

ELA
Common Core
State Standards
Resource Materials
Packet



**1st Grade
Revision
Unit 2
08/01/13**

Writing Unit of Study

1st Grade - Revision, Unit 2

Table of Contents

Suggested 1 st Grade Revision Mentor Text.....	1
First Grade Sample Revision Checklist.....	3
Second Grade Sample Revision Checklist	4
Detail Hand	5
Character Action Book Mark.....	6
Revision Strategy Cards	7
Writing Process Steps	10
TCRW-Released Student Sample - Roach	11
TCRW-Released Student Sample – The Slide by Samantha.....	20
Proficiency Checklist	21
Some Possibilities for Purposeful Use of the Share Time.....	22

Mentor Texts – Revision

- This is a suggested list to consider when collecting possible mentor text. Please review books you have available that also meet the criteria and add to the list.
- Criteria for 1st Grade mentor text: 1) Story with a narrow focus – a small moment vs. an “all about” or many moments story, 2) Real life story about things we (people) do, 3) Students can relate to the storyline (important moment from their lives), 4) Easily identifiable beginning, middle and end, 5) Most of the time, the person writing is the main character and a real person, 6) Events are told in order, 7) Details included, and 8) High interest level to this age group.

Literature – Trade Book Suggestions		
Title	Author	Notes to Teacher
I Love My Hair	Natasha Anastasia Tarpley	
Owl Babies	Martin Waddell	
Snow Day!	Lester L. Laminack	

Student Authored Work		Code: SW
Author	Topic/Title	Notes to Teacher

Teacher Authored Work		Code: TW
Author	Topic/Title	Notes to Teacher

Mentor Texts – Revision, Continued

Common Core		Code: CC
Author	Topic/Title	Notes to Teacher

Teachers College (www.readingandwritingproject.com)		Code: TC
Author	Topic/Title	Notes to Teacher
	The Roach	2 nd grade small moment story
	The Slide	2 nd grade small moment story

Websites	Code: WWW
www.readingandwritingproject.com (Teacher's College)	

Name _____ Title _____

First Grade Sample Revision Checklist

Symbol	Revision Strategies	 What can I do to revise?	
	Sketch	Reread and add more details to my sketch.	
?	Meaning	Reread to see if it makes sense.	
	Dialogue	Reread and add details to make a character talk.	
	Setting	Reread and add details to describe the setting.	
	Heart of the story	Reread and add details to the most important part.	
	Internal thinking Internal feeling	Reread and add what I am thinking or feeling.	
	Character Action	Reread and add character action.	
END	Ending	Reread and try different endings or make your ending even better.	
	Physical Description	Reread and add what a person, place, or a thing looks like.	

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Please note when the following items were introduced/taught. Modify to fit your classroom. Add additional items to the chart as they are introduced or reviewed from unit to unit.

Sketch – Kindergarten

Meaning, Dialogue, Setting, Ending – Unit 1

Physical Description, Internal Thinking, Character Action, Heart of Story – Unit 2

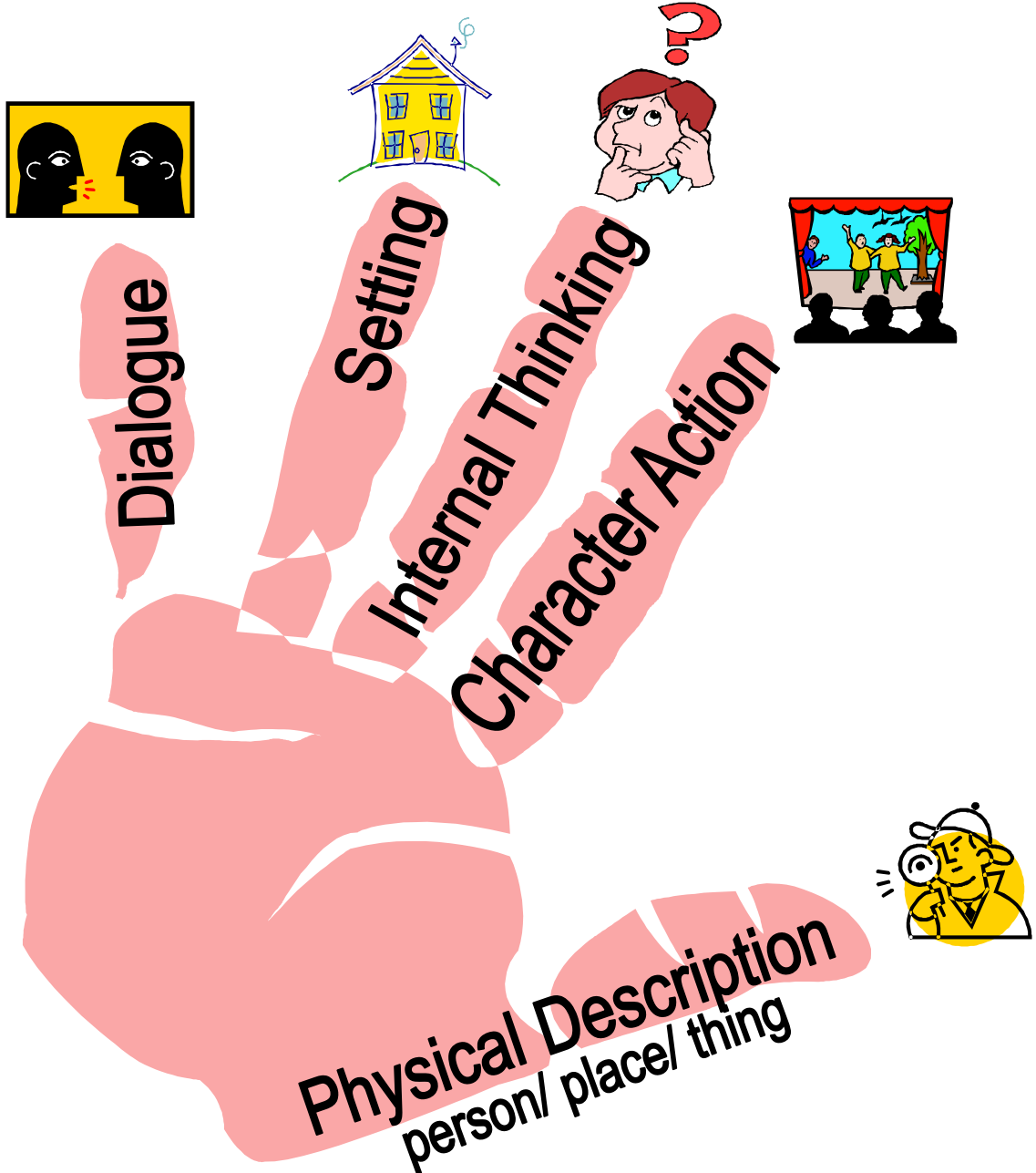
Sample Revision Checklist – 2nd Grade

Symbol	Revision Strategies	 What can I do to revise?	
	Sketch	Reread and add more details to my sketch.	
?	Meaning	Reread to see if it makes sense.	
	Heart of the story	Reread and add details to the most important part.	
	Lead	Reread and try a different beginning or make your lead even better.	
	Setting	Reread and add details to describe the setting.	
	Physical description	Reread and add what a person, place, or a thing looks like.	
	Show, not tell	Reread and find telling parts and make them showing parts.	
END	Ending	Reread and try different endings or make your ending even better.	
	Mentor text	Reread a mentor text, pick something the author did and try it.	
	Dialogue	Reread and add details to make a character talk.	
	Similes	Reread and add comparisons between two things (using <i>like</i> or <i>as</i>).	
	Adjectives and Adverbs	Reread and add adjectives and adverbs.	
	Character action	Reread and add character action – feet, hands, face.	
	Temporal words	Reread and add ‘time’ words.	
	Verbs	Reread and add precise action words or verbs.	
	Internal thinking Internal feeling	Reread and add what I am thinking or feeling.	

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Detail Hand

Details



*** Use your 5 senses to build your details**

Character's Actions

How a character
moves from one
place to another



What a character is
doing with his/her
hands



What a character is
doing with his/her
face



Character's Actions

How a character
moves from one
place to another

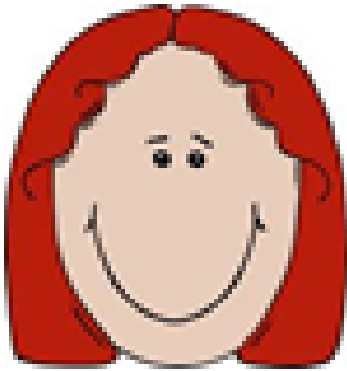


What a character is
doing with his/her
hands



What a character is
doing with his/her
face

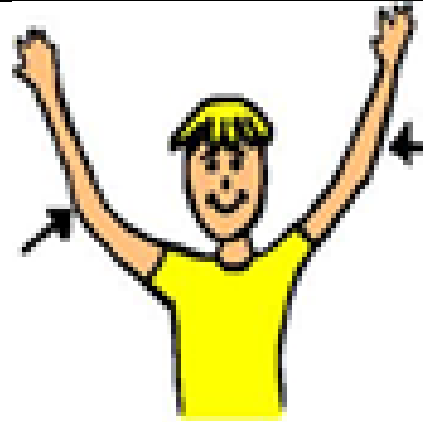




Head/Face



Hands



Arms



Legs/Feet



Thought...



Said...



Sketch



Meaning

Revision cards – pick and choose to meet instructional needs. This document is the property of the Michigan Association of Intermediate School Administrators (MAISA).



**Heart of the
Story**



Lead



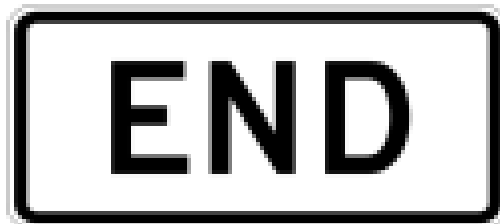
Setting



**Physical
Description**



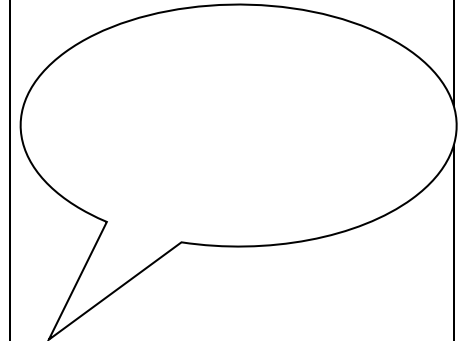
Show, Not Tell



Ending

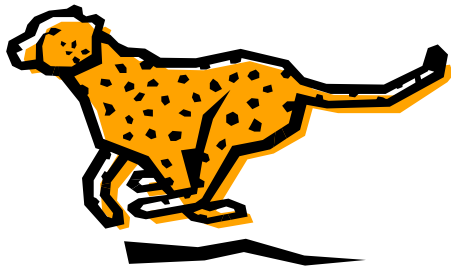


Mentor Text



Dialogue

Revision cards – pick and choose to meet instructional needs. This document is the property of the Michigan Association of Intermediate School Administrators (MAISA).



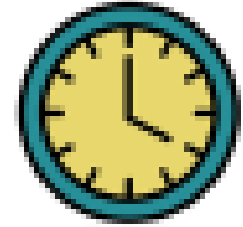
Similes



**Adjectives and
Adverbs**



**Character
Action**



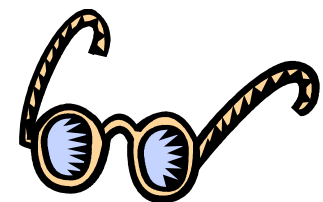
**Temporal
Words**



Verbs



**Internal Thinking
Internal Feeling**



**Revision
Strategies**

Writing Process Steps

Think



Picture

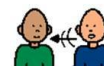


Say

Self



Partner



Story hand



Touch pages



Sketch



Write

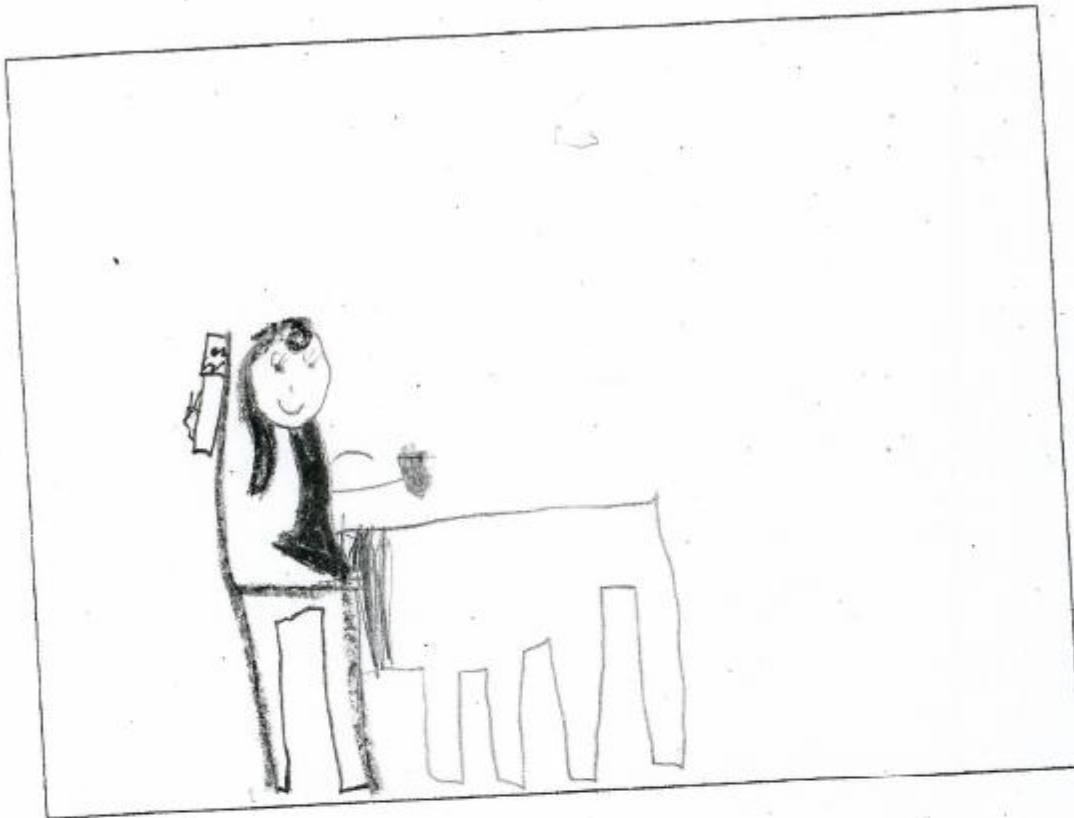


Revise

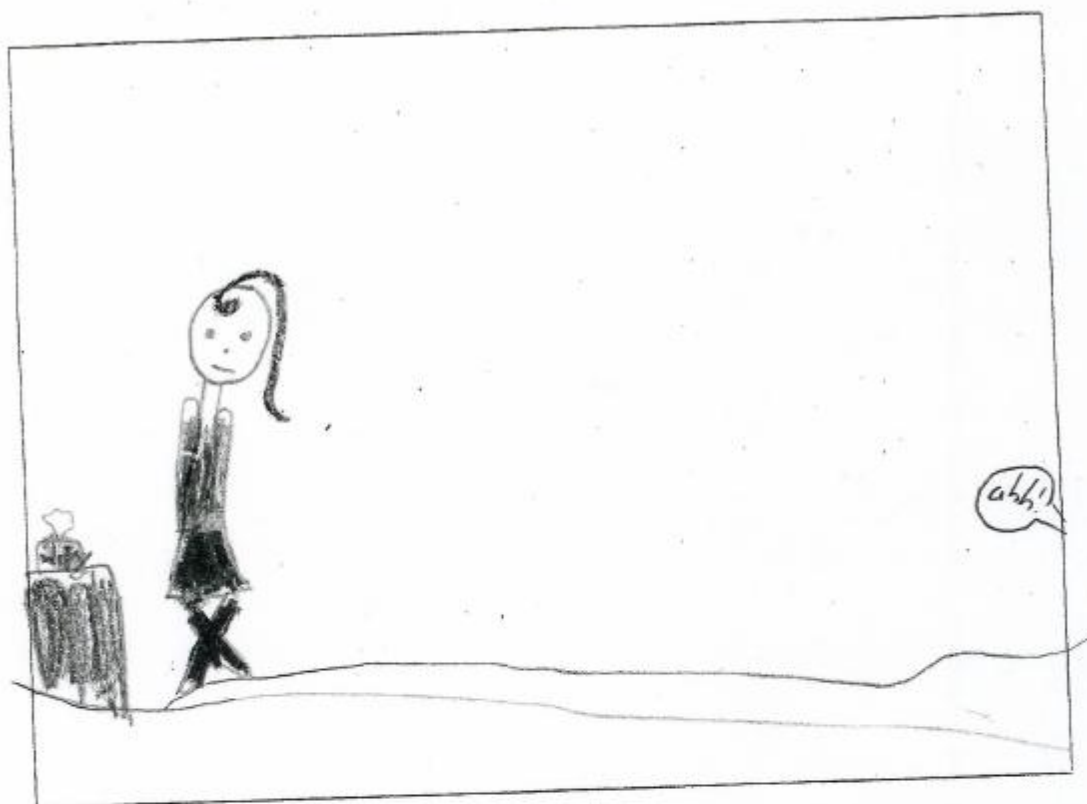




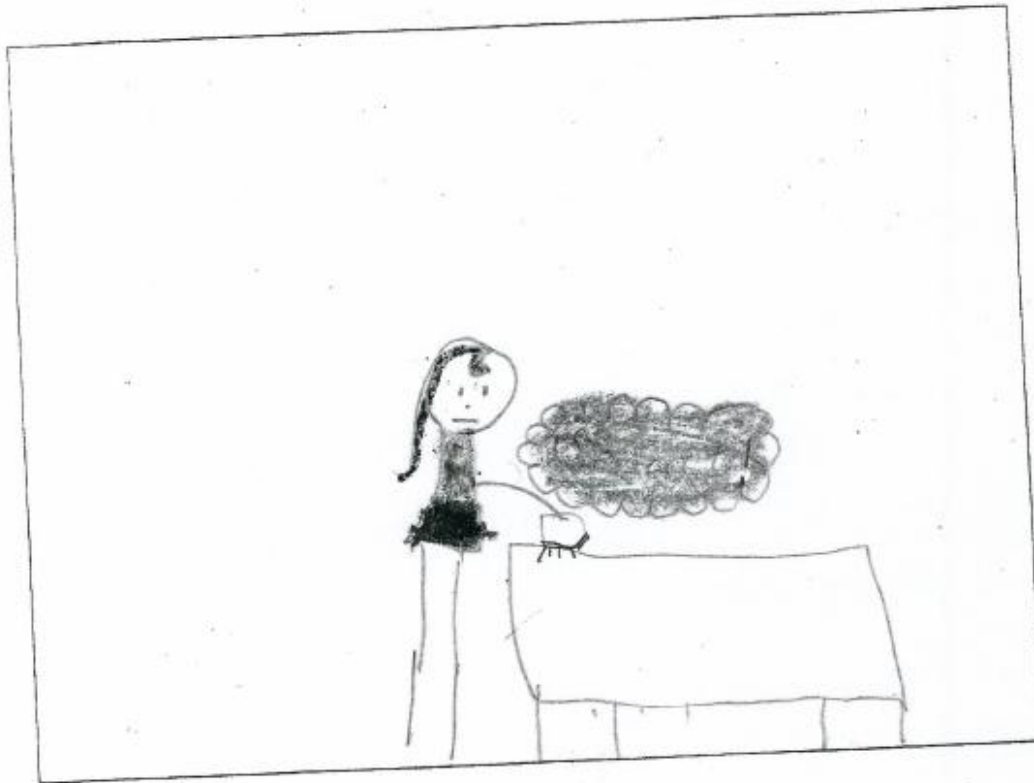
Teachers College –Released Student Samples, <http://tc.readingandwritingproject.com>



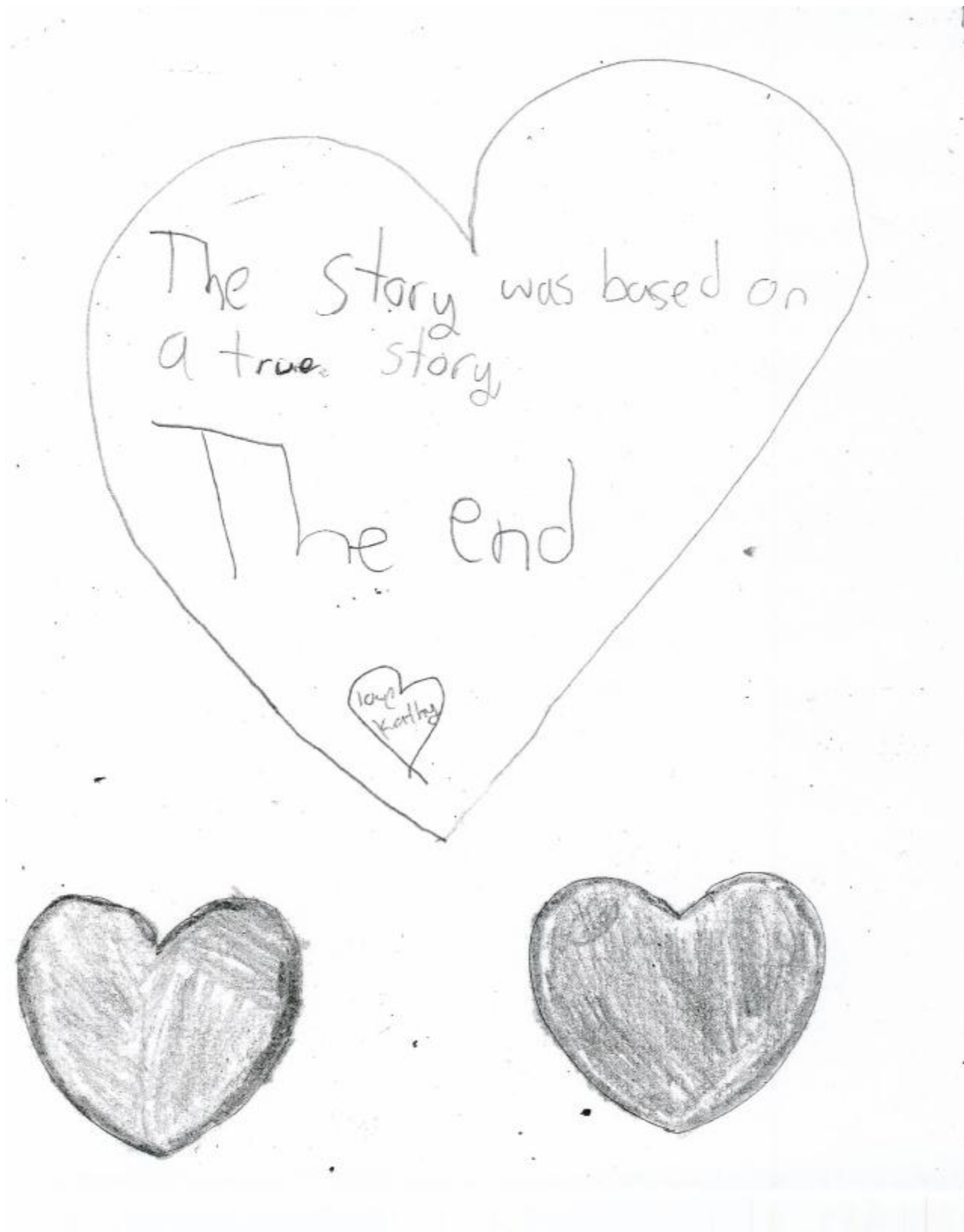
I was writing at writers workshop
all of sudden a roach was other my arm
a bbbbbb! I yelled in fear I got up so fast
that I moved the table. It made an oik
send. I stood at the corner of the Bronx
table. Everyone looked at me ^{and the} roach I
felt embarrassed from everyone looking at me
roach. I felt so mad at that roach.



* Ms Herrera got up slowly from her meeting.
She walked to the back table. Ms. Herrera
got one whiny. Ms Herrera walked
slowly to the Bronx table. She quietly
walked so quietly the coach could not
hear her then she...



Snatched the roach off of the table
but it did not work so she tried
again. It work then everyone ask
did you caught the roach in its dungeon
"yes" said Ms Herrera as she walked
to the grbig can. I sat down



Teachers College –Released Student Samples, <http://tc.readingandwritingproject.com>

Name Samantha Date 10/17/08



is this gonna be scary
I thought? I was at ~~Victorin~~ ^{Grade} ~~With~~
^{With} ~~MIST~~ ^{MIST} ~~Grade~~ ^{With} I was waiting on
a very very long line! to go
Down a gigantic slide! the
Sun was beating on it like Melted
butter left in the sun. There
were 8 people before me
the line went so fast I thought
to myself ~~Shakeing~~



Finally it was MY turn. I was
 shaking MY legs MY heart was
 beating super fast. I could hear
^{my heart}
~~myself~~ beating super fast! I went
 in and started climbing the stairs
 thump! thump! thump! It was like
 climbing 10060 stairs instead
 lower. But to make it faster
 I ran up the stairs
 really fast!



When I Was almost at the
 top I saw a sign. That
 said Take cloth here I
 wonder why you need a
 cloth. I thought to myself ~~if~~
 thought it was gonna be
 scary when I got to the
 top I bended down sat down
 put my hands on my lap and
 sat on the cloth. "This looks
 Really scary" I said



it took off into the sky
like a magic carpet it went
up down side to side made curves
and bends I felt like a flying
monkey "Aaahhhhh" I screamed
as loud as I ever could
"Aaahhhhh" I thought I was
gonna get really really sick
Aaahhhhh



But I Was safe even
though I felt Really Really
Really Sick! "eeWW"

be patient
and don't
be scared

1st Grade–Revision Unit Proficiency Checklist*

Name: _____ **Date:** _____

Proficiency checklists guide teachers on what to provide instruction and additional assistance on during the unit, as well as beyond the unit. See Proficiency Guidelines in the K-2 Writing Assessment Package for additional information.

What are this writer's strengths?	What are the next teaching points for this writer?
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The following should be observed and/or evident in written work by the end of this unit:

- ☐ (T/P) Uses mentor text to notice craft, with an eye for planning revision (Immersion and Session 4)
- ☐ (P) Revises by using a caret to insert missing word(s) (Session 1)
- ☐ (P) Revises by using flaps and/or adding a page to insert additional information(Session 2)
- ☐ (P) Revises by crossing out and/or removing unfocused writing (Session 3)
- ☐ (T) Identifies the Heart of the Story in multiple pieces of writing (Session 5)
- ☐ (P) Adds details for revision; focus on character action (face/head, feet/legs, hands/arms) (Session 6)
- ☐ (P) Demonstrates knowledge of workshop routines – focus on conferring with the teacher (Session 7) and revising with a partner (Session 8, but in most Sessions there is expected partnership work in Active Engagement) (Sessions 7 and 8)

See page 26 of the ELA CCSS document for all 1st Grade Language Standards

***This checklist does not have levels of proficiency because the revision strategies taught in this unit are foundational for all types of writing and writers. In addition, this unit focuses on routines, building independence, and the process of writing.**

T-Text Types and Purposes **R**-Research to Build and Present Knowledge **P**-Production and Distribution of Writing **L**-Language

Each lesson has a share component. Modify based on students' needs. The following are other share options.

Some Possibilities for Purposeful Use of the Share Time

Name	Purpose	Method
Follow-Up on Mini-Lesson	To reinforce and/ or clarify the teaching point	• Share an exemplar model (student or teacher) • Share a student who had difficulty and the way in which he/ she solved the problem • Share the story of a conference from the independent work time • Provide another opportunity for active engagement • Provide a prompt to initiate student conversation, "Turn and tell your partner..."
Problem Solving	To build community and solve a problem	
Review	• To recall previous strategies / prior learning • To build repertoire of strategies • To contextualize learning	Pose a "review" question to the class: "Today we learned one revision strategy. What other revision strategies do you use?" These strategies may be listed on a chart.
Looking Ahead to Tomorrow	Introduce a new teaching point--set-up for the next mini-lesson	
Celebratory	• Celebration of learning • Boost student morale • Promote membership in the "literacy club"	• Share the work of 2-3 students • Provide an opportunity for a whole class share: "You are all such amazing writers - you wrote so much today! Writers, hold up your open notebooks so that we can see all of the great work you have done."

Source: Teachers College Reading and Writing Project