate initial consonants in single syllable words.
- Identify the onset and rime in a single syllable word when pronounced.
- Begin to fully separate the onset and rime by saying the sound aloud.
- Blend onset and rimes to form words.
- Begin to blend separate phonemes to make a meaningful one syllable word.
- Separate sounds in a word by saying each sound aloud.
- Blend separately spoken phonemes to make meaningful words.

Reading Words

By the end of Grade 1, students should be able to:

- Know regular letter sound correspondences and use them to figure out a regularly spelled one and two single syllable words.
- Use onsets and rimes to create new words that include blends and diagraphs.
- Recognize about 150 high frequency words they encounter in reading.

Reading Standard 2/Getting the Meaning

By the end of Grade I, students should be able to:

Accuracy

- Read Level I books that have been previewed with 90% or better accuracy.

Fluency

- Independently read aloud from Level I books that have been previewed using intonation and pauses that signal sentence structure and text meaning.
- Use commas, periods, question marks, and quotation marks to get meaning and read fluently.

Self Monitoring and Self Correcting Strategies

- Notice whether words sound right, given their spelling.
- Notice whether words make sense in context.
- Notice when sentences don't make sense.
- Self correct to solve reading problems by using syntax and word meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, or using known words and word parts to make new words.

Comprehension

By the end of Grade 1, when reading independently, students should be able to:

- Retell the story.
- Summarize the story.
- Describe new information gained from text.
- Answer comprehension questions about story.

By the end of Gr. 1, when read to, students should be able to:

- Extend the story.
- Make predictions about what may happen next.
- Talk about character's motives.
- Describe causes and effects of specific events.

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension
- Read their own writing and the writing of classmates
- Read functional messages in school setting

Being Read To

- Hear two – four texts read aloud daily.
- Listen to and discuss at least one book or chapter that is more difficult than independent reading level.

Discussing Books

- Compare two books by the same author.
- Talk about several books on the same theme.
- Refer explicitly to parts of text

Vocabulary

- Make sense of new words from word use.
- Notice and try to understand unfamiliar words in text.
- Talk about the meaning of new words encountered in reading.
- Talk about words in terms of functions.
- Learn new words daily from talk and books aloud.

First Thirty Days/Writers Workshop

1. Finding Our Stories

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard I/Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about their writing daily.

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

By the end of grade one students should be able to;

- Evidence a plan for writing that includes planning for sequence of events.
- Begin to recount events and reactions to events.

Students will discover stories in their own experiences.

Students will begin to connect telling stories and writing stories.

Opening

- *Teacher will model telling story orally.* Story should have clear beginning, end and at least one event.
- Teacher will illustrate story on chart paper.
- *Teacher will model recording text to support illustrations for story.*
- As students share ideas about stories, teacher will record on attribute chart, ***What Good Writers Do*** (p.11, The First Thirty Days).

Work Period

- *Children will tell stories to a partner before drawing pictures of own story ideas.*
- Students will begin to write drafts of their story.

Closing

- Students will share stories in small groups. Story drawings will be saved and displayed as ***What Writers Write About***.

Work Products: Attribute chart, ***What Good Writers Do***, student rough drafts displayed as ***What Writers Write About***

2. Thinking of Ourselves as Writers

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will reflect upon and articulate how they become better writers.

Opening

- Teacher will brainstorm with class ways that they become better writers.

Work Period

- Using shared writing, teacher will document student responses using a chart, *Thinking of Ourselves as Writers*.

Closing

- Students will share and discuss ways in which they will become better writers using chart as reference. *Students may use language frame “ helps me to be a better writer.”*
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Work Products: Attribute chart, *Thinking of Ourselves as Writers*

3. Generating Topics, I

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard I/Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about their writing daily.

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.

Writing Standard I/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.

Students will brainstorm ideas for story topics.

Opening

- Teacher will prompt students to think of strategies for beginning writing such as writing about some of the following:
 - Something I know about
 - Something that is important to me
 - Something that happened to my family
 - Something that made me happy or sad
 - Story of a friendship

Work Period

- Children will work in small groups to brainstorm possible story topics. *Teacher will need to be attentive to pairing students in a manner that supports language development.*

Closing

- Students will share possible story topics with whole group.
- Teacher will record possible story topics on attribute chart, *Things We Can Write About.*

Work Products: Children's drawing/writing on story topic, attribute chart, *Things We Can Write About*

4. Turning Small Moments into Stories

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard 1

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about their writing daily.

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.

Writing Standard 2

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

By the end of grade one students should be able to;

- Evidence a plan for writing that includes planning for sequence of events.
- Develop a narrative or retelling that contains two or more sequenced events.

Students will learn strategies for developing topics.

Opening

- Teacher will model a story that takes place in a short period of time or moment or use examples from literature such as *Night Noises* or *Hattie and the Fox* by Mem Fox.
- Teacher will demonstrate how a moment can be “stretched” by details.
- Teacher will document strategies on chart, *Ways Good Writers Write*. (The First Thirty Days, Writing, p. 19)

Work Period

- *Students will turn and talk with a partner to discuss what moments they noticed in the story. They may use the language frame “I noticed...” or “I could add...” before they stretch moments into longer stories.*
- Students will begin drafts stories based on stretching moments by adding details.
- Teacher will observe children’s planning patterns and use observations to plan for small groups and conferencing.
- Teacher will begin *Guide for Response* chart to assist children in responding to each other’s illustrations. (The First Thirty Days, Writing, p. 20)

Closing

- Teacher will invite students to *Author’s Chair* to share illustrations of moments.

Work Products: Student drafts of turning moments to stories, attribute chart, *Guide for Response*

5. Getting Help During Writing

MA ELA Standards

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)

ELPBO S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will develop independent skills during Writers Workshop.

Opening

- *Teacher will model for students several ways they can get help during Writers Workshop.*

Work Period

- *Students will work with partners to discuss, identify, and act out several ways that they can access help during the Writers Workshop. Examples might include: asking a peer, using a prearranged signal to signal a need for help, using resource materials and books in the classroom, using environmental print, and using literature to identify and use author strategies.*

Closing

- Students will share getting help strategies with whole group.
- Teacher will record responses on chart, *Getting Help During Writers Workshop.*

Work Products: Attribute chart, *Getting Help During Writers Workshop*

6. Working With Words

MA ELA Standards

7.3 Recognize letter-sound matches by naming and identifying each letter of the alphabet.

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 1/Print Sound Code

Phonemic Awareness

- Begin to fully separate the onset and rime by saying the sound aloud.
- Blend onset and rimes to form words.
- Begin to blend separately spoken phonemes to make a meaningful one syllable word.

Students will learn to separate sounds heard in words and write down letters that represent sounds.

Opening

- Teacher will share story that includes words that can be “stretched out” such as a story about a dog using the word, “bark”. *Teacher will make sure to clarify story vocabulary with visual cues from text.*
- Teacher will model saying the word slowly and writing down sounds heard, *referring to Word Wall or ABC chart for visual support.*
- Teacher and students will repeat process with another story word.

Work Period

- Pairs of students will work on sounding out story words together and writing down spelling attempts.

Closing

- Pairs of students will share story words and spelling attempts with whole group
- Teacher will record spelling attempts on chart.

Work products: Chart of stretched out words

7. Accessing Materials for Writing

MA ELA Frameworks

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will develop a routine for accessing and using writing materials.

Opening

- Teacher will gather an assortment of writing materials and model for class how to access and use materials during Writer's Workshop.

Work Period

- *Students will practice gathering needed writing materials and using them during Writer's Workshop.*

Closing

- Students will share back routines for gathering materials for Writer's Workshop.
- Teacher will record routines on chart, *Materials for Writer's Workshop.*

Work Products: Chart, *Materials for Writer's Workshop*

8. Developing Good Writing Habits

MA ELA Frameworks

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will identify and practice productive writing behaviors.

Opening

- Teacher will guide discussion with students on productive habits and behaviors during Writer's Workshop including staying on task, using quiet voices, taking care of personal writing materials, asking for help appropriately, focusing on writing, skipping lines when writing to prepare for future revision and editing.

Work Period

- Students will work independently on personal writing projects and focus on productive writing habits.

Closing

- Students will share back with whole group and reflect on how good writing habits helped them to work productively.
- Teacher will record student reflections on chart, *Good Writing Habits*.
Teacher may include icons on chart to support visual scaffolding.

Work Products: Chart, *Good Writing Habits*

9. Establishing Author's Chair

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard 1

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about their writing daily.

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Students will practice the routines of Author's Chair.

Opening

- Teacher will guide discussion about establishing a place to share writing.
- Teacher will discuss situations for sharing writing such as establishing a number of students to share daily, sitting quietly and listening respectfully to classmates, and highlighting new or notable elements in writing.

Work Period

- *Students will practice using the Author's Chair as both authors and listeners/responders.*

Closing

- Teacher will guide students to record Author's Chair routines on attribute chart.

Work Products: Attribute chart, *Routines for Author's Chair*

10. Conducting Author's Chair

MA ELA Standards

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience and purpose.

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard I

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.
- Share and talk about their writing daily.

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Students will work as authors and share work on a routine basis with appropriate feedback.

Opening

- Teacher will review attribute chart, *Routines for Author's Chair*.
- *Teacher will explain and model method of responding appropriately to classmates - say something positive first, ask questions second, offer constructive comments third.*

Work Period

- Teacher will designate a number of students to share daily.
- Student author will choose 2 or 3 students to respond to writing.
- *Students will practice demonstrating courteous, active listening and offer constructive comments.*

Closing

- Teacher will prompt students to review attribute chart, *Routines for Author's Chair* and reflect on their responses and behaviors during Author's Chair.

Work Products: Attribute chart, *Routines for Author's Chair*

11. Using a Word Wall I

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:

- know that there is a link between letters and sounds
- understand that written words are composed of letters that represent sounds
- use letter-sound matches to decode simple words

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence.

Reading Words

- Use knowledge of letter sounds to figure out a few simple regularly spelled, single syllable words.
- Read some words on their own including about 20 high frequency words.

Students will be provided with a visible support for finding conventional spelling to be used in editing.

Opening

- Teacher will establish classroom Word Wall.
- Teacher will model using word families such as –at words as supports in reading other like words.

Work Period

- *Students will practice using Word Wall and using word family words as visual supports for reading.*

Closing

- Students will share back how the Word Wall helped them to develop reading and spelling supports. *Students may use language frames such as “ The Word Wall helps me by..... or “ I can use the Word Wall to....”*

Work Products: Classroom Word Wall

12. Planning Drawing and Writing

MA ELA Frameworks

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

By the end of grade one students should be able to;

- Evidence a plan for writing that includes planning for sequence of events.

Students will visualize, illustrate and plan stories for writing.

Opening

- *Teacher will model visualizing and illustrating an experience that is common to the whole class such as coming to school on the first day or finding an object from nature while playing outside.*
- *Teacher will use an illustration from literature to model how details in illustration show how the author planned writing. Suggested example is p. 3 of **Little Nino's Pizzeria**.*
- *Teacher will prompt students to use the same technique as the author, Karen Barbour, and add details to the illustration of the common classroom experience.*

Work Period

- *Students will work with a partner and discuss how each writer added details to their illustration to help plan for writing.*
- *Students will practice planning for writing by visualizing individual stories and illustrating them with details.*

Closing

- *Students will share illustrations and discuss how they will use illustrations to plan their writing.*

Work Products: Student illustrations/story plans

13. Learning to Organize

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

23.1 Arrange events in order when writing or dictating.

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Generate content and topics for writing.
- Write without resistance when given time, place and materials.
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such gestures, intonations, and role played voices.

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked.
- Tells events as they move through time.
- Build sequence of events and comment on how they were resolved.

Students will learn the strategy of developing narrative by organizing series of events.

Opening

- Teacher will review ongoing attribute chart, *Ways Good Writers Write*.
- Teacher will share a book with class that develops through a series of events such as *Shortcut* by Donald Crews or another appropriate text. Review story to see if author has clear B, M, and E.

Work Period

- *Students will discuss and share plans for developing stories with partners.*
- Children will use paper divided into thirds to illustrate own stories with B, M, and E.

Closing

- Students will share developing stories with class.
- Teacher will revisit chart, *Ways Good Writers Write*, with class and add the strategy of using B, M, and E.

Work Products: Student stories with B, M, and E

14. Using Details/People

MA ELA Frameworks

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.
- Develop characters by portraying themselves as one or by talking about another character's goals and motivations.

Students will develop characters in writing by adding details.

Opening

- Teacher will read book with strongly developed characters such as *Wilfred Gordon McDonald Partridge* by Mem Fox.
- Teacher will prompt students to notice details that Mem Fox uses in her story to add to character development. *Students may use language frames such as "I noticed.....about the character."*

Work Period

- Students will work on previous pieces and add details to enhance story characters.

Closing

- Students will share story revisions that have enhanced characters.
- Students will reflect on author's strategy of adding details about characters.
- Teacher will record reflections on chart, *Ways Good Writers Write*.

Work Products: Chart, *Ways Good Writers Write*, revised student work

15. Using Details/Setting

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

19.2 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.
- Orient the listener to the setting.

Students will incorporate the strategy of using both words and illustrations to develop setting in their writing.

Opening

- Teacher will read a book to class that has a strongly developed setting such as *Where the Wild Things Are* by Maurice Sendak.
- Teacher will guide students in a discussion of how author used both words and illustrations to establish setting. *Students may use language frame such as "I noticed the story took place in....."*

Work Period

- Students will revisit previously done drawings and add both words and details to illustrations that enhance setting.

Closing

- Students will share drawings with whole group and explain how they added both words and details to illustrations to enhance setting.
- Teacher will add student comments as entry on setting to ongoing chart, *Ways Good Writers Write*.

Work Products: Entry on setting to ongoing chart, *Ways Good Writers Write*

16. Generating Topics II

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard I/Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about their writing daily.

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.

Students will generate topics for writing.

Opening

- *Teacher will model generating topics for writing, moving from the general to the specific such as family and going apple picking with my family.*

Work Period

- *Students will work with a partner to develop topics, moving from the general to the specific.*

Closing

- Students will share back possible topics with whole group.
- Teacher will record possible topics on chart, *Things We Can Write About.*

Work Products: Chart, *Things We Can Write About*

17. Using Details: Objects

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Writing Standard 3/Language Use and Conventions

Vocabulary and Word Choice

- Produce writing that uses a full range of words in their speaking vocabulary.
- Selects a more precise word when prompted.
- Uses words from literature in writing.

Students will describe objects using detail and descriptive words.

Opening

- *Teacher will model describing a classroom object in detail, using a wide variety of descriptive words.*
- Teacher will record description on chart paper, noting that good writers often add details to enhance writing.

Work Period

- *Students will work with a partner and select a classroom object to describe in detail using a wide variety of descriptive words.*
- Students may create an illustration to support their description.
- Students will revisit previous work and chose a piece that they can enhance by adding details to a description of an object in their writing.

Closing

- Students will share draft revisions that include descriptions of objects.
- Students will respond to drafts and reflect on the process of using details to enhance writing.
- Teacher will record student reflections on chart, *Ways Good Writers Write*.

Work Products: Student revisions with added details, attribute chart, *Ways Good Writers Write*

18. How to Self Conference I

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will develop and practice strategies for self conferencing.

Opening

- Teacher will prepare ahead a transparency of a draft piece of writing or be able to present a draft to class using Smart Board or Elmo.
- *Teacher will model reviewing draft by using a variety of self conferencing questions such as:*
 - Do I like what I have written?
 - Have I stayed on the topic?
 - How does it sound?
 - How does it look?
 - Does anything need to be fixed?
 - Will readers have any questions as they read this?
 - What do I need to do next?

Work Period

- Students will choose piece of writing to review in preparation for self conferencing.
- *Students will decide on questions to ask themselves as they review their work.*

Closing

- Students will share back with whole group and reflect on the process of self conferencing.
- Teacher will record questions for self conferencing on chart, *Questions for Self Conferencing.*

Work Products: Attribute chart, *Questions for Self Conferencing*

19. Taking Risks in Drawing and Writing

MA ELA Standards

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

5.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard 1

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about their writing daily.

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked.
- Includes gestures, drawings, or intonations that support meaning.

Students will learn they can write and draw about anything they can imagine.

Opening

- *Teacher will model illustrating a story and needing help in developing illustrations.*
- Teacher will demonstrate working through frustration.

Work Period

- Student will work on drawing and illustrating an imagined event.
- *Students will share drawings with a partner and share any difficulties they may have had with illustration.*

Closing

- Student will share back work in whole group.
- Teacher will add entry about perseverance to ongoing chart, *Ways Good Writers Write*.

Work Products: Entry about perseverance on ongoing chart, *Ways Good Writers Write*.

20. Student Initiated Conferences

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will develop and practice the routine of student initiated conferencing.

Opening

- Teacher will prompt discussion on the need for conferencing to improve writing.
- Teacher will establish conferencing routines that include both teacher initiated and student initiated conferences.

Work Period

- *Students will practice established routines for signing up for student initiated conferences.*

Closing

- Students will discuss the routine established for signing up for student initiated conferences.
- Teacher will post agreed upon routine and signup procedure.

Work Products: Agreed upon routine and signup procedure for conferencing

21. Writing for a Purpose

MA ELA Standards

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will identify author's purpose for writing.

Opening

- *Teacher will display various texts from classroom library and discuss author's purpose in writing text with class.*

Work Period

- *Students will select a text from classroom library and work with a partner to determine author's purpose. Students may use language frames "I think the author wrote this because....." or "I think the author was thinking of....."*

Closing

- Students will share back author's purpose for selected texts with whole group.
- Teacher will record student's responses on chart, **Author's Purpose**, with columns for Type of Writing, Author's Purpose, and Audience.

Work Products: Chart, *Author's Purpose*

22. Rereading for Clarity and Completeness

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will practice rereading their writing for clarity.

Opening

- Teacher will read *Seven Blind Mice* to class, prompting a discussion of why each of the first six mice came to the wrong conclusion and how the seventh mouse used the information of all of the other mice to come to a correct conclusion.
- *Teacher will guide students to understand that this is similar to an author telling only part of a story.*

Work Period

- Students will select a piece of writing to review by rereading and deciding if more information can be added for clarity or completeness. *Students may use language frame “ I need to add this information.....to my story.”*

Closing

- Students will share possible additions to writing with whole group.

Work Products: Student revisions

23. Establishing a Response Group

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.
- Share and talk about their writing daily.

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Students will develop rituals and routines for peer response.

Opening

Teacher will discuss with class routines and expectations for peer response groups such as:

The reader will read clearly.

Everyone will be able to hear easily.

Group members will show they are listening by looking at the reader and sitting quietly.

Group members will take turns when giving feedback and give the reader appropriate responses.

Work Period

- *Students will work in small groups and practice routines and expectations for peer response groups.*

Closing

- Small groups will identify ways in which group members responded appropriately in peer response groups.
- Teacher will record behaviors that helped group work for future reference and record on chart, *Peer Response Groups*.

Work Products: Chart, *Peer Response Groups*

24. Teacher Reading of Student Work

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.
- Share and talk about their writing daily.

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Students will develop a sense of audience.

Opening

- Teacher will establish place and policies for students to submit work that they wish teacher to read to class.

Work Period

- *Students will work with partners to select student work that they wish to submit for reading and commentary.*
- *Students will practice appropriate commentary with a peer.*

Closing

- Teacher will read selected student work to class and model making appropriate commentary.
- Students will make appropriate commentary and express support for student authors.

Work Products: Student work samples

25. Introducing Revision

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will practice and share revision strategies.

Opening

- Teacher will reread a previously written class story and ask students if anyone has anything to add to the story.
- Teacher will note that this is one form of revision – adding information.
- *Teacher will continue to model revision, highlighting other strategies such as deleting information and making meaning clearer.*

Work Period

- Students will select a piece of writing to revise.
- They may wish to use different colored markers to indicate revisions.
- *Students may wish to work with peers for support.*

Closing

- Students will share revisions and strategies used with whole group.
- Teacher will record strategies on chart, *Strategies for Revision*.

Work Products: Student revisions, chart, *Strategies for Revision*

26. Adding Information

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

22.2 Use correct standard English mechanics.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will practice independent revision by adding information to writing.

Opening

- *Teacher will share a writing sample to class and model adding information to make writing better.*
- Teacher will emphasize adding information in skipped lines for ease of reading
- during revision.

Work Period

- Students will select a piece of writing and revise draft by adding information.

Closing

- Students will share possible revisions with whole group.

Work Products: Student revisions

27. Developing a Rubric

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, more expressive.

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations.

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked.
- Includes gestures, drawings, or intonations that support meaning.
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning.

Students will learn how to develop a rubric.

Opening

- Teacher will explain use and purpose of a rubric.
- *Teacher will guide children in determining appropriate criteria for story rubric such as:*

My story includes a recognizable drawing.

My drawing/writing includes details.

My drawing shows setting.

Work Period

- Children will select best piece from folder and work with partners to review chosen work for improvement using rubric.

Closing

- Students will share back with whole group and note improvements that they might make on selected pieces of work.

Work Products: Rubric

28. Peer Editing

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

Grade one children are expected to:

- Write daily.
- Generate content and topics for writing.
- Reread their work often with the expectation that others can read it.
- Solicit and provide responses to writing.
- Revise, edit, and proofread as appropriate.
- Write without resistance when given time, place and materials.
- Apply a sense of what constitutes good writing.
- Polish 8-10 pieces throughout the year.

Students will work together to develop peer editing skills.

Opening

- Teacher will prepare sentence strips that need editing for spelling.
- *Teacher will model reading a sentence strip, pausing at an unknown word,*
- *and working with a partner to edit spelling to make story easier to read.*

Work Period

- *Students will work in pairs as both reader and writer.*
- They will take turns reading sentence strip and writing/editing words to make reading easier and clearer.

Closing

- Students will share edited sentences with whole group and reflect on the peer editing process.

Work Products: Peer edits

29 & 30. Sharing Student Published Work

It may take more than one day to give each student a turn in the Author's Chair to celebrate published writing.

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard 1

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about their writing daily.

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a "story" that may be only a single event or several events loosely linked.
- Includes gestures, drawings, or intonations that support meaning.

Students will share published work in Author's Chair.

Opening

- *Teacher will review routines for Author's Chair.*
- Teacher will model appropriate responses for finished work.

Work Period

- *Student authors will present finished work in Author's Chair.*

Closing

- Students will make appropriate responses on the finished work presented.

Work Products: Finished student work

Artifacts for 1st 30 Days, Writer's Workshop, Gr. 1

The implementation of the 1st 30 Days Writer's Workshop in Gr. 1 will generate a group of materials that will document the Routines and Rituals of the workshop and will function as points of reference for both teachers and students. These artifacts should be clearly displayed and integrated into daily instructional practice.

Each classroom should have the following tools:

**Student Writing Folders
Student Writing Notebooks
Word Wall
Conferencing Procedure/Signups**

The following attribute charts will be developed with students, recorded by teacher, and used as points of reference during the workshop:

**What Writers Write About
Thinking of Ourselves as Writers
Things We Can Write About
Ways Good Writers Write
Guide for Response
Getting Help During Writers Workshop
Materials for Writer's Workshop
Good Writing Habits
Routines for Author's Chair
Questions for Self Conferencing
Author's Purpose
Peer Response Groups
Strategies for Revision**

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