

ELA
Common Core
State Standards
Resource Materials
Packet



1st Grade
Apprenticeship Writing: Studying Craft
Unit 4
08/01/13

Writing Unit of Study

1st Grade- Apprenticeship Writing: Studying Craft, Unit 4

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Mentor Texts – Apprenticeship Writing

- 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
*Rollercoaster	Marla Frazee	
*Those Shoes	Marybeth Boelts	
*The Rain Stomper	Addie Boswell	
*Owl Babies	Martin Waddell	
Corduroy	Don Freeman	Optional: additional book if needed for dialogue
The Hating Book	Charlotte Zolotow	Optional: additional book if needed for ending example
Big Sister and Little Sister	Charlotte Zolotow	Optional: additional book if needed for ending example
Shortcut	Donald Crews	Optional: additional book if needed for ending example
Snow Day!	Lester Laminack	Optional: additional book if needed for ending example

*Mentor text used in unit

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

Mentor Texts – Apprenticeship Writing, Continued

Teacher Authored Work		Code: TW
Author	Topic/Title	Notes to Teacher
	Story 1	See resource materials packet
	Story 2	See resource materials packet

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

Teachers College (www.readingandwritingproject.com)		Code: TC
Author	Topic/Title	Notes to Teacher

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

STORY 1

When I was at the park with my mom last week I got stuck in the bathroom. I had just washed my hands and tried opening the door. It wouldn't open. I got scared. My heart was beating really fast. I started to yell out for my mom. I said, "Mom, I'm stuck!" My mom didn't answer. I thought maybe she left. I yelled out again and I heard her coming. She said, "What's wrong?" I told her, "I can't get the door open. It's stuck." She told me to calm down, take a deep breath and dry my hands again. I walked over to the towels and dried my hands. I went to the door and tried to unlock it again. As I turned the doorknob I heard it click. It opened! My mom was waiting right outside the door for me. She gave me a big hug and I felt much better. I never used that bathroom again!

STORY 2

I'm open, I'm open I yelled. It was the last two minutes of the championship game and we were down by two points. I knew that if we wanted to win, we had to score a basket.

Our team was passing the ball around looking for the right opportunity to take a shot. Then, with 30 seconds left the ball came whirling towards me. As the leather hit my hands I felt a sharp sting. I panicked. Oh no I thought it is up to me, it is up to me to make the winning basket.

My heart was pounding out of my chest. I took a deep breath, turned around, pointed my body toward the basket and shot the ball. I closed my eyes and hoped that the ball went in.

Swoosh, I heard the ball slip through the net and then the buzzer rang! My team was in an uproar. We jumped up and down hugging and screaming. We had won the game and now were the champions!

Writing Process Steps

Think



Picture

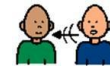


Say

Self



Partner



Story hand



Touch pages



Sketch



Write



Revise



Writer's Notebook



Writer's Notebook

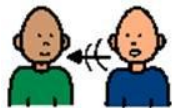


Ways to Practice My Story

Self



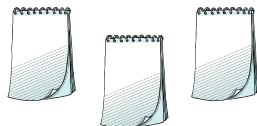
Partner



Story Hand



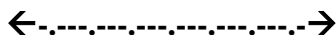
Story Across Pages
--Touch pages



Sketch



Story timeline



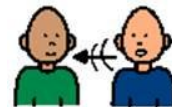
Biondo, May 2011

Ways to Practice My Story

Self



Partner



Story Hand



Story Across Pages
--Touch pages



Sketch



Story timeline



Biondo, May 2011

Class Profile of Teaching and Learning Points – 1st Grade Unit 4: Apprenticeship Writing Studying Craft Optional Assessment/Conferring Tool

[illegible]

1st Grade–Apprenticeship Writing: Studying Craft 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?

Approaching Proficiency with Apprenticeship Writing: Studying Craft

- ☐ Does not yet meet requirements for Proficient

Proficient (Meets Standards) with Apprenticeship Writing: Studying Craft

Inquiry-based unit with observable expectations (not always clearly evident in written work). This unit builds on the work of Unit 1.

Proficient students must meet all bold and 3 of 4 un-bolded proficient criteria

- ☐ (T) Evidence of telling story bit-by-bit (Session 2)
- ☐ (T) Evidence of story timeline (Session 3)
- ☐ (T) **Notes 2-3 places to add 5 senses (Session 4)**
- ☐ (T) Evidence of some mentor text craft (dialogue tag, temporal words, ellipsis) (Session 5, 6, 7)
- ☐ (P) **Revises for effective lead (physical description or setting) (Session 8, 11)**
- ☐ (P) **Revises for effective ending (forward, back, commentary) (Session 9, 11)**
- ☐ (P) Demonstrates workshop routines: emphasis on partnership (Session 8, 9, 10, 11)
- ☐ (P) Partnership results in improved writing (Session 8, 9, 10, 11)
- ☐ (T) Demonstrates knowledge learned from an author (Session 12)

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

Exceeding Proficiency with Apprenticeship Writing: Studying Craft

Students must meet all the Proficient and Exceeding Proficiency criteria

- ☐ (T) Multiple story timelines (Session 3)
- ☐ (T) **Notes 4 or more places to add senses (Session 4)**
- ☐ (P) Evidence of trying multiple different leads (Session 8)
- ☐ (P) Evidence of trying multiple different endings (Session 9)
- ☐ (T) Demonstrates knowledge learned from several authors (Session 12)







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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Celebration of learning • Boost student morale • Promote membership in the "literacy club" 	<ul style="list-style-type: none"> • 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

Beginning  	Middle 	Middle 	Middle 	End 

Beginning  	Middle 	Middle 	Middle 	End 

Name _____ Date _____

Beginning



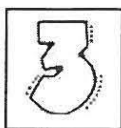
Name _____ Date _____

Middle

1

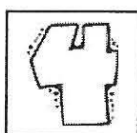
Name _____ Date _____

Middle



Name _____ Date _____

Middle



Name _____ Date _____

End



STUDYING CRAFT CHECKLIST

Revision Checklist...

- I reread my writing. _____
- My writing makes sense. _____
- I have a lead that connects to the heart of the story. _____
- I used at least **ONE** idea from a mentor author. _____
- I ended my story like one of my favorite authors. _____
- I added details to my writing. _____

Editing Checklist...

- I have end punctuation .!?. _____
- My end punctuation is followed by a capital. _____
- My word wall words are spelled correctly. _____
- I have a capital on all names. _____
- I have spacing. _____

My Signature

X _____

My Writing Partner's Signature

X _____

STUDYING CRAFT CHECKLIST

Revision Checklist...

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X _____

My Writing Partner's Signature

X _____