

Writing Lessons According to the 6 Traits of Writing

APS K-6

July 2007

	Ideas	Organization	Voice
K	<p>Writing Workshop</p> <p>Creative Writing-free choice picture and labeling</p> <p>Structured</p> <ul style="list-style-type: none"> -field trip memories -vacation memories -seasonal self portraits 	<p>Writing Workshop</p> <ul style="list-style-type: none"> -placement of drawings -clarity of ideas/images -relevance of words/labeling to image -end of year goal-sentence instead of single word label 	<p>Writing Workshop</p> <ul style="list-style-type: none"> -generate ideas (from units of study, books, own experiences) -encourage personal interpretation -own personal memories of field trips, etc. encourage each child to do their own writing about image
1	<p>Empowering Writers</p> <ul style="list-style-type: none"> -begin middle, end template fill in based on story <p>Lucy Calkins Ideas 1</p> <ul style="list-style-type: none"> -launching the writing workshop -generating a list of writing topics <p>Lindamood Bell</p> <p>Visualizing & Verbalizing</p> <ul style="list-style-type: none"> -Partner activity describing a picture drawing descriptions categories/attributes color time number perspective location who/what size 	<p>Lucy Calkins Small Moments</p> <ul style="list-style-type: none"> -beginning –middle – end <p>Empowering Writers Grade 1</p> <ul style="list-style-type: none"> -story pattern activities (beginning-middle-end) -identify key events for each part of story 	<p>Lucy Calkins Small Moments</p> <ul style="list-style-type: none"> -writing about a specific feeling during a specific time <p>Empowering Writers Grade 1</p> <ul style="list-style-type: none"> -imagery lesson story (ask students what they smelled, heard, tasted etc...)
2	<p>How to Be a Better Writer Poster</p> <ul style="list-style-type: none"> • Write Away (Great Source) pages 12-19 <p>Writing Journal with a list of possible writing ideas that students can add to and use.</p> <p>Using a Rebus Story to look at the main character, setting, problem, events and end- how do they keep with the Main Idea.</p> <p>Read a lot of literature and have students keep a log of ideas for writing from the literature.</p> <p><i>David Goes to School</i> by David Shannon-</p> <ul style="list-style-type: none"> • Read the book, talk about rules and have students write one page for a class book. 	<p>Pet Stories-</p> <ul style="list-style-type: none"> • Writing Process from Write Away, pages 22-25 and page 184. <p>Writing Thank You Notes</p> <ul style="list-style-type: none"> • Write Away (Great Source)pages 68-70 	<p>Pet Stories</p> <ul style="list-style-type: none"> • Describing Paragraph Write Away (Great Source)page 54-57 and Lucy Calkins, Book 2, pages 93-99
3	<p><i>Joyful Noise</i></p> <ul style="list-style-type: none"> -poem in two voices from book <i>Two Bad Ants</i> -rap, story, poem 	<p>Empowering Writers</p> <ul style="list-style-type: none"> -expository pillar for owl reports -narrative diamond as a 	<p>Project Read</p> <p><i>Framing Your Thoughts</i></p> <ul style="list-style-type: none"> -word choice

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	<p><i>With Love, The Little Red Hen</i> -fairytale letters <i>Love That Dog</i> -“Love that...” modeled after the book <i>M is for Mayflower</i> -students create their own <i>M is for Massachusetts</i>_alphabet book <i>Diary of a Worm</i> -students create their own diary stories</p>	<p>graphic organizer to begin/map out a narrative piece -hook reader in with “catchy” lead <i>Two Bad Ants</i> -write a rap, story or poem <i>Love That Dog</i> “Love that_____Poem” <i>M is for Mayflower</i> -create a student Massachusetts alphabet book <i>With Love, Little Red Hen</i> -letter writing <i>Diary of a Worm</i> -create diary stories <i>Joyful Noise</i> -poems in two voices</p> <p><u>Teaching the Qualities of Writing</u> Project Read Framing Your Thoughts How to write a paragraph Brainstorming by using your Senses Report Form Note taking Writing research papers Multi-sensory – Key Facts Main idea/backbone</p> <p>“Hamburger Model” -graphic organizer for writing paragraphs Bun = topic sentence Detail sentence 1 Detail sentence 2 Detail sentence 3 Bun = closing sentence</p>	<p>Junior Great Books - reading response <i>Ralph S. Mouse, Verdi, Owl in the Shower, Poppy</i> -reading response <i>With Love, The Little Red Hen</i> -fairytale letters <i>Love That Dog</i> -poem <i>Diary of a Worm</i> -diary stories</p>
4	<p>All About Me Collage -Students use photographs, magazines, cut-outs, etc. to create a collage about themselves, their hobbies, etc. This can be used to spark ideas for writing during the school year.</p>	<p>Empowering Writers -Pillar as a tool not the tool. -cut up essay then organize it (How would these sentences be put in order?) Project Read Framing Your Thoughts -Multi-sensory Approach procedural, descriptive, persuasive, informative, compare/contrast</p>	<p>Project Read Framing Your Thoughts (*see word choice) Lucy Calkins Writing Fiction Grade 3 – 5 Important Story (oral template) p.23 Empowering Writers Grade 4/5 -vary type of leads</p>
5	<p>Memorable Person</p> <ul style="list-style-type: none"> • Graphic Organizer • Brainstorm thoughts about what makes a 	<p>Abe Lincoln</p> <ul style="list-style-type: none"> • Expository Writing-Empowering Writers, book 1 	<p>Poetry-</p> <ul style="list-style-type: none"> • Variety of genres • Read Aloud • Write several

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	<p>person memorable</p> <p>I AM Poem</p> <ul style="list-style-type: none"> • Introduction to poetry • Reflection 	<p>Modern Inventions</p> <ul style="list-style-type: none"> • Diagramming paragraphs- <p>Empowering Writers, book 1</p>	<p>Patriots versus Loyalist</p> <ul style="list-style-type: none"> • Student takes a point of view and writes an essay supporting that view point
6	<p>Nancie Atwell</p> <p>Lesson 3 “Heart Mapping”</p> <p>Lesson 4 “Where Poetry Hides For Me”</p>	<p>Nancie Atwell</p> <p>Lesson 49 “Effective Essays Teasing Out Criteria”</p> <p>WordlyWise</p> <p>Book 3 Lesson Narratives can apply to</p>	<p>Nancie Atwell</p> <p>Lesson 34 “The Power of I”</p> <p>Lesson 27 “Ineffective and Effective Memoirs”-</p> <p>Appropriate for voice, word choice, ideas, organization and fluency</p>

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	Word Choice	Sentence Fluency	Conventions & Presentation
K	<p>Lindamood Bell Visualizing & Verbalizing</p> <p>Generalized object drawing a clown -what we know about -choosing more descriptive words through questions and sharing</p>	<p>Writing Workshop -encourage use of more words -descriptive words -work towards writing a sentence (a complete thought)</p>	<p>Conventions: Handwriting Without Tears</p> <ul style="list-style-type: none"> Boxes for letter formation Wood pieces for shape clarity <p>Presentation:</p> <ul style="list-style-type: none"> Boxes for letter size consistency
1	<p>Bradley Reading and Language Arts “Retired words” she suggests a graveyard-changed to a retirement home</p> <p>Empowering Writers Elaborative detail-students add adjectives “descriptive words” to an existing story (i.e. <i>The Magic Bicycle</i>.)</p> <p>Lucy Calkins Revision-changing words to be more visual</p>	<p>Bradley Reading and Language Arts Dictation-modeling vivid meaningful sentences</p> <p>Project Read <i>Framing Your Thoughts</i> Understanding what is a sentence (noun/verb) and how to write a sentence</p> <p>Multi-sensory definition</p>	<p>Bradley Reading and Language Arts Mimi-lesson on capitalization and punctuation lessons</p> <p>Project Read <i>Framing Your Thoughts</i> Sentence Frame/Multi-sensory</p> <p>Handwriting Without Tears Teaches method of forming letters top to bottom through practice using starting point in box and on lines</p>
2	<p>Pet Stories</p> <ul style="list-style-type: none"> Describing Paragraph Write Away (Great Source)pages 54-57 and Lucy Calkins, Book 2, pages 93-99 <p>“The Showing Hand”</p> <ul style="list-style-type: none"> Using the 5 senses to generate a list of descriptive words. 	<p>Visualizing/Verbalizing</p> <ul style="list-style-type: none"> Pick 2 to 3 attributes Provide a picture Students should create a sentence incorporating their attributes <p>Project Read <i>Framing Your Thoughts</i></p> <ul style="list-style-type: none"> Barebone sentences Starting to expand sentence structure Multi-sensory Varying sentence structure with expanders (Where?When?) <p>Writing Sentences Lesson</p> <ul style="list-style-type: none"> WriteAway (Great Source) pages 48- 51, 274-275 and Lucy Calkins, 	<p>Pet Stories</p> <ul style="list-style-type: none"> Writing Process Write Away (Great Source) pages 22-25 <p>Project Read <i>Framing Your Thoughts</i></p> <ul style="list-style-type: none"> Subject/Verb Agreement (Multi-sensory) <p><i>How to Be a Better Writer</i> Poster from Write Away (Great Source) pages 106-109</p>

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		Book 2, page 93-99	
3	<p>Lindamood Bell Visualizing & Verbalizing -each student writes a paragraph using attributes prompted by an individual picture -students identify picture by description <i>Mad Libs</i> <i>Joyful Noise</i> -poem in two voices <u>Word Study</u> -verb pantomimes Write on Track <u>Books on Parts of Speech</u> by Brian Cleary -example: Nouns – <i>A Mink, A Fink, A Skating Rink</i> Project Read <i>Framing Your Thoughts</i> -creating mood & voice by subject describers & prepositional phrases -multi-sensory</p>	<p>Project Read <i>Framing Your Thoughts</i> -understanding parts of speech in a multi-sensory way -varying sentence structure and increasing length with expanders (How? Why?)</p>	<p>Project Read <i>Framing Your Thoughts</i> -predicate expanders subject descriptors multi-sensory Write on Track -letter format <i>Mad Libs</i> Daily Oral Language -punctuation, caps, grammar mechanics Zaner Bloser Handwriting “C.O.P.S.” -use “Call the COPS” -an editing checklist to check pieces for: <u>C</u>apitals <u>O</u>rganization <u>P</u>unctuation <u>S</u>pelling</p>
4	<p>WordlyWise -word choice (vocabulary building) Project Read <i>Framing Your Thoughts</i> -continuing to create mood & voice by subject describers & prepositional phrases -multi-sensory Vivid Pictures -choose a book that contains pictures that lend themselves to description -teacher or students choose a picture to describe - use a “sensory web” to describe picture using 5 senses -students write their description based on web</p>	<p>Project Read <i>Framing Your Thoughts</i> -diagramming sentences to see varied sentence structure Multi-sensory -create/see patterns</p>	<p>Write Source for Conventions -grades 3,4,5,6 -practice activities -as a resource Project Read <i>Framing Your Thoughts</i> -using varied sentence structure in paragraphs -multi-sensory</p>
5	<p>Take an interesting word from a lesson and write a paragraph around it Pick a word that you want to know more about, sparks an idea,</p>	<p>Daily Oral Language Review (EvanMoor) <ul style="list-style-type: none"> Student rewrites awkward sentences. <i>Breakfast with Shakespeare-</i></p>	<p>Project Read <i>Framing Your Thoughts</i> <ul style="list-style-type: none"> Prepositions Indirect Object Direct Object Appositives </p>

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	<p>tickles your fancy- use Wordly Wise Book</p> <p>Students do lessons in Wordly Wise 3000, book 1, which is passed on from from grade 4</p> <p>Take a word and add a prefix or suffix. Talk about how this changes the meaning of the word. Generate a list with this base word- From Wordly Wise books</p> <p>Look at existing or past writing and substitute weaker words from Wordly Wise (revision strategy).</p> <p>Daily Oral Language Review (Evan Moor- grade 5)</p> <ul style="list-style-type: none"> • Students do lessons then correct together in class 	<ul style="list-style-type: none"> • Students select 8-20 lines to memorize and present to parents and classmates. <p>Empowering Writers, book 5:</p> <ul style="list-style-type: none"> • Assignments, Prompts and Projects: Students use ideas as springboards for writing 	<ul style="list-style-type: none"> • Multi-sensory Approach • Combining Sentences • Conjunctions <p>Boston Tea Party Writing</p> <ul style="list-style-type: none"> • Students write an essay describing the events leading up to the Boston Tea Party • Facts are given to the students and a rubric is provided. <p>Expert Report</p> <ul style="list-style-type: none"> • Students choose a topic to explore and write about • Students create a visual presentation • Report is edited and addressed using a rubric following certain standards. <p>Letter to an incoming 5th grader</p> <p>Write Source for Conventions</p> <ul style="list-style-type: none"> • Practice activities • As a resource
6	<p>Nancie Atwell Lessons 42 and 46 “Poetry Odes, Sestina, Tritina and Pantoyrn”</p> <p>WordlyWise -lessons focus on word study -narratives can apply to organization</p>	<p>Nancie Atwell Lesson 38 “Breaking Lines and Stanzas and Punctuating”</p>	<p>Nancie Atwell Lesson 20 “Really Bad Words”</p>