

The Immersion Excursion

Examples of Lessons and Ideas to Help
Students Travel through a Text Type

Grade 1 Unit 6

Informational Books – Personal Expertise



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BACKGROUND SECTION

The purpose of these lessons is to provide a sense of possibilities for teachers. “Shop around” for ideas to share with students. Pick and choose lessons based on teacher background knowledge and students’ background knowledge and interests. These lessons serve as exemplars for how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry-based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An On-Demand performance assessment is an excellent vehicle to determine what students know and need to learn.

***Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---
Dr. Sandy Biondo***

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

- A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
- B. Characteristics (What makes an effective xxx?)
- C. How these texts tend to go?
 - 1. How does the beginning or lead tend to go? What is included?
 - 2. How does the middle part or body tend to go? What is included?
 - 3. How does the ending or conclusion tend to go? What is included?
 - 4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.

Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first *reading like a reader* – read, enjoy, and discuss. Then, pieces will be *reread* in part or whole through “writerly eyes.” Students will now *read like a writer*. Selections will be *reread* to notice, name, and discuss how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – *What did this author do that I could try?* Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g. connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g. background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from ➔ EXPLORERS of the text type to WRITERS of the text type.

Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See resource packet per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher-authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a “cheat sheet.” Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don’t select books/texts that all look and sound the same and have the same features.

Make a list of text that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion

Prior to studying these lessons, it is highly recommended teachers read the supplemental resources on Atlas: Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices.

LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class “Flash” Draft

SAMPLE WEEK OF IMMERSION LESSONS

Day 1# Goal 1: Develop Background Knowledge

Read, Study, and Discuss How Information Books Work!

Day 2* Goal 1: Develop Background Knowledge

Mark Up Discoveries of Information Text - Book

Day 3* Goal 1: Develop Background Knowledge

Mark Up Discoveries of Information Text – Student or Teacher Work

Day 4 Goal 2: Generate Possible Writing Ideas

Linking Mentor Texts with Writing Ideas

~~~~~ Goal #3: Try It – Shared Class Writing

Write a Class Informational Book. *This may begin anytime during the Immersion phase during shared/interactive writing time.*

It is suggested to do part or all of this lesson during reading time - Read Aloud with Accountable Talk and Shared Reading. Multiple reading sessions may be needed to provide ample time to read, enjoy and discuss books from a readerly perspective.

*** Depending on availability of time, teachers may add additional days to study Goal 1: Develop Background Knowledge – Discoveries of Information Text.**

IMMERSION Goal #1 – Develop Background Knowledge

Day 1 – Read, Study and Discuss How Information Books Work!

Please Note: Some teachers may choose to do this lesson during Immersion time, Read Aloud with Accountable Talk, Shared Reading or a combination of all three. If there is limited time during writing, it is suggested to do this lesson during reading components prior to the activities in Day 2. Please read Day 1, 2, and 3 lessons before preparing for this lesson.

Select at least 4-6 information books that you will share with students (preferably during reading aloud with accountable talk and/or shared reading). These selections should be a combination of published text, teacher authored work, student authored work and/or a class shared writing piece from a previous class. Read, enjoy and discuss these books. Teachers may need multiple reading sessions to accomplish this. Guide students in seeing a pattern of what an information book is, its purpose and how it tends to go. Reading and discussion of these texts should be done prior to Day 2 lesson. Days 2 and 3 of Immersion call for a deeper study of some pages of these familiar texts. Day 1's focus is a broader, overall understanding of information writing.

Possible discussion points:

1. **Class Discussion to access prior knowledge of text type*** – *Today we will begin the study of another text type. It is called Personal Expertise or Information Writing. As young writers, you've authored "teaching text" in Kindergarten. What do you remember about information writing? (See sample anchor charts from Kindergarten at the end of lesson.)* Please note: More than likely, most 1st graders will have limited recall. It may be helpful to review noticing charts from Kindergarten. Ask Kindergarten teachers to share their completed Immersion charts.
2. **Revisit the concept of Information Writing or Personal Expertise** – *As young writers, you will learn to author information books. You will write about something you know a lot about and could teach others. In other words, you will share information you have about a person, place, thing or activity. When a person knows a lot about something and shares that information, we say they have "personal expertise" on the topic. This means this person is like an expert on the topic or area they are teaching.*
3. **Discuss - How do people know a lot about topics?** *There are different ways that people may know a lot about a topic:*
 - A. *They read about the topic.*
 - B. *They have experience with the topic. For example, if a person - they met that person, if a place - they went there, if an activity - they've tried it, if a thing - they may own it or have tried someone else's.*
 - C. *They studied that topic in school, at home or at a special place.*
 - D. *They have talked to other people that know a lot about the topic and learned from them.*

Provide examples for each area.

4. Read and discuss books. After reading 2 or 3 books, generate discussion to explore the following questions:

- A. *Definition: What is personal expertise writing or information writing?*
- B. *Purpose: Why do people write information pieces/ books? Why do people read information pieces/books?*
- C. *Characteristics: What makes an effective information book? Elaborate on how each part tends to go (Keep it general Day 1) -*
 - *How does the beginning or lead tend to go? What is included?*
 - *How does the middle part or body tend to go? What is included?*
 - *How does the ending tend to go? What is included?*

Through studying various samples, help students to discover that information texts tend to follow a certain organization:

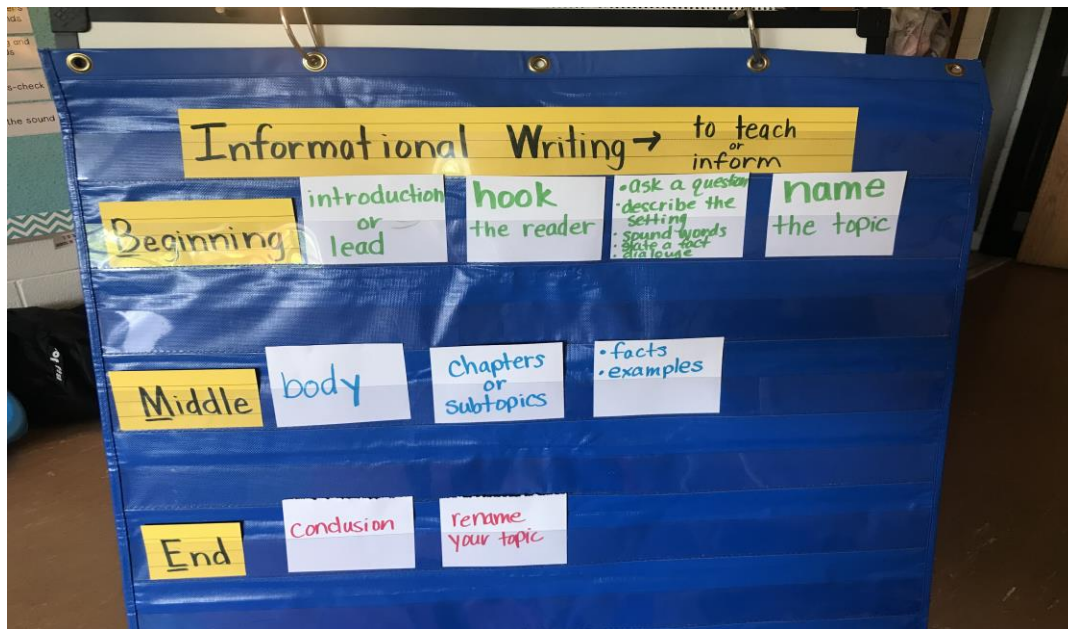
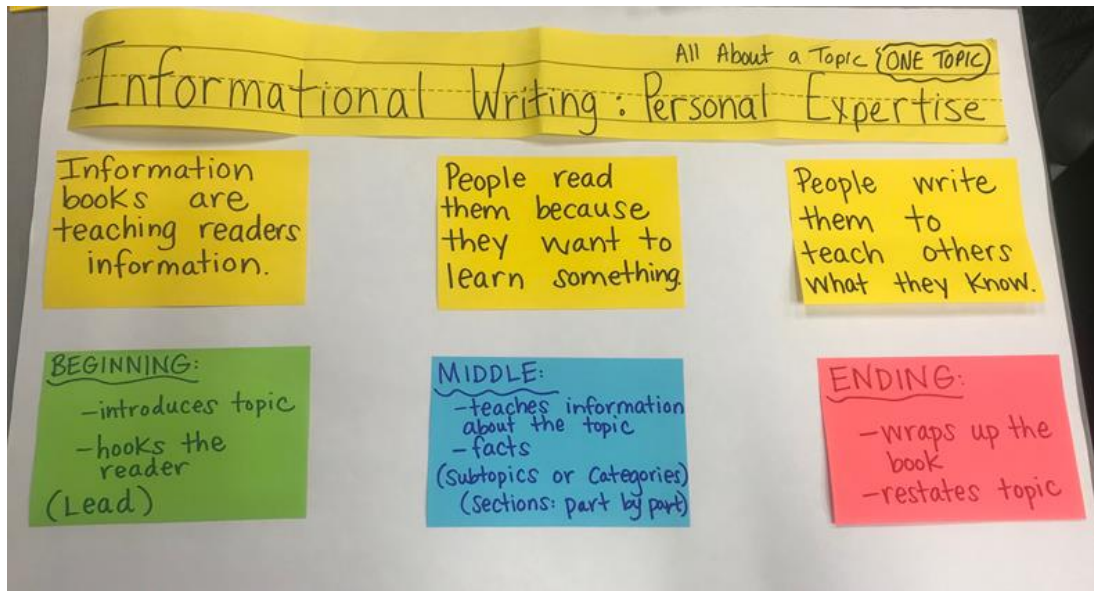
- Cover and Table of Contents - tells reader what book is about or topic; lists what it will teach
- Beginning or Lead – introduces what the author is going to teach the reader, called topic
- Middle – Teaching section, gives information about the topic, often organized by the different things the author is going to teach about the topic; these are called subtopics, etc.
- End or Ending – author restates or names the topic again

Continue adding to this discussion as additional information books are shared. Keep the discussion general as specifics will be studied during Days 2 and 3. See next part to assist with discussion. Please note: Author craftsmanship will be studied during Days 2 and 3. Specifically, what are some special features (craft items) specific to information writing?

Begin charting their understandings and noticings. This can be done in an open-ended list format or by putting each noticing on a large sticky note and displaying. For example:

- Information books are.... (definition)
- People read them because... (purpose)
- People write them (purpose)
- General Noticings
 - Has a cover and sometimes a table of contents
 - Beginning – introduces or tells the topic or what the author is going to teach the reader
 - Middle – teaches information about the topic
 - End – wraps up or ends the book....

SAMPLE ANCHOR CHARTS for Day 1*



*Please note: These charts should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed. Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use their noticings as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the samples in the units. Many of these sample charts are cumulative charts-- from Immersion as well as additional information students added as they progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something recently learned/discovered about that text type.

IMMERSION Goal #1 – Develop Background Knowledge

Day 2 – Mark Up Discoveries of Information Texts (Books)

The purpose of this lesson is to revisit familiar mentor texts to add to existing knowledge. Select 1 or 2 books for this lesson. Also, select 1 or 2 student or teacher pieces previously read for Day 3 lesson. These books will be studied more in-depth, looking more specifically at *how* information is shared. Initially, noticings will be identified by marking up text with sticky notes. Then, the teacher should transfer this information onto large sticky notes with visuals or into an open-ended listing chart with visuals. Either format will be used as a review and resource throughout the unit. Continue adding to the chart as the unit progresses and students learn more.

Please note: There are several options of how to record students' thinking and discoveries of text, specifically Notice, Name and Why/Purpose. This lesson uses Option E: Combination of Mark-Up Text and then record in chart form (e.g. Noticing Chart with Visuals). For further information and samples, please see Atlas packet: Immersion Phase: Creating a Vision for Writing, Part 1: Background Information by Sandra M Biondo. Continue adding to the chart as the unit progresses and students learn more.

Possible Steps Goal #1 Develop Background Knowledge:

- A. Teacher Preparation: Select a familiar text to study that has several page spreads that demonstrate different writing techniques in both text features and words/text. Select 4+ pages or page spreads to study - perhaps lead pages, body pages, and ending pages. Make a list of noticings for teacher reference. See sample below. This is a teacher list of possibilities. It does not mean students will notice all these items. They may not notice some of these items until after studying several different texts that have samples of a particular item. This may happen during subsequent Immersion lessons or during unit lessons.
- B. Revisit the concept that information books do not have to be read from page 1 to the last page like narrative text and discuss why.
- C. Read the first page/page spread selected and discuss.
- D. Ask student to share what they notice. Generate discussion on Notice, Name and Why: "What do you notice (notice)? What is that called (name?), and Why would an author include that in text (purpose)?" See: Immersion Phase Part 1 Background knowledge for more specifics.
- E. Mark up page with a sticky note that names the item/s under discussion. See sample.

- F. Repeat with each page spread.
- G. As a review, go back and transfer noticings listed on sticky notes on book pages to some type of recording anchor chart - large sticky notes or an open-ended listing chart with visuals (e.g. take a picture of that item or draw a picture).
- H. Keep adding to the anchor chart or large sticky notes throughout the unit as students make more discoveries.
- I. If time allows, study an additional familiar book and do the same steps.

Example: Trucks by Wil Mara (2009) National Geographic Society. (I highly recommend any of National Geographic Kids information books.) Affix sticky notes directly on the text with the name of the noticing. See sample after teacher preparation section.

Sample teacher preparation:

Beginning

- Cover Title, picture, author
- pp. 4-5 Meet Slick! - opener to book or lead; introduces or names the topic;? and rhyming

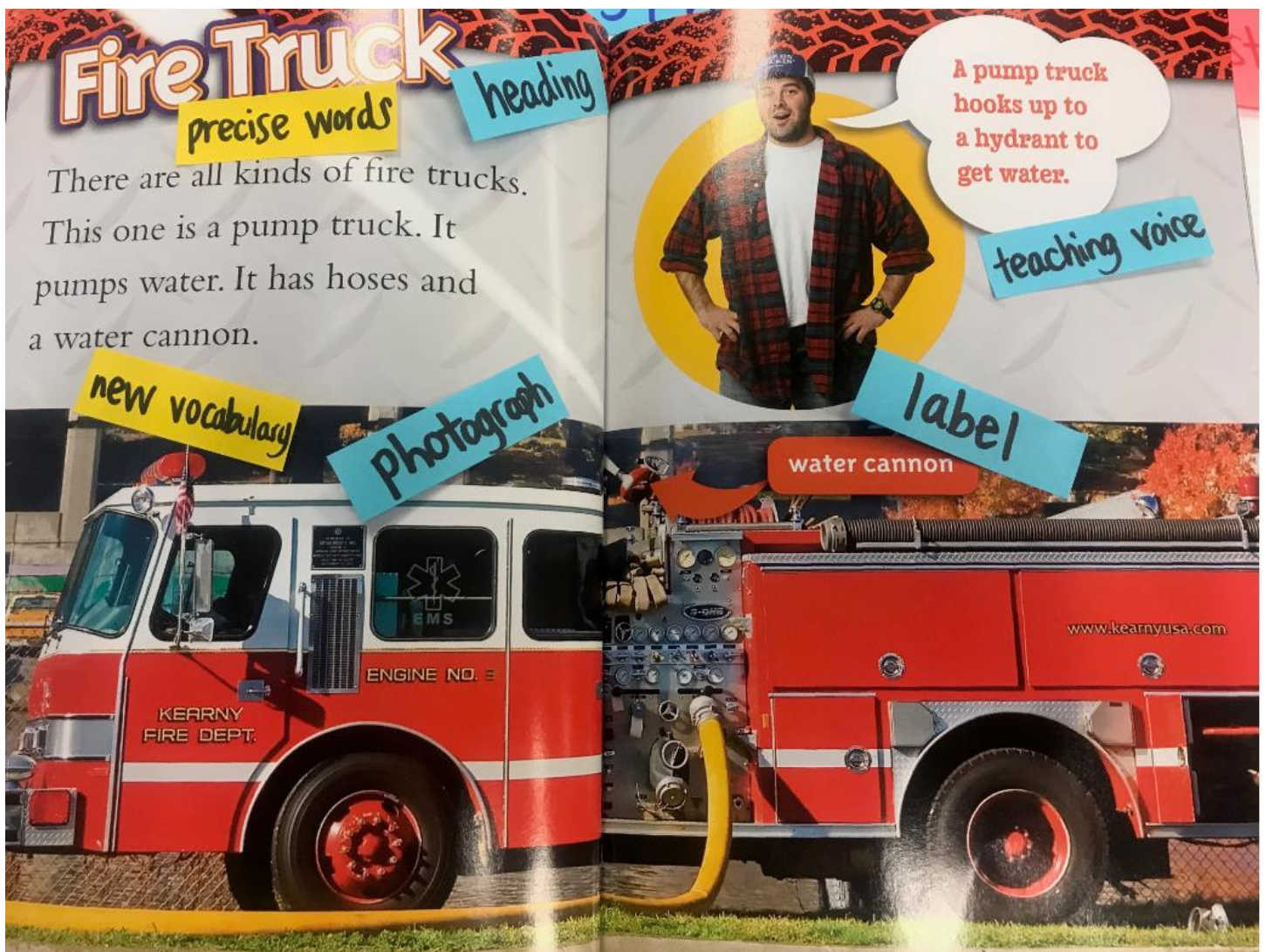
Middle

- pp. 6-7 Dump Truck - ask students to do noticings for text features and running text (words) (e.g. features: photograph, label, arrow, speech bubble – pronunciation, bold face, etc. text: heading, word box, facts, comparison, bold face, !, sound word, explains, etc.)
- pp. 16-17 Tanker Truck- ask students to do noticings for text features and running text or words (e.g. features: Q/A, arrow, label, close-up, photograph matches text, word box, etc. text: facts, example, explains information, etc.)
- pp. 22-23 Heavy Hauler - ask students to do noticings for text features and running text (words) (e.g. features: Q/A, header, photograph, speech bubble to teach more information, etc. text: facts, example, tells how many, etc.)

End

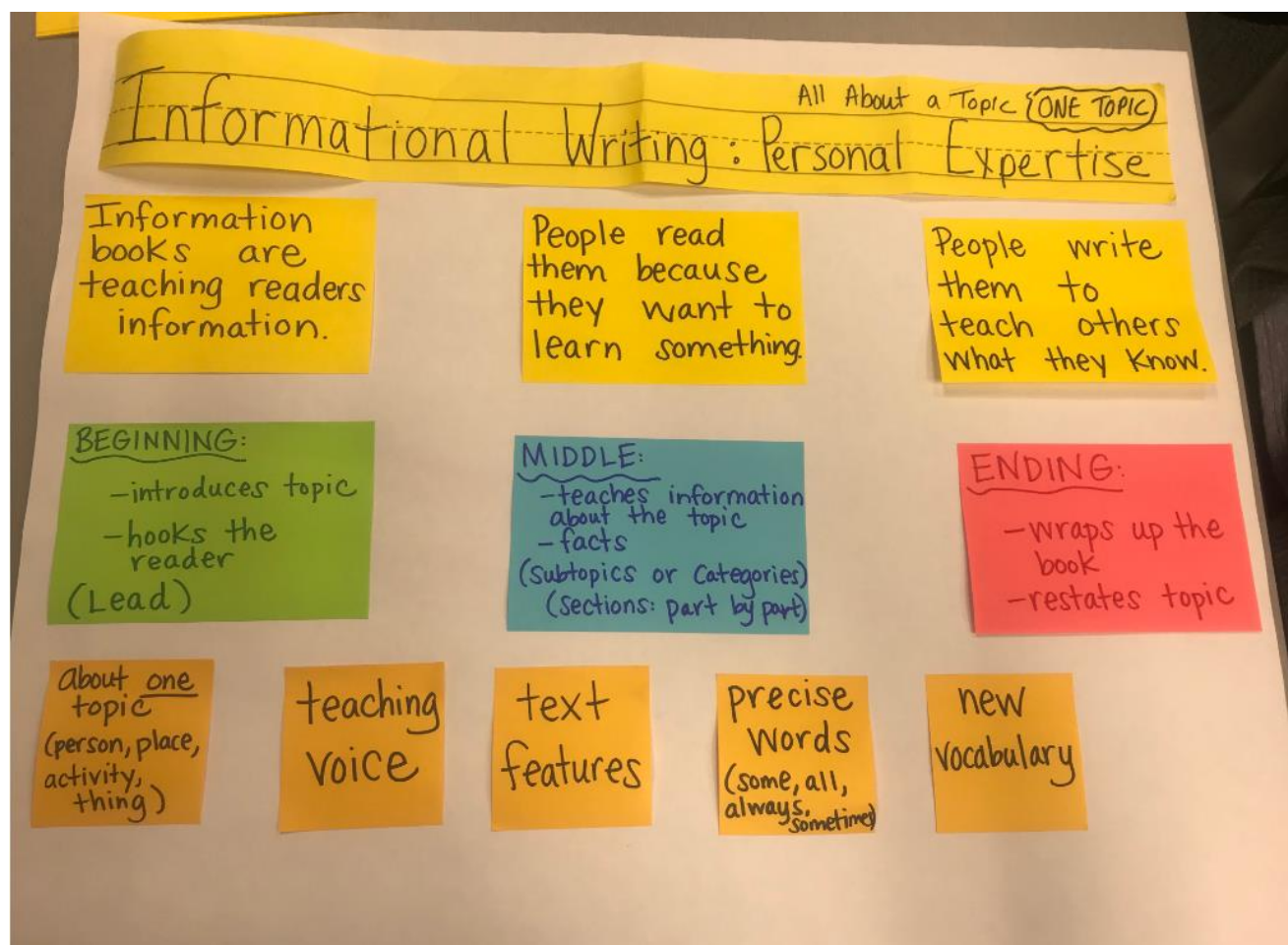
- pp. 30-31 last pages (ending – names/talks about main topic again, glossary)

Please note: Each of these page spreads have different things for student to notice. They were intentionally selected to study a variety of items.



Trucks by Wil Mara (2009) National Geographic Society. (I highly recommend any of National Geographic Kids information books.) Affix sticky notes directly on the text with the name of the noticing.

Sample of adding more information to anchor chart after Day 2 lesson



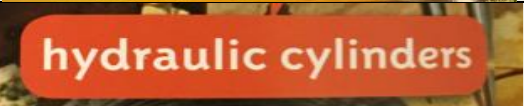



Please note: This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed. Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use their noticings as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the samples in the units. Many of these sample charts are cumulative charts-- from Immersion as well as additional information students added as they progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something recently learned/discovered about that text type.

Sample Noticing Chart with Visuals

A chart like this may be made after a couple of days studying Goal #1: Developing Background Knowledge. Also, it could include pictures and/or samples from *any* of the texts studied during Immersion (e.g. books, student authored work, or teacher authored work). The teacher should develop the chart, then share with the class as a review of what has been learned so far about informational writing. Keep adding to the chart as the unit progresses and students learn more.

Source: Trucks by Wil Mara. National Geographic Readers (2008). (Highly recommend any of National Geographic books.) Column 1 – Example could come from all the texts studied. This example highlights Trucks, but could easily been adapted to include samples from all Immersion texts studied. Some teachers do all columns and some eliminate columns based on their students (e.g. may use notice and purpose for teacher use only).

Example – put photo, drawing or sample text	Notice	Name	Why or Purpose
	Words at the top of page	heading	Tells what that page will teach readers
	Picture or photograph	photograph	Shows what a visual of topic or subtopic
	Word/s by the photograph	label	Tells what the picture is
	Arrow pointing to part of picture	Arrow or directional arrow	Shows item being discussed
A dump truck carries sand, rocks, and dirt. (could also put picture of sentence).	Words or text	fact	Teaches information about the topic or subtopic
The back of the truck is like a big box.	Words or text that compares two things	comparison	tells information and shows how it is like something else
Two hydraulic cylinders...	Words or Text – tells numbers	numbers	Tells number information about subtopic – how many, how often, etc.
...push the box up and Whoosh! the load spills out.	Text – dark word Text - exclamation point	-Bold face Exclamation point	-important word, read louder -read with emphasis
Continue adding items as noticed			

OPTION: If time allows, study another familiar book. Also, some teachers may choose to study additional books during Shared Reading and/or Read Aloud with Accountable Talk.

Suggestions: See MAISA unit for additional text suggestions.

Check books being studied in content areas.

Check Shared Reading informational texts.

Other Sandy favorites:

Dinosaurs by Kathleen Weidner Zoehfeld (National Geographics)

Insects by Rod Theodorou (Heinemann – part of animal babies’ series)

Beautiful Birds by Justin McCory Martin (Science Vocabulary Readers)

Robert Munsch by Chelsea Donaldson (Capstone Press)

Ants by Lisa J. Amstutz (Capstone Press)

IMMERSION Goal #1 – Develop Background Knowledge

Day 3 – Mark Up Discoveries of Information Text (Teacher or Student Authored Work)

Revisit lesson from Day 2 using a familiar teacher or student piece that was studied on Day 1 or during reading time. Follow the same steps in previous lesson. Help students to note that some things appear over and over again in information texts. Assist them in discovering new items that this text has to offer. Mark up these texts with sticky notes, then later add new items to Immersion Noticing Anchor Chart.

Suggestion: Select a text that has some items not found in the book from Day 2.

Sample: Student Work Artifact - Rhinoceros - See Resource Section on Atlas. It is suggested the teacher keeps pictures intact, but retypes the words in standard spelling and places over existing text before duplicating and sharing. Develop a teacher list of possible noticings prior to the lesson.

Example of teacher notes:

1. Cover - tells reader what book is about or topic; gives author's name
2. Table of Contents - lists what the author will teach, called subtopics
3. Beginning – Lead – introduces what the author is going to teach the reader, called topic
Type of lead – Question, invitation, fact
Text feature – map
4. Middle – Teaching section – information about the topic – often organized in subtopics, etc.
Page 2 Skin – heading, diagram matches text, caption, bold face word (in glossary) – discuss why bold face that word, facts or information about the rhino – comparison, tells why
Page 3 How Tough – heading, photo and caption, information, tip
Page 4 How They Fight – heading, information – good example of lots of information about 1 item, boldface word, photo and caption
Page 5 – How adults drink water – heading, photo and caption, information – fact, where
5. End – Ending – author restates or names the topic again
Type – gives opinion
6. Added page – All About the Author
7. Added page – Diagram with lines and labels, caption
8. Added page – glossary to go with bold face words; index
9. Added page – author's planning web

OPTION: If time allows, study another familiar student or teacher authored book from Day 1. Some teachers may choose to study an additional sample during shared reading or read aloud.

The following is a sample of another student text. It was selected because it has additional items not found in the previous selection, Rhinos.

Example: Wild Cats (student work – see Appendix. This text was rewritten by the teacher, so easier to read). Suggestion: Affix sticky notes directly on the text with the name of the noticing.

Sample teacher preparation

Beginning

Cover	Title, picture
Page 1	Do you like cats? - hooks the reader and names the topic

Middle

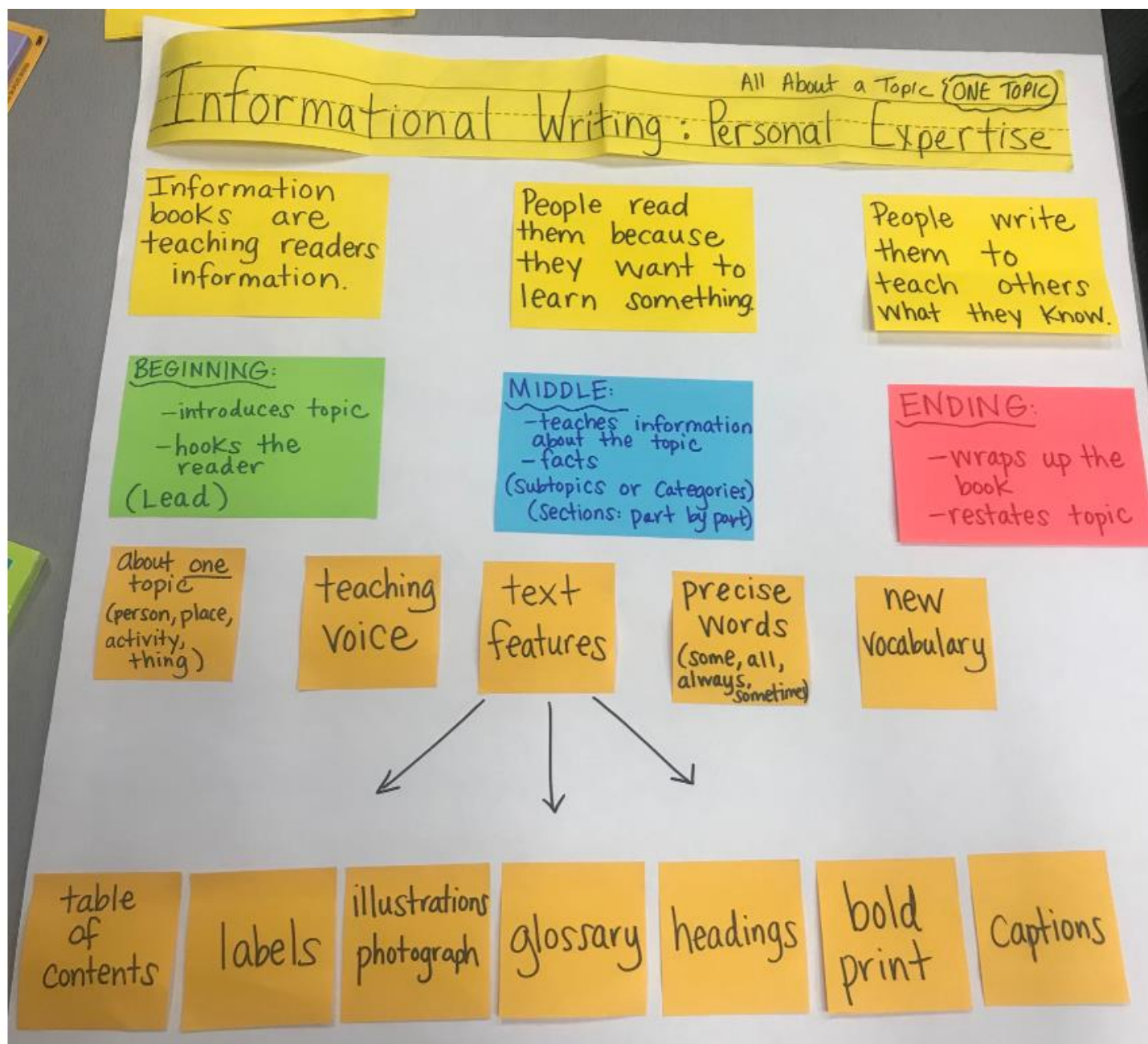
Page 2	Where They Live- ask students to do noticings for text features and running text (words) Features: pictures, labels, fact box at the bottom of the page Text: precise words – some; vocabulary words - jungle, Africa, desert; examples; facts
Page 3	What They Look Like - ask students to do noticings for text features and running text (words) Features: picture match words Text: facts; warning
Page 4	Keeping Safe Features: diagram with labels Text: fact, vocabulary words - pride
Page 5	Types or Kinds- - ask students to do noticings for text features and running text (words) Features: labels Text: commas in a series (lions, tigers, cougars, etc.); examples

End

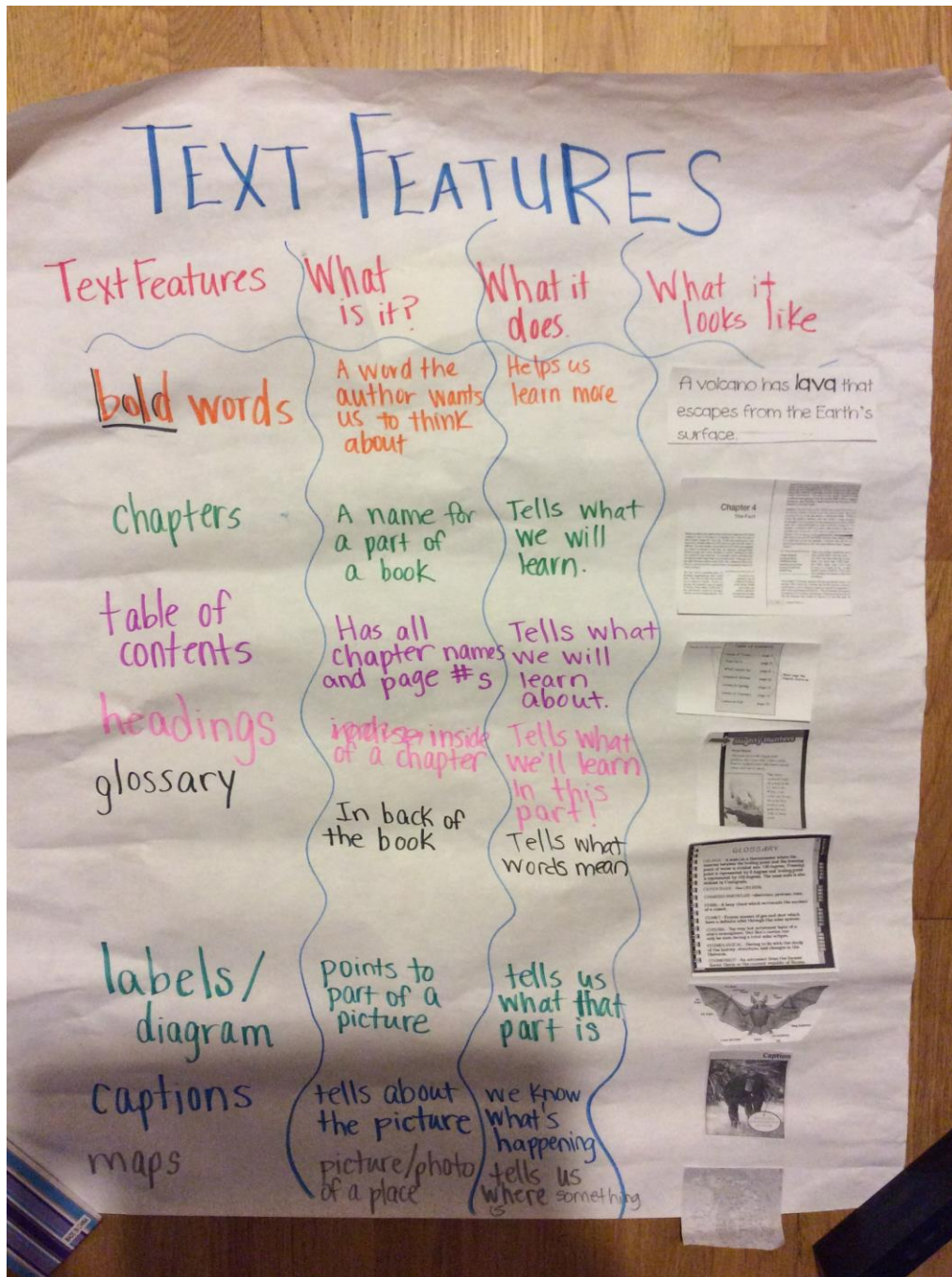
Page 7	last page (ending- restates the topic)
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SAMPLE CLASSROOM ANCHOR CHARTS STARTED IN IMMERSION AND ADDED TO THROUGHOUT THE UNIT

(Source: 1st grade study group)



Please note: This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed. Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use their noticings as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the samples in the units. Many of these sample charts are cumulative charts-- from Immersion as well as additional information students added as they progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something recently learned/discovered about that text type.



IMMERSION Goal #2 – Generate Possible Writing Ideas

Linking Mentor Texts with Writing Ideas

- 1. Teacher Preparation:** Select texts from a class, school or public library that fall into various territories and categories. Texts may be literature books, student written, teacher written or class shared writing pieces. If book/piece is not available, copy the front cover. These texts will be used to highlight various topics or possible writing ideas. The broad territories used will be: People, Places, Activities and Things. See sample chart at the end of the lesson.

Brainstorm categories under each territory. Find a variety of pieces/books that would fit under each category. For example, People – a book that highlights a community helper, a book that shows a celebrity or athlete, a book that studies an inventor or historian, a book about a family member, etc. Teachers will not be reading these texts per se, but will show the title and cover (and maybe a few interesting pages).

***Select categories based on age and interest of students. Modify for Kindergarten students.**

Example 1 People = territory

Possible Categories*: family member, artist, friend, historian, inventor, athlete, musician, actor/actress, politician, scientist/researcher, explorer, community helper, philanthropist, school worker, celebrity, etc.

Example 2 Places = territory

Possible Categories*: local sites, famous sites or tourist attractions, educational spots, community (e.g. library, recycle center, etc.), life skills (e.g. dentist, vet's office, etc.), etc.

Example 3 Activities = territory

Possible Categories*: sports, hobbies, arts and crafts, collections, fine arts areas, extra-curricular activities, every day routines (e.g. braiding, nail polish, etc.), outdoor adventures, etc.

Example 4 Things = territory

Possible Categories*: science/nature (e.g. plants, magnets), animals, reptiles, dinosaurs, food, artifacts (e.g. medal won, shark tooth), equipment (e.g. camping, sports), clothing, personal hygiene (e.g. hair wraps, nails, braces), collections, instruments, etc.

- 2. Introduce purpose of lesson – generating ideas for books they will author, etc.**
- 3. Revisit Discussion - How do people know a lot about topics?** *There are different ways that people may know a lot about a topic:*
 - A. They read about the topic.*
 - B. They have experience with the topic. For example, if a person - they met that person, if a place - they went there, if an activity - they've tried it, if a thing - they may own it or have tried someone else's.*
 - C. They studied that topic in school, at home or at a special place.*

D. They have talked to other people that know a lot about the topic and learned from them.

4. Name the Territory (e.g. people, places, activities or things). Hold up a book/piece and give a brief overview.

5. Explain the broader category rather than just naming the specific item or providing a narrow lens (e.g. narrow = dogs, broader = pets or animals.)

Example of teacher talk in narrow version: "This book by Cooper is about Golden Retrievers and he teaches us... Do you know about Goldens or Dogs?"

Example of teacher talk using a broader category – "This book by Cooper is about Golden Retrievers and he teaches us... Golden Retrievers or dogs are part of a bigger category – pets or animals. Think if there is a pet or animal you know a lot about and could teach others. If so, list on your chart under Things...."

Example 2: "This piece written by Baker from last year's class teaches readers about a famous athlete named xxxx... Baker teaches us these things about xxxx.... This selection would fall under People on the chart. Let's think of other famous athletes from this sport or any sport you might know a lot about and could teach others (versus the specific name of the athlete or just that sport). If so, list on your chart under People., etc."

Continue showing the cover of another piece/book and discuss another category under people – e.g. community workers, family members, celebrities, musicians, scientists and researchers, philanthropists, historians, politicians, etc. (Adjust for age group and background of students)

6. Add information to class anchor chart.

7. Continue discussion and charting for each territory (e.g. people, place, thing and activities). Help guide them in understanding different categories under each territory. Be sure to list several examples under each category.

Please note: This is session 1 in the MAISA unit, so teachers have 3 options: 1) Skip this Immersion lesson and teach it during the unit, or 2) teach during Immersion and skip in the unit or 3) study in both places (do in Immersion and revisit or expand in the Unit).

Sample Anchor Chart and Student Handout – see Resource Packet

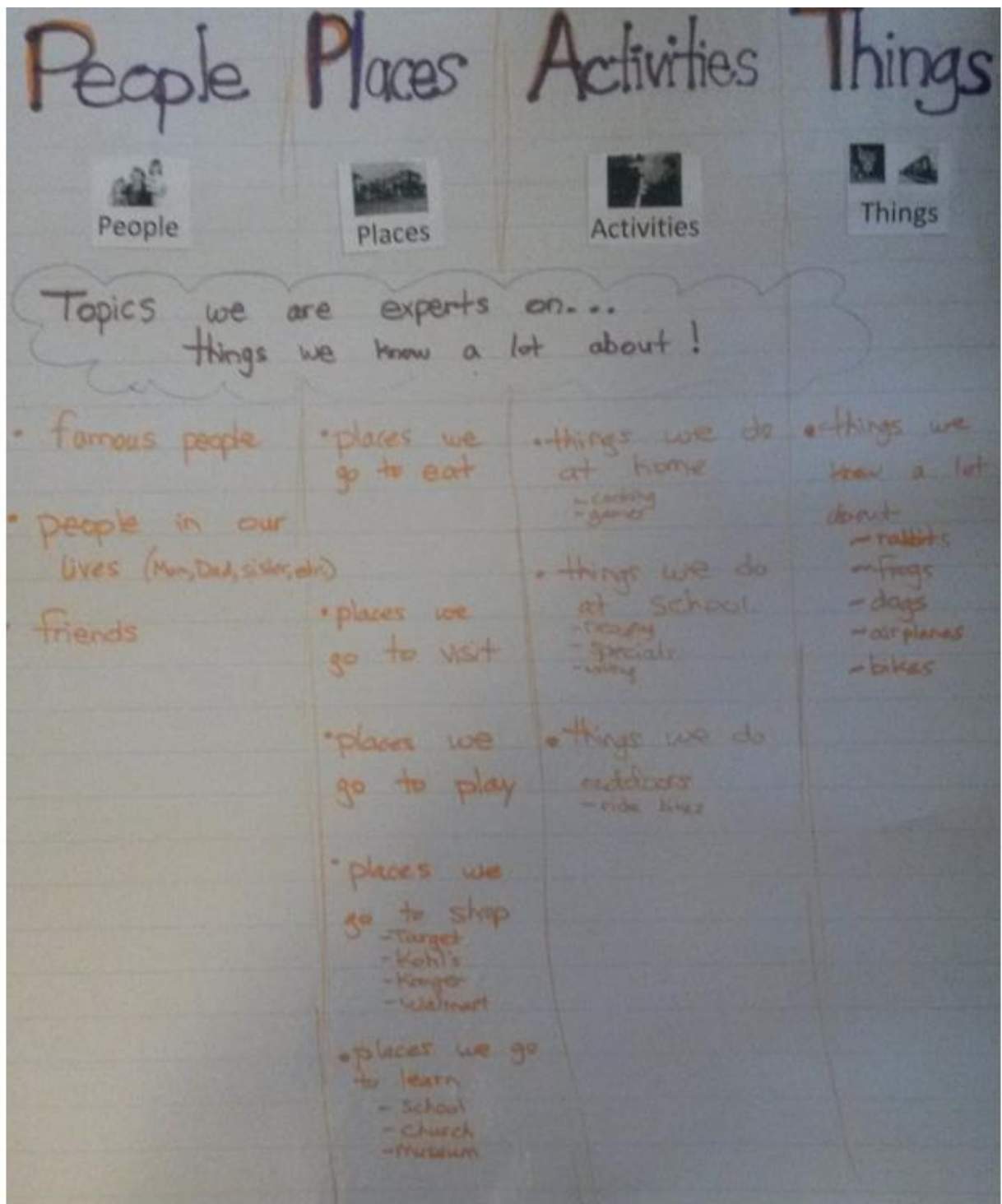
Name: _____

My Personal Topics

 People	 Places	 Activities	  Things

People	Places	Activities	Things
<p>Family members</p> <p>mom/dad grandma/grandpa cousins</p> <p>aunts/uncles brother/sister</p> <p>Friends</p> <p>teammates classroom neighborhood</p> <p>club friends</p> <p>Famous people</p> <p>Rosa Parks Abraham Lincoln LeBron James</p> <p>Community Helpers</p> <p>fireman mayor police officer</p>	<p>Restaurants</p> <p>Panera Bread McDonald's Chili's Applebee's</p> <p>Places to visit</p> <p>parks Greenfield Village Detroit Zoo</p> <p>Cedar Point</p> <p>Service places</p> <p>dentist salon doctor's office gas station</p> <p>Stores</p> <p>Target Meijer Walmart</p> <p>GameStop</p>	<p>Sports</p> <p>gymnastics baseball skiing soccer</p> <p>Hobbies</p> <p>Cub Scouts/Girl Scouts baking collections writing/reading</p> <p>Games</p> <p>Monopoly Connect Four Uno Spot It!</p> <p>Specials</p> <p>library gym music art</p>	<p>Animals</p> <p>zebra cat</p> <p>dog monkey</p> <p>Food</p> <p>types of foods - Mexican - Italian desserts</p> <p>snack foods breakfast/lunch/dinner</p> <p>Toys</p> <p>legos stuffed animals</p> <p>action figures dolls</p> <p>Personal items</p> <p>books bike/scooter</p> <p>instrument</p>

Please note: The teacher added categories under each writing territory. Sticky notes represent student ideas related to that category.



Please notice how the teacher listed categories and some corresponding examples. As the unit progresses, the teacher would add additional items the students discover.

Goal #3: Try It – Shared Class Writing

May begin anytime during the Immersion Phase.

General Background Information

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don’t create a finished product. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume - having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – write quickly a draft knowing they can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged if not required to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on describing words, students would go back to earlier drafts and add (or revise) descriptive language.

Depending on the text type and form, a class shared flash draft may be completed in one setting or over the course of a few days. For longer text as an information piece, shared writing may occur over a period of days (e.g. day 1 – select topic and brainstorm subtopics, develop a table of contents, day 2 – lead, day 3 – write 1st chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

Highly recommend the following resource book: Roth, Kate & Dabrowski, Joan. (2016). *Interactive writing across grades: A small practice with big results, PreK-5*. Stenhouse Publishers - www.stenhouse.com

Class Shared Writing – Information Books

It is suggested that the class piece *be done during the Interactive/Shared Writing component* of a Balanced Literacy Program. Plan to spend a few days during shared writing working on the class piece. As the unit progresses and students learn more about Information Writing, go back and revise based on their new knowledge. Encourage students to do the same – go back to earlier pieces and revise, just like the class did with the shared writing piece.

- Sample sequence of shared writing lessons. Adjust based on time available and students' needs. Some days may be combined.

Day 1 -

1. Brainstorm possible class writing topics – things the class knows a lot about and could teach others. It is suggested to start with things studied in social studies or science.
2. Select a topic.
3. Discuss things the class could teach others about the topic. Develop subtopics – use fact hand, web or other planning tools. Use the planning tool to select the most important subtopics and put into a table of contents (put lead as first item and ending as last item).

Day 2 -

1. Rehearse and plan what to write for the first subtopic.
2. Draft.

Days 3+4

Review previous day's work. Rehearse and plan the next subtopic. Draft.

Day 5

Draft a lead and ending. (do separate days if not enough time).

Day ?

As the unit progresses, go back and add text features. Also, go back and “say more” about various subtopics based on new learnings.

Highly recommend the following resource book: Roth, Kate & Dabrowski, Joan. (2016). *Interactive writing across grades: A small practice with big results, PreK-5*. Stenhouse Publishers - www.stenhouse.com

Please see 1st grade class sample in Appendix entitled Ice Cream.

APPENDIX OF SAMPLE MENTOR TEXTS

- **Please replace sample information pieces in this packet with ones from your school – student written, teacher written or class shared pieces.**

Please note: The class shared piece entitled Ice Cream was revised at later times to include extra elements such as bold words, fact boxes, etc. After a lesson is taught it is suggested teachers go back to the class piece and revise based on new learnings.

Wild

Cats



Table of Contents

Where They Live pg. 2

What They Look Like pg. 3

Keeping Safe pg. 4

Types or Kinds pg. 5

How They Find Food pg. 6

Int Collection

Level 1



Do you like cats? I will
teach you about wild cats.

page 1

where they live

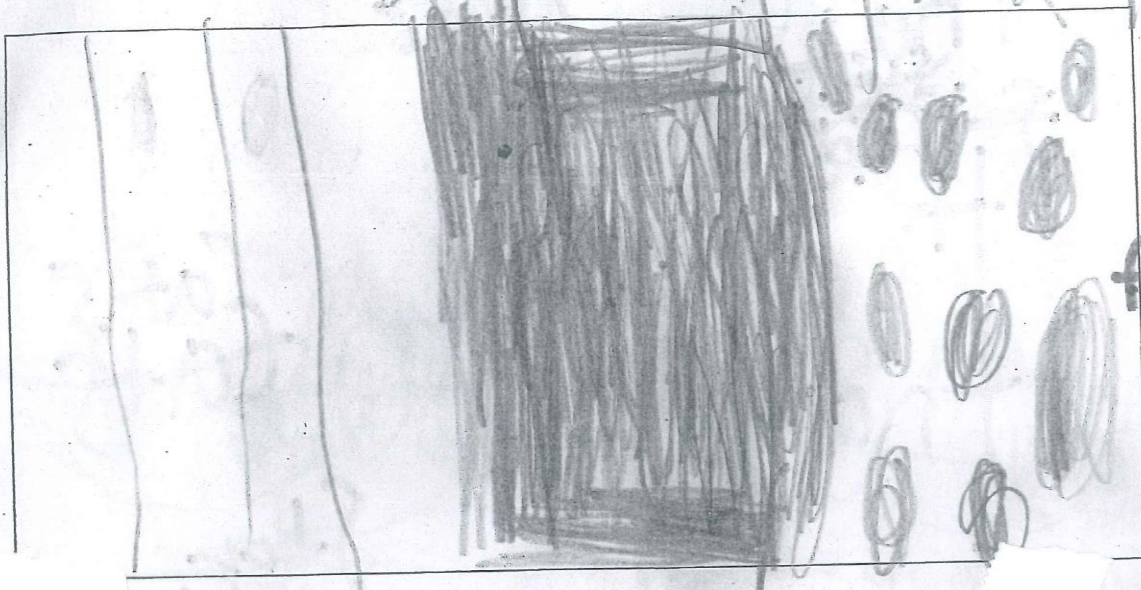


Some cats live in the
jungle like a tiger. And
also some live in Africa like
a lion. Fact: Wild cats can
find water in a desert.

page

2

What they look like



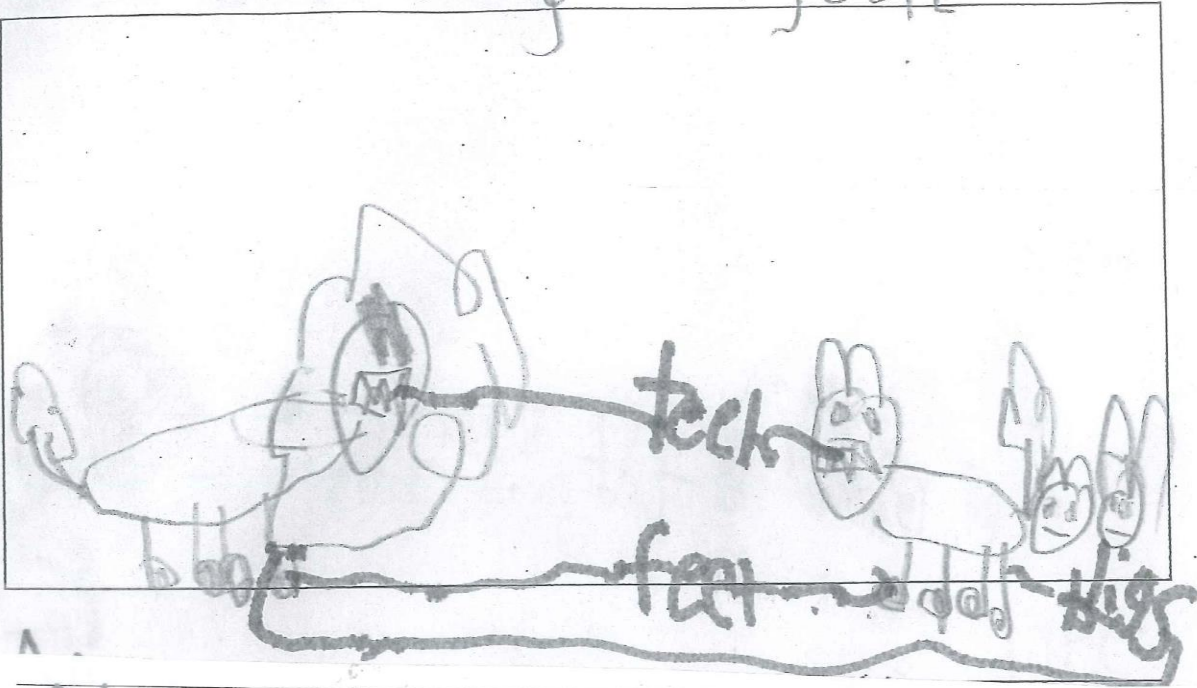
flip the
page

Some wild cats have spots
and some have lines ^x on their
back and some are just black.

Warning! Do not go near a wild
cat!

page 3

Keeping Safe



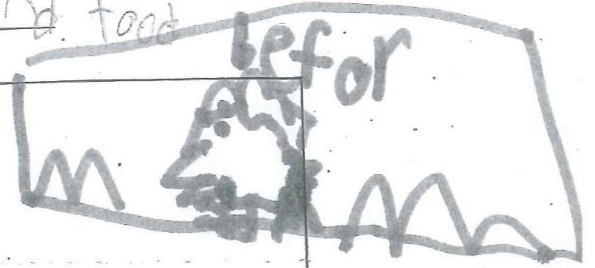
Mother lions protect their
babies from bad lions_x
that want to take them
away from their pride.

Types or kinds

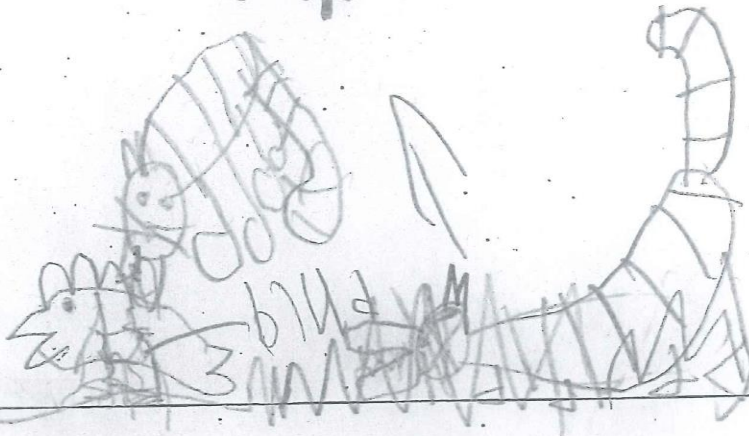


There are many types or
kinds of wild cats like lions,
tigers, cougars and cheetahs
and panthers.

How they find food



after



Many wild cats hunt animals like zebras and sometimes birds, deer, bunnies, mice and rats. Sometimes if they see a chicken it will get it because it will taste good!

page 6



Now you know about wild
cats. Now you can read
more books about cats.

page

Ice Cream



Yum!

Table of Contents

Heading

Page #

Introduction

1

Ingredients

2

Flavors

3

Eating Ice Cream

4-6

Where You Get It

7

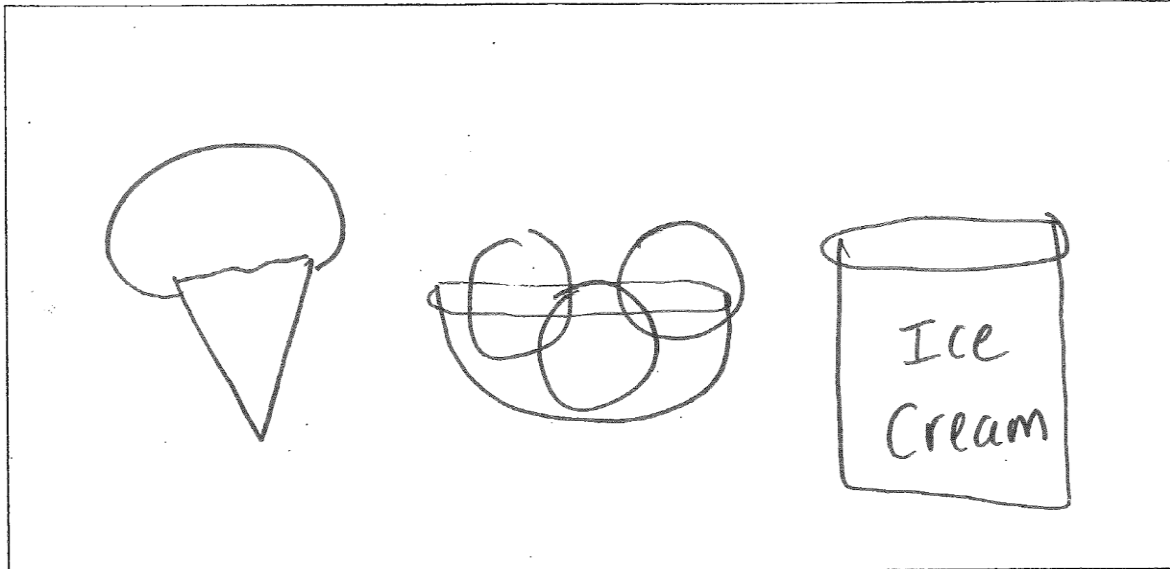
Conclusion

8

Glossary

9

Introduction



Cold, creamy, delicious
ice cream! ✕ Let's
learn all about ice
cream!

Ingredients

Fun
Fact:

If you stir milk
really fast, the fat
will rise to the
top.

THAT
makes
CREAM.



Flavor

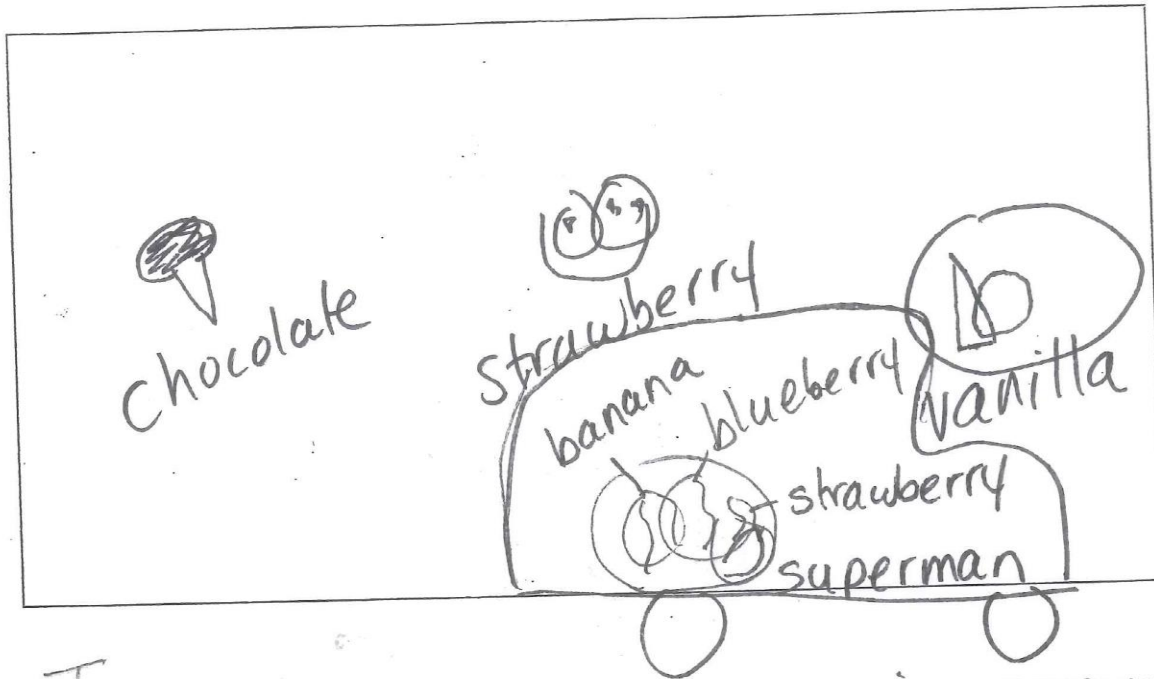
3 chocolate

10 vanilla

All ice cream has
milk and sugar, and at
least one **flavor**. For
example, you can add
chocolate, vanilla, strawberry,
oreo, and mint. In fact, you
can add just about any
flavor.

2

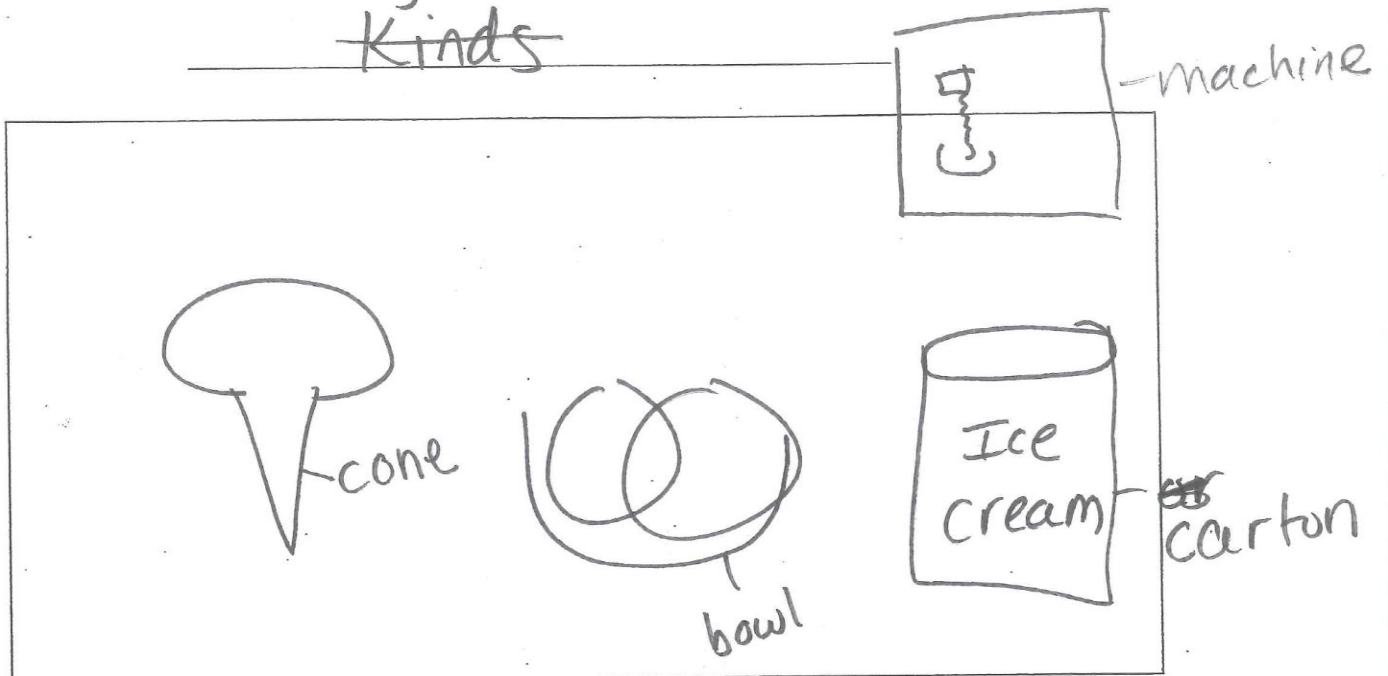
Flavors



Ice cream comes in many different flavors. Some ice cream is only one flavor. (like Strawberry)
Other ice cream has more than one flavor like mint chocolate chip, **superman**, and chocolate peanut butter.

Eating ice cream

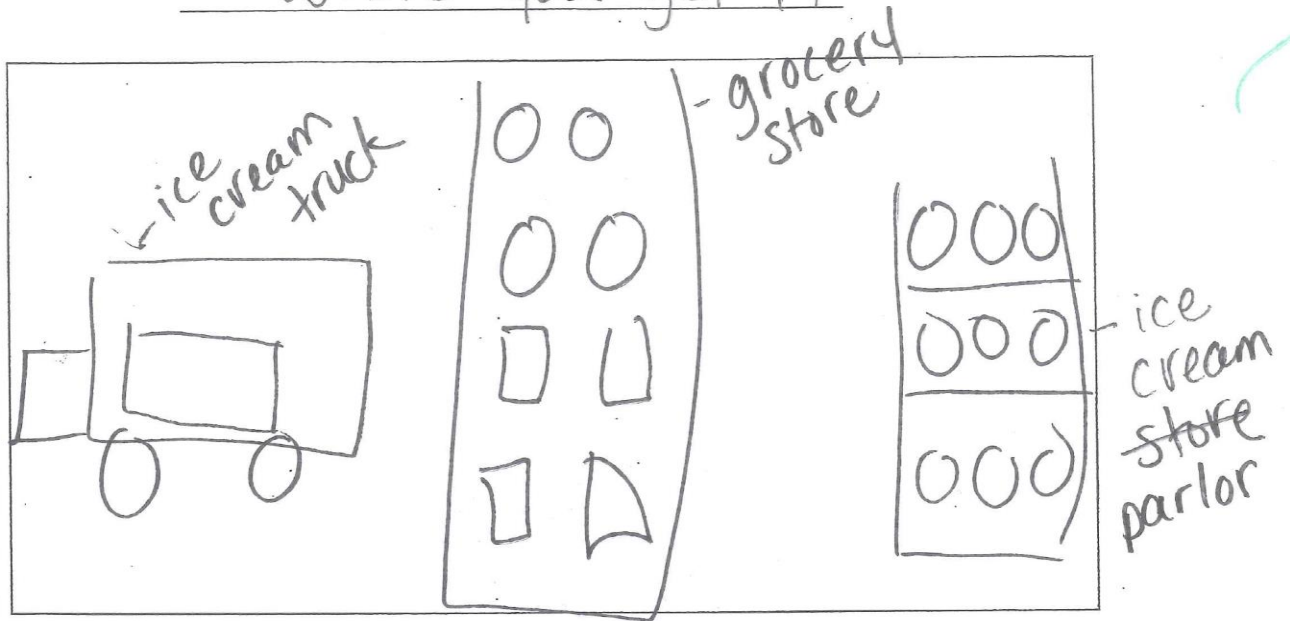
Kinds



There are many different ways to eat ice cream.

For example, ice cream comes in a cone, a bowl, a carton or out of a machine ^{INTO} ~~into~~ a cup or cone.

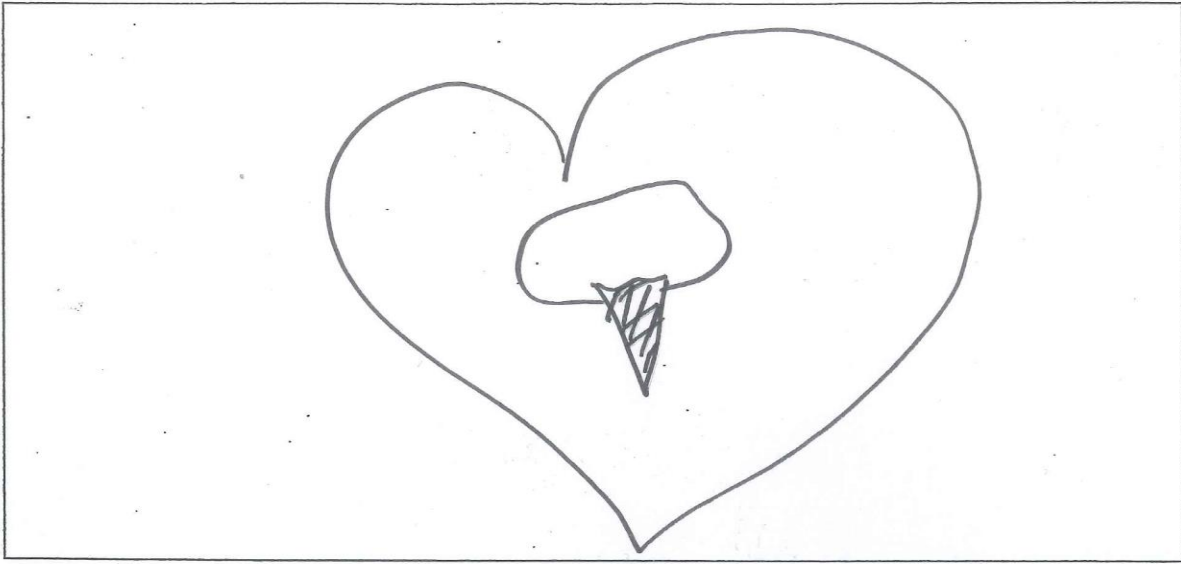
Where you get it



You can buy ice cream
in many different ways.
For example, you can buy ice
cream at a grocery store,
an ice cream parlor or even
an ice cream truck.

7

Conclusion



Now that you know some
things about ice cream...
GO GET SOME YUMMY
DELICIOUS ice cream!

Glossary

flavor- an ingredient ^{with a} ~~you can~~
^{certain} ~~add to~~ taste you can add
to foods.

superman- an ice cream with
at least 3 different flavors.

parlor- a special kind of
store that sells one kind of
thing.