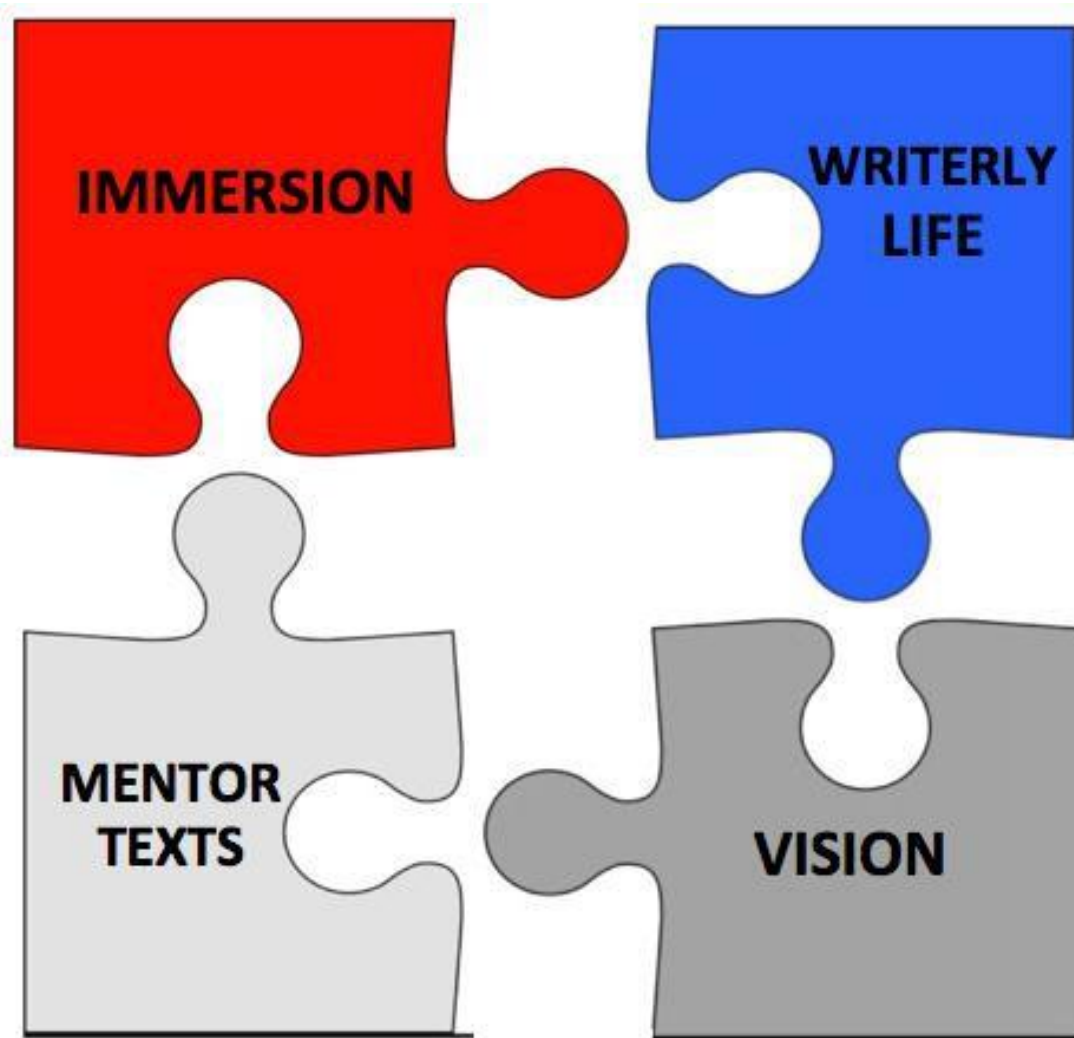


# Immersion Phase: Creating a Vision for Writing

## Part 1: Background Information

By: Dr. Sandra M. Biondo



Please also see Part 2: [Grade Level Appendices Packets](#)

# IMMERSION PHASE

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Please also view Grade Level Appendices Packets for grades K-2 and 3-5.

### *Acknowledgements*

*A special thank you to Michele Farah, Oakland Schools, for helping to make this project a reality!*

# IMMERSION PHASE

## THREE PHASES OR PARTS TO MAISA UNITS

When planning for units, consider three different phases or parts:

Part 1: Assessment Phase – Conducting an on-demand performance assessment prior to starting a unit is optional and should be based on a district’s overall assessment plan. If done, administer the on-demand assessment for that text type prior to the Immersion Phase. Use the information gathered from the data to inform instruction and make adjustments to the Lesson Plan Phase based on students’ needs.

Part 2: Immersion Phase – See information in this packet

Part 3: Lesson Plan Phase – See lesson plan packet

## IMMERSION PHASE – GENERAL BACKGROUND KNOWLEDGE

Teaching students how to learn from mentor text takes knowledge and experience. It is highly recommended that teachers spend additional time studying and reading information on Immersion and the use of mentor text. The following are some possible resources:

- Calkins, Lucy. (2009). A quick guide to teaching second-grade writers with units of study. Portsmouth, NH: Heinemann. (Especially chapter titled October – Raising the Level of Narrative Writing with Authors as Mentors)
- Calkins, Lucy and Amanda Hartman. (2003). Authors as Mentors. Portsmouth, NH: Heinemann.
- Ray, Katie Wood. (2006). Study driven: A framework for planning units of study in writing workshop. Portsmouth, NH: Heinemann.
- Ray, Katie Wood and Lisa Cleaveland. (2004). About the authors: Writing workshop with our youngest writers. Portsmouth, NH: Heinemann. There is also an About the Authors DVD.
- Ray, Katie Wood. (1999). Wondrous words: Writers and writing in the elementary classroom. Portsmouth, NH: Heinemann.
- 2<sup>nd</sup> grade MAISA Unit #2 – Lifting the Level of Narrative Writing Through Studying Craft
- Other books, articles or professional learning opportunities about Immersion, author’s craft, and the use of mentor texts

## IMMERSION PHASE – GENERAL BACKGROUND KNOWLEDGE, continued

*The following is a brief explanation of the Immersion Phase.*

### Purpose

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 introduction tend to go? What is included?
  3. How does the middle part or body tend to go? What is included?
  4. How does the ending or conclusion tend to go? What is included?
  5. 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.)

### Research Support

It is recommended that teachers study the professional resources listed on the previous page. Additionally, Cambourne’s Conditions of Learning chart shows the important role Immersion plays in the model of learning as it applies to literacy. Please see next page. (Reprinted with permission for this packet.)

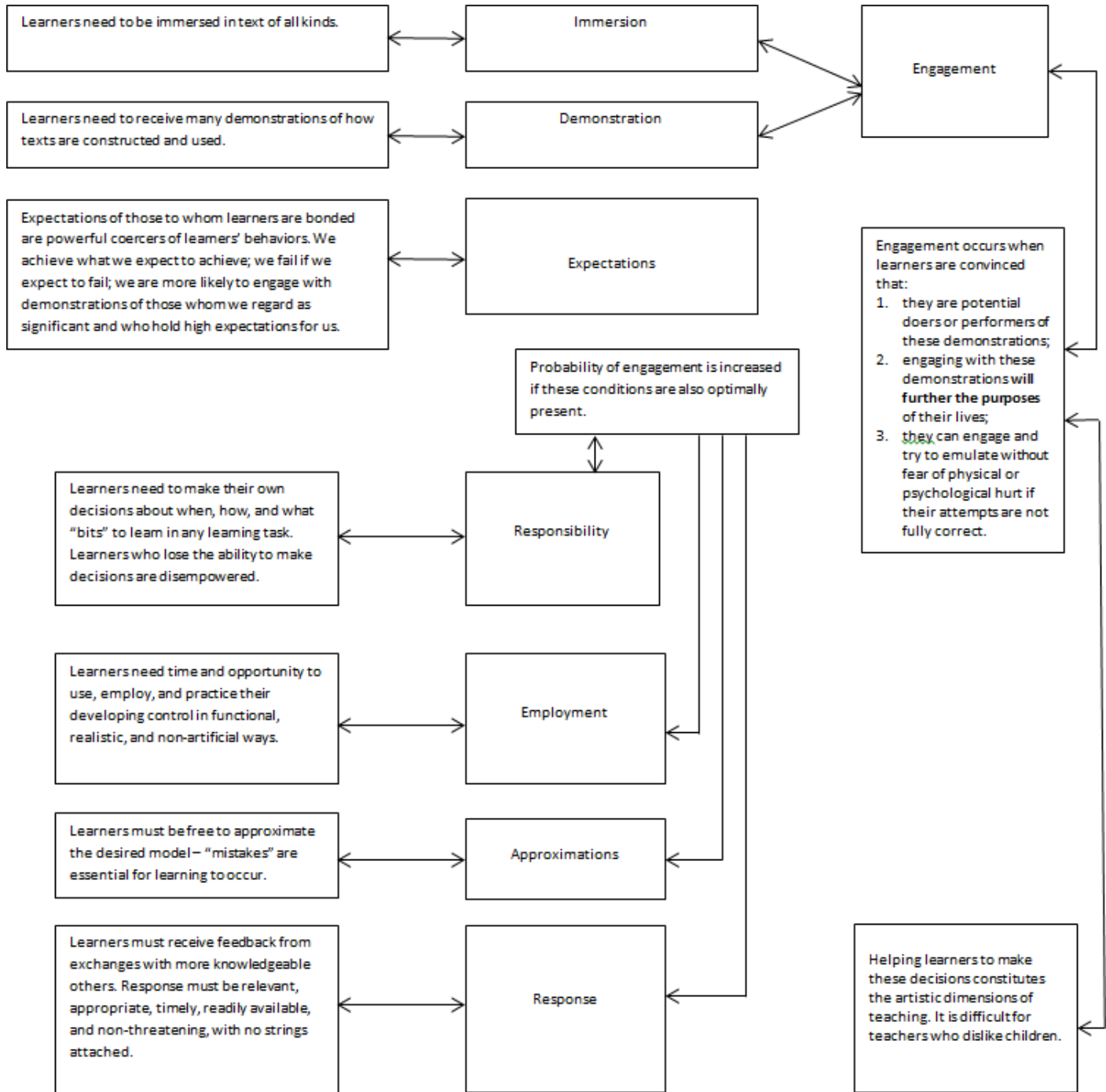
### Where and When

The Immersion Phase should be completed before starting the mini-lesson sequence. It is recommended that teachers spend several days on Immersion activities. The writing unit is based on the assumption that students, through Immersion, have developed background knowledge of the text type and started collecting possible seed or writing ideas. Also, during this phase the whole class will begin planning and drafting a class shared writing piece.

Teachers have three options of when to conduct the Immersion Phase.

- Option One: Immersion lessons would be conducted during a planned reading time, such as read aloud and shared reading. The class would start studying mentor texts 3-5 days prior to the start of the new writing unit. Students would continue to work in writing workshop on completing the previous unit of study while this Immersion work is done.
- Option Two: Immersion lessons would occur during writing workshop time. Teachers would add 3-5 days prior to starting the mini-lesson sequence.
- Option Three: combination of one and two – do some lessons during reading time and some during writing workshop

**IMMERSION PHASE – GENERAL BACKGROUND KNOWLEDGE, continued**  
 Cambourne's Condition of Learning:  
 A Model of Learning as it Applied to Literacy



From: Cambourne, Brian. (1995) "Toward an Educationally Relevant Theory of Literacy Learning: Twenty Years of Inquiry". *The Reading Teacher*, Vol. 49, No. 3.  
 A Wiley publication on behalf of the International Literacy Association. Duplicated with permission.

## IMMERSION PHASE – GENERAL BACKGROUND KNOWLEDGE, continued

### Text Selection

Prior to selecting text, establish criteria for the characteristics these texts should include. Base the criteria on the following areas: characteristics of the text type and genre, teaching targets included in the unit, Michigan Academic Standards, and core writing assessment measure. Many of the MAISA unit resource packets list criteria for mentor text selection and suggest possible titles.

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](http://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.

**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.

## IMMERSION PHASE – GENERAL BACKGROUND KNOWLEDGE, continued

Some helpful words of advice from Lucy Calkins (2003), *Authors as Mentors*, p. 20:

*“First, children must learn how to notice evidence of craftsmanship in text. For some, it will be new to think not only about what a text says but also how the text is written. You’ll need to welcome children’s rough approximations, knowing the lessons you teach in the next few days will continue to challenge children for years. Your mini-lessons will be unusual...You’ll elicit more from your children, tell them less, and offer more in response to what they say. The teaching and active involvement components will be combined, and the mini-lessons will be longer than usual.”*

### Noticings

Decide which of your students’ observations/noticings to “get behind” – which are worthy of more in-depth discussion and which ones students could realistically apply to their own writing. It is better to discuss a few noticings in length than to make a long list of items that elicit only surface discussion. Remember the focus of Immersion lessons is not so much to teach a particular quality of good writing, but to teach students the *process of noticing* what other authors have done that they could eventually try in their own writing. We are offering students invitations to “*Try It*” once they start crafting their own pieces. This process of studying mentor authors and texts is a lifetime writing strategy.

During the unit, students will be taught “how to” effectively include various items that were noticed during Immersion. It is important to note that direct instruction after Immersion is critical to successful implementation of some items. Just because students notice something does not necessarily mean they can automatically include it effectively in their writing. For example, students may notice that an author uses metaphors or similes in a piece, but they may not know how to effectively include these items in their own writing. After direct instruction or a mini lesson on similes and metaphors, students may have a better understanding of how to create them and thus begin to try it in their own writing. Typically, a group may move from: Noticing (Immersion) → Learning How To (Mini-Lesson) → Trying It (Independent Writing). Please note: Teachers should modify the MAISA units to include lessons on items that students noticed that are worthy of further exploration, but may not be in the unit. The unit can’t anticipate every area a group may want to study.

During the Immersion Phase, teachers will record students’ noticings on anchor charts. See next section for sample charts and lessons.

### Three Basic Goals of Immersion (simplifying a complex process)

1. **Develop Background Knowledge**
2. **Generate Possible Writing Ideas**
3. **Try It – Shared Class Writing - Begin a Class “Flash” Draft**

When planning for the Immersion Phase, teachers may want to target these three main goals. The following are SAMPLE lessons targeted toward these goals.



## **SAMPLE LESSONS SECTION**

This section will address goal #1.

**Three Basic Goals of Immersion (simplifying the complex process)**

- 1. Develop Background Knowledge**
- 2. Generate Possible Writing Ideas**
- 3. Try It – Shared Class Writing - Begin a Class “Flash” Draft**

When planning for the Immersion Phase, teachers may want to target these three main goals. The following are SAMPLE lessons targeted toward these goals. Please add, delete, and/or modify lessons based on the background knowledge, experience, and interests of students.

**SAMPLE LESSON**  
**Goal 1 - DEVELOP BACKGROUND KNOWLEDGE**  
**What is a Mentor? How Will Mentor Texts Help Us?**

**During the first Immersion study in Unit #1 and at the beginning of each unit as needed, teachers should introduce/review what a mentor text is and how it helps writers.**

Develop a lesson (typically during first unit of study) based on the background and experience of your students in studying and using mentor texts. Most students only need a quick review as they have been studying mentor text for years. Kindergarten and First Graders may need a more thorough explanation and discussion. One easy way to find out what they know is to ask them questions such as: In writing, what do we mean by a mentor? How will mentor texts and mentor authors help us? Why do we study other author's works? The following are some possible discussion areas based on the needs of your students:

1. Introduce the concept of a mentor. Explain how many people have mentors and how a mentor helps a person. Give specific examples for many of these categories: musicians, athletes, hobbies (e.g. famous cook), workplace (e.g. student teacher and classroom teacher), spiritual leaders or humanitarians, etc.
2. Explain how the class will now adopt a writing mentor, someone they can look up to for guidance on how to write well. This person, through his/her books, will teach us how to improve our writing. For example: *"Yesterday you loved reading XXX, by XXX, so I thought maybe this author could be a teacher, a mentor for our class. I suggest for our next unit, we study XXX as our mentor, our teacher, and we try to learn writing things from her/him."* Please note: Shift to a mentor text vs. author where appropriate. *"We will be exploring many texts that will serve as mentors to us. Let's pick a few that we want to guide us as we start writing our own pieces..."*
3. Spend several days during reading and writing time studying the mentor author. Help young readers understand that much of what authors write about is anchored in their own lives. Try and make a link between the author's life and his/her literature. The purpose of exploring the writer's background is to invite children to live like the writer they have adopted as a mentor. Suggest that the class take cues from the writer on how to live a "writerly life." Teach them what you know about the author's life and writing process, stressing what the author has done and that you hope children will emulate this.
4. Points to really stress during this inquiry lesson:
  - Introduce the concept of "Reading like a Writer."  
*"What we have been doing, noticing and talking about what an author did and why, is called 'Reading like a Writer.' In reading, we read to discover meaning. In writing, we revisit the same text and read it with new and different lenses. The purpose of 'Reading like a Writer' is to notice different things an author did, so we can learn from him/her. We may want to try these things in our own writing. A person that 'Reads like a Writer' reads with a sense of possibility, always asking, 'What do I see here that might work for me in my writing?' 'What do I want to try as a writer?'"* Writers then begin setting goals. Model using a Think Aloud - Provide lots of examples of something noticed that could be tried. Set goals of what you might try in an upcoming project.
  - Revisit the concept that writers do things on purpose. We call this - intentionality. A writer intentionally or on purpose did something. For example, a writer may have intentionally selected particular words or chose to explain a concept through a simile or inserted a diagram with a caption or repeated this line over and over again, etc. They selected that craft item to relay some type of meaning.

## **What is a Mentor? How Will Mentor Texts Help Us?, continued**

- When writers draft and revise, they make decisions along the way of what to do. To help students better understand that people make choices with intention every day, share stories from everyday life (e.g. A soccer player intentionally chooses to pass the ball in order to score a goal; a musician intentionally chooses certain notes to play in order to make the song beautiful; and a cook intentionally adds extra chocolate to make his/her cookies even better).
  - Writers do the same thing every day, they intentionally choose to add or change certain things in their writing work.
  - Teacher should keep weaving the concept that an author did this on purpose or intentionally throughout the Immersion Phase discussion and subsequent talks throughout the unit.
  - Have students “declare” what they are going to try based on a mentor text and/or author. They should set some writing goals. Then, students should go off to work with a vision of what they want to try.
5. Guide students in making a text-to-text connection – Where else have you seen an author doing the same thing as this author? Or where else have you seen xxx? Let’s discuss why an author will chose to add that to his/her piece. Discuss the purpose of various strategies.
  6. Add other areas as needed based on age and experience with Immersion and mentor texts.

**A good resource for background information or lessons is the 2<sup>nd</sup> grade MAISA Unit #2 – Lifting the Level of Narrative Writing Through Studying Craft.**

## SAMPLE LESSON

### Goal 1 - DEVELOP BACKGROUND KNOWLEDGE - GENERAL INFORMATION AND NOTICINGS

The following is a sample lesson. Please add, delete, and/or modify lesson based on the background knowledge, experience, and interests of students.

After reading like a reader, students will reread text and discuss what, why and how an author crafted text. Basically, teachers want students to build background knowledge of the following areas:

- 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 do these texts tend to go?**
  1. How does the beginning, introduction 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 – What are some craft items specific to this type of writing?

**A. Definition and Purpose:** After reading several pieces or texts, assist students in defining the text type and why people would choose to write it and read it. Chart definition and purposes for future reference. The following are generic definitions and purposes. Adjust based on grade level.

**Text Type or Target Area      Definition      Purpose – Why people write it? Why people read it?**

Narrative – small moment	A true story about one time I did something	<ul style="list-style-type: none"> <li>- To entertain and share stories of our lives with others; to be entertained by others</li> <li>- To make connections with others</li> </ul>
Opinion	A text that shares my strong feelings or opinion about a topic or issue that I know and care about	<ul style="list-style-type: none"> <li>- To share my likes and dislikes , as well as the reasons why I feel this way (in order to convince others); to learn about how others feel about a topic or issue; to assist in making informed decisions – people have choices</li> <li>- To make connections with others</li> </ul>
Information	A text that teaches others interesting and important information about a topic	<ul style="list-style-type: none"> <li>- To teach others information about a topic I know a lot about; to learn about something</li> <li>- To make connections with others and topics</li> </ul>

## Noticings on Characteristics and/or How Do These Text Tend to Go?, continued

### B. Characteristics or What Makes an Effective xxxx?

### C. How do these texts tend to go?

Discussion should focus on: Notice, Name and Why or Purpose. With more experienced students, teachers may also discuss Text Connections (Where else have you seen this?) and Try It (Students generate an example of how the writing move under study might work in their own writing or a class piece). The following are very brief definitions using a narrative example:

1. Notice – What did you notice that you would like to discuss? Find something the author did that you would like to discuss. (example: *“Oh, I noticed the writer kept repeating this line...”*). Have students show you exactly where they noticed that item in text -- identify the exact example in text so all students can read and observe.
2. Name – What is this called? (example: *“I think this is called repeated words or phrases or sentences.”*)
3. Why or Purpose (Make a Theory) – Why do you think the author did this? Think about what the author did and why (example: *“Hmm, maybe she did this because she was trying to make a point to us as readers. She had an important idea she wanted to really emphasize, so she keep repeating it, etc.”*).

More advanced areas for discussion:

4. Connections to other texts - Where have you seen this before? (example: *“I remember seeing this in another book. The book was called xxx. The author repeated the line xxxx. I think he repeated this line because he wanted us to know xxxx was the big idea or message in the book.”*)
5. Try It or “Write-in-the-Air” - How could I do this in my own writing? Envision this crafting technique by thinking aloud how it might work in student writing or a class piece. “Writing-in-the-air” is when a writer pretends s/he is writing the technique in the air, but really is only orally rehearsing what s/he might eventually write on paper. In essence, the writer is “trying it out orally” before committing to writing it on paper. (example: *“So, if I am writing and I have one really important or big idea I want to stress or hold everything together throughout the text, then I could use this technique of finding places to keep repeating a line. Let’s look back at my piece about riding the roller coaster with my daughter. Read some parts in sample text... I want to think about what my big idea is. I think it might be – I can’t believe at my age, I am riding this beast! So, watch how I can sprinkle this repeated line throughout the text (after some of the events)... demonstrate adding this line after different events in the story.”*)

Summarize learning: *By repeating this line the reader will know that I was very unsure about riding the scary roller coaster. Now, the good part about doing this aloud and not writing it yet, is that I could try a different repeated line and see which one I like better. Anyone have another suggestion I could try... Let’s see which we like better for my piece....”*

## **Noticings on Characteristics and/or How Do These Text Tend to Go?, continued**

There are several different ways to facilitate this discussion and subsequent understanding. Teachers can center discussion in an open-ended or general format (What do you notice that you want to discuss?) or

teachers can focus discussion through a particular lens after studying more than one text (example: What do you notice about the introductions of both these pieces/books?; How does the body of these pieces tend to go?; What did you notice about the types of information both writers share?, Etc.)

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 what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units during Immersion. Many of these sample charts are cumulative charts – from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically throughout the unit, revisit the Noticing chart/s and ask students if they would like to add something they’ve recently learned/discovered about that text type.

These charts should be cumulative and cross over from one unit of that text type to the next. For example, use the Immersion chart developed in the first study of a text type as a review when starting a future unit on that same text type later in the year.

There are several options of how to record students’ thinking and discoveries of Notice, Name and Why/Purpose. See the following pages for samples of each type.

**Option A: Open-Ended Listing Chart**

**Option B: Noticing Chart with Columns**

**Option C: Noticing Chart with Visuals (e.g. icons and sample pages) or examples**

**Option D: Mark-Up or Sticky Note Text**

**Option E: Combination of Mark-Up Text and then record in chart form (option A, B or C)**

Please see the following pages for further information on each type of chart and a sample. See Appendices for grade level specific examples.

## SAMPLE LESSON

### Goal 1 - DEVELOP BACKGROUND KNOWLEDGE – CHARTING DISCOVERIES

#### Option A: Open-Ended Listing Chart

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

Teacher would open to a particular page or section of text and facilitate discussion. The teacher would only record students' noticings. Discussion, however, would focus on all areas: Notice, Name and Purpose (Text Connections and Try It). Teachers facilitate discussion as needed to assist students in looking through different lenses. Teachers may want to create a listing of areas to notice/discuss with students over time. Two useful resources could be teaching rubrics or student checklists (e.g. from Writing Pathways by Lucy Calkins) or samples that are in the Appendix. All items listed in the samples do not need to be "discovered" by students during Immersion. Teachers should add to this list as the unit progresses and students learn more.

See next page for example.

**SAMPLE**  
**Open-Ended Listing Chart from a 3<sup>rd</sup> grade classroom**

Personal Narratives or True Stories from our Lives

A personal narrative (PN) is a true story from our lives.

People write personal narratives to share with others memories they have of things that they did or happened to them. People read PN because they are interested in these true stories and can often relate to them.

Noticings:

- True story of something that the author DID or something that happened to the author
- The author tried to tell the story bit-by-bit (storyteller's voice). Acted like it was happening right now!
- Structure – Beginning (introduction/lead), middle (body) and ending (conclusion)
- Introduction or lead – introduced the character and what the character was doing  
Types of leads we noticed: setting, dialogue... (add as students notice various types)
- Ending – brought the story to a close  
Types of endings we noticed: action, talk, feeling, ... (add as students notice various types)
- Title - gives a sneak preview of the storyline
- Organization - Story was told in order in which it happened (events)
- Sometimes the writer signaled a new event with transition words  
transition words we noticed: a little later, after that, then, after, etc. (add as students notice)
- Paragraphs – PN was structured with paragraphs or sections
- Narrow focus – not an all about story, told about *one* time did something
- No pictures or only one
- Details, details, details – details we noticed: dialogue, internal thinking, physical description, exact action (add as students notice)
- Show, Not Tell – tried to bring story to life, made a movie in reader's mind
- Heart of the Story – the story was more than a retelling, tried to convey a big idea from the author
- Precise word choice – especially verbs, nouns, adjectives (helps paint picture in reader's mind)
- And other aspects as noticed

Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per Michigan Academic Standards).

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 what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically throughout the unit, revisit the chart/s and ask students if they would like to add something they've recently learned/discovered about that text type.



**SAMPLE LESSON**  
**Goal 1 - DEVELOP BACKGROUND KNOWLEDGE – CHARTING DISCOVERIES**

**Option B-1: Noticing Chart with Columns**

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interest of students.

**SAMPLE - Narrative**

Notice	Name	Why
Comparing two things	Simile – like/as	<ul style="list-style-type: none"> <li>• Paints picture in reader’s mind</li> <li>• Shows or compares one thing known to something unknown</li> </ul>
Acting like happening right now	Show, not tell	<ul style="list-style-type: none"> <li>• Helps us picture what happened</li> <li>• Feels like you are in the moment, present tense</li> </ul>
Starts a sentence with word then a comma: finally, suddenly, the next morning...	Transition words or phrases	<ul style="list-style-type: none"> <li>• Signals new idea or event</li> </ul>
Gives lots of information or details (dialogue, description)	Details – list types notice (elaboration)	<ul style="list-style-type: none"> <li>• Helps us picture event or what is happening</li> <li>• Elaborates or helps to say more</li> </ul>
Opens with talk	Dialogue lead	<ul style="list-style-type: none"> <li>• Introduces character</li> <li>• Grabs reader’s attention</li> <li>• Poses a question in reader’s mind</li> </ul>
Repeats same line or words	Repeated Lines (craft)	<ul style="list-style-type: none"> <li>• Big idea author wants us to remember and think about</li> </ul>
Etc.		<ul style="list-style-type: none"> <li>•</li> </ul>

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.



Video link: See Video #1 Immersion in Action: Goal #1 Develop Background Knowledge – Using a Notice/Name/Why Chart by Dr. Sandy Biondo and Nancy Hatalsky. To view:

<http://video.oakland.k12.mi.us/show?video=52d74bd9ee94>

**NOTE:** In order to access the video link please download the document first in order to copy the link. The links are also posted in the Resources section of each unit in ATLAS.

**SAMPLE LESSON**  
**Goal 1 - DEVELOP BACKGROUND KNOWLEDGE – CHARTING DISCOVERIES**

**Option B-2: Noticing Chart with Advanced Columns**

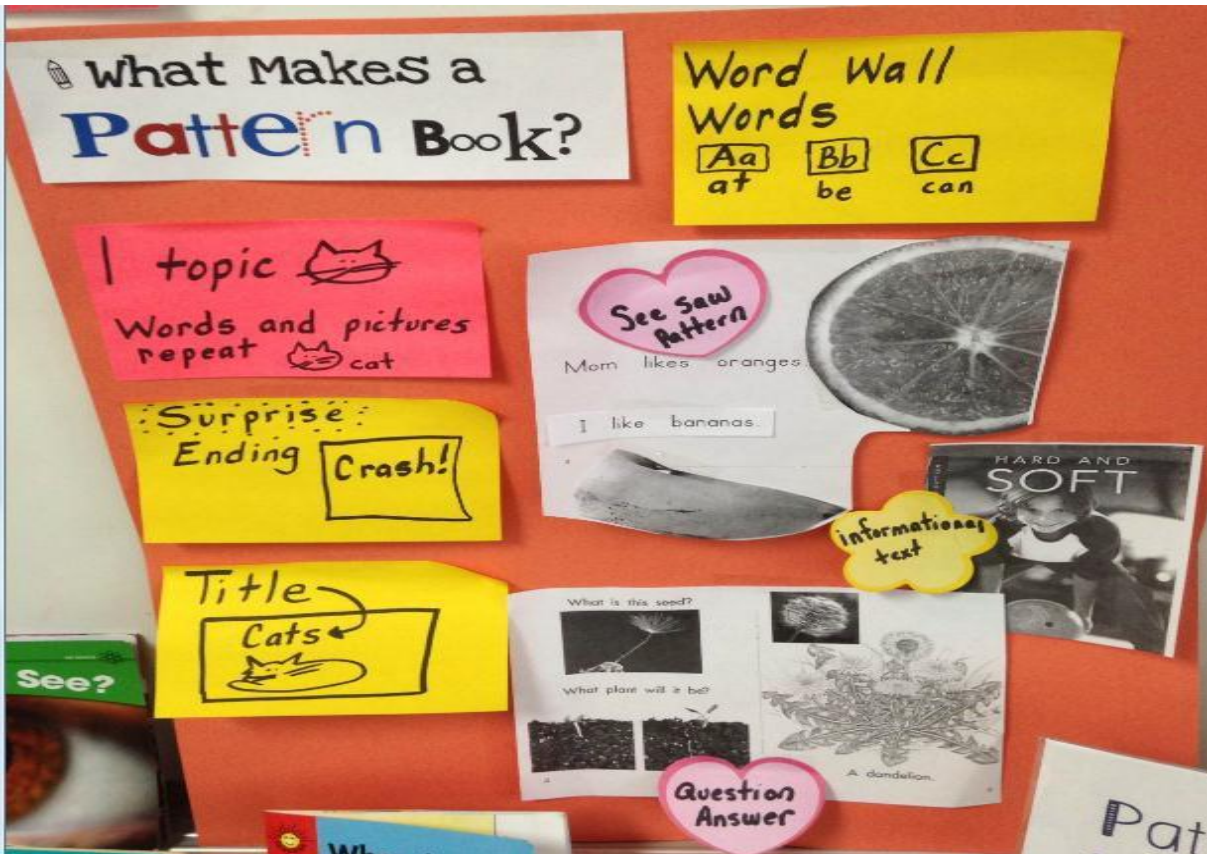
Anchor Chart – Sample Chart with Advanced Columns 2 <sup>nd</sup> grade Craft Unit Sample				
Book: <u>Hurricane!</u>			Author: Jonathon London	
Notice	Name	Why	Connections	Try it!
Comparing two things	Simile – like/as	<ul style="list-style-type: none"> <li>• Paints picture in reader’s mind</li> <li>• Shows or compares one thing known to something unknown</li> </ul>	List titles of books students have read that have a sample in it. If possible, provide example. May add an example at a later date.	Bright as the sun; tall as a building.
Acting like happening right now	Show, not tell	<ul style="list-style-type: none"> <li>• Helps us picture what happened</li> <li>• Feels like you are in the moment, present tense</li> </ul>		Tears flowed down her cheek. She frowned and bent her head down.
Starts a sentence with word then a comma: finally, suddenly, the next morning...	Transition words or phrases	<ul style="list-style-type: none"> <li>• Signals new idea or event</li> </ul>		Late that afternoon,... Suddenly,...
Lots of info., details (dialogue, description)	Details – list types noticed (elaboration)	<ul style="list-style-type: none"> <li>• Helps us picture event or what is happening</li> <li>• Elaborates or helps to say more</li> </ul>		Her wavy shoulder-length hair swayed in the wind and her deep blue eyes...
Opens with talk	Dialogue lead	<ul style="list-style-type: none"> <li>• Introduces character</li> <li>• Grabs reader’s attention</li> <li>• Poses a question in reader’s mind</li> </ul>		“ Who could possibly be at our door this late at night?,” declared Dad.
Repeats same line or words	Repeated Lines	<ul style="list-style-type: none"> <li>• Big idea author wants us to remember and think about</li> </ul>		“I can’t believe it!” “I can’t believe it!”

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

**SAMPLE LESSON**  
**Goal 1 - DEVELOP BACKGROUND KNOWLEDGE – CHARTING DISCOVERIES**


**Option C: Noticing Chart with Visuals or Examples**

Duplicate pages from the mentor text and label or make a sketch on enlarged sticky notes and label it.



**Option C: Noticing Chart with Visuals or Examples**

**SAMPLE - Narrative**

Picture, Sketch of sample of item from text	Notice	Name	Why
Fish flipper to an rowboat oar	Comparing two things	Simile – like/as	<ul style="list-style-type: none"> <li>• Paints picture in reader’s mind</li> <li>• Shows or compares one thing known to something unknown</li> </ul>
I jumped up and down and hugged my mom. I grinned from ear to ear.	Acting like happening right now	Show, not tell	<ul style="list-style-type: none"> <li>• Helps us picture what happened</li> <li>• Feels like you are in the moment, present tense</li> </ul>
Later that morning, ... Finally, ... Then,... A little later,...	Starts a sentence with word then a comma: finally, suddenly, the next morning...	Transition words or phrases	<ul style="list-style-type: none"> <li>• Signals new idea or event</li> </ul>
<p><b>Details</b></p>  <p>* Use your 5 senses to build your details</p>	Gives lots of information or details (dialogue, description)	Details – list types notice (elaboration)	<ul style="list-style-type: none"> <li>• Helps us picture event or what is happening</li> <li>• Elaborates or helps to say more</li> </ul>
“No way!” she screamed.	Opens with talk	Dialogue lead	<ul style="list-style-type: none"> <li>• Introduces character</li> <li>• Grabs reader’s attention</li> <li>• Poses a question in reader’s mind</li> </ul>
“This is the best BD ever!” repeats after each event	Repeats same line or words	Repeated Lines (craft)	<ul style="list-style-type: none"> <li>• Big idea author wants us to remember and think about</li> </ul>
	Etc.		<ul style="list-style-type: none"> <li>•</li> </ul>

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

## Option C: Noticing Chart with Visuals or Examples

### Opinion Pieces

An opinion piece tells about the author's opinion, likes, or dislikes about a topic or a book.

People write opinion pieces to share their opinions about a topic or book. People read opinion pieces to find out about other peoples' opinions, likes, or dislikes.

Noticings:



- Start with an opinion



- Gave reasons for the opinion



- Gives more information about the topic or gave evidence to support reasons



- Opinion is restated at the end
- And other aspects as noticed

## SAMPLE LESSON

### Goal 1 - DEVELOP BACKGROUND KNOWLEDGE – CHARTING DISCOVERIES

#### Option D: Mark-Up or Sticky Note Text

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

1. Open up to a page spread or identify a paragraph in extended text.
2. Facilitate discussion of Notice, Name, and Why/Purpose.
3. Label identified item with a sticky note or if reproduced text mark-it right on there.
4. Repeat with other pages or parts of text.
5. At a later time, teacher can transfer noticings to a chart for future reference. See option A or B. This chart could be used as a review.
6. Keep adding to the chart as students make more discoveries as the unit proceeds.

heading

# Wolves and Dogs

fact

Wolves are the largest members of the dog family. Foxes, coyotes, jackals, wild dogs, and domestic dogs are also members of this family.

examples

Red fox

Coyote

Jackal

Wild dog

Domestic dog

Wolf

web

comparison

photo

German Shepherd

Timber Wolf

label

definition - word box

Word bite

DOMESTIC: Tame and kept by humans

Source: Wolves by Laura Marsh. National Geographic Readers (2012). (Highly recommend any of National Geographic books.) Please note: Teacher added the green arrow.



SAMPLE RESTAURANT REVIEW – CRACKER BARREL

## Family Fun at Cracker Barrel

Introduction

Have you ever been in the mood for country cooking? I recently had the pleasure of visiting the Cracker Barrel restaurant in Lansing Michigan. This restaurant offers delightful menu items, comfortable atmosphere and even shopping. Kids and parents will both love this place. Cracker Barrel is the best!

hook reader

state opinion

Cracker Barrel is a cozy restaurant because it has wooden chairs. It also has a fireplace that makes it feel like home. It's even decorated with pictures from long ago.

Body

This place offers lots of food choices. The food is creatively displayed. For example, some of the breakfast items are served in little cast-iron skillets (pans). Also, the pancakes are shaped like Mickey Mouse. They have a fluffy white frosting, a bright red cherry nose and chocolate chip eyes. Yummy! My mom even ordered a bowl of soup that came in a bowl made of bread.

reason

reason

My only complaint is that the service was not very good. The reason we felt disappointed was because we had to wait for over an hour for a table. The lady did not tell us the wait would be so long. This reminded me of the time we waited in a long, long line at the dinosaurs at the museum. But, since we had to wait so long we got to shop at the restaurant store. There were things for kids and parents to buy. My sister said, "I liked shopping even better than the food."

reason

Ending / Conclusion

If you like to eat at Bob Evans you are going to love Cracker Barrel. Even though the service wasn't spectacular the experience was great. I give the Cracker Barrel in Lansing Michigan \*\*\*\* out of \*\*\*\*\*. I recommend you visit Cracker Barrel soon!!!!

restate opinion

Source: 2<sup>nd</sup> grade Oakland Schools Writing Team, April 2011

**SAMPLE LESSON**  
**Goal 1 - DEVELOP BACKGROUND KNOWLEDGE**

**TEXT TYPE SCAVENGER HUNT**

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

**Prior to whole class discussion**, hand out a copy of text and have partnerships “mark-up” or place sticky notes on text. The marked areas are items they would like to include in the class discussion.

**After the whole class discussion**, distribute a copy of a different text/piece and have partnerships “mark-up” text with items that are on the class chart. Provide a Scavenger Hunt List of what they are “hunting” for in their texts...*“In your book, find an example of a heading and label it... an example of information shared by giving #s or sizes and label it...an example of a transition word that signals time order...”*

Please note: This lesson could also serve as a review lesson during the unit of study.



**SAMPLE LESSON**  
**Goal 1 - DEVELOP BACKGROUND KNOWLEDGE**  
**“BOX IT”**

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

One fundamental area teachers want students familiar with is STRUCTURE. How is a particular text type structured? In Immersion teachers often ask, “How does this text type tend to go?” Before being taught all the “extras” or “details, details, details,” young writers first need a clear understanding of the foundation and structure of a text type. Metaphorically, compare writing to building a house --When building a house, it is important that the foundation is laid and the framework and walls are up before starting to decorate. Likewise, students are building houses of narrative, houses of opinion, and houses of information. Prior to painting and adding all types of decorations, people first need to make sure the foundation is laid and the framework and walls are erected! In other words, writers need a thorough understanding of the main parts of a text type before building or writing it.

Teach students they need a “blueprint” in their minds prior to building (or writing) a piece.

In simplistic terms, there are 3 basic parts to each text type:

**Introduction/lead**

Emergent writers – may choose to call it a beginning

**Body**

Emergent writers – may choose to call this the middle

**Ending/conclusion**

Assist students in understanding all three text types (i.e. narrative, opinion, and information) follow this structure. Elaborate on the purpose of each part.

Model “boxing” the three parts of text - This is easier to do with text written in paragraph form and with line spaces. For example: Box the introduction with a green box, the body with a blue box and the ending with a red box. Help students to discover that if a text is written with no indents or line spaces (whether on one page or several pages) it is difficult to determine the parts. Explain the importance of paragraphing, indentation, transition words and line spacing in helping with structure. In early elementary, students may identify a page or pages as the introduction, body, and conclusion parts. Please see sample on next page.

## Box It Example:

SAMPLE RESTAURANT REVIEW – CRACKER BARREL

### Family Fun at Cracker Barrel

Introduction

Have you ever been in the mood for country cooking? I recently had the pleasure of visiting the Cracker Barrel restaurant in Lansing Michigan. This restaurant offers delightful menu items, comfortable atmosphere and even shopping. Kids and parents will both love this place. Cracker Barrel is the best!

Body

Cracker Barrel is a cozy restaurant because it has soft chairs. It also has a fireplace that makes it feel like home. It's even decorated with pictures from long ago.

This place offers lots of food choices. The food is creatively displayed. For example, some of the breakfast items are served in little black skillets (pans). Also, the pancakes come shaped like Mickey Mouse. They have a fluffy whip cream mouth, a bright red cherry nose and chocolate chip eyes. Yummy! My mom even ordered soup that came in a bowl made of bread.

My only complaint is that the service was not very good. The reason we felt this way was because we had to wait for over an hour for a table. The lady did not tell us that the wait would be so long. This reminded me of the time we waited in a long, long line to see the dinosaurs at the museum. But, since we had to wait so long we got to shop at the restaurant store. There were things for kids and parents to buy. My sister said, "I liked shopping even better than the food."

Ending / Conclusion

If you like to eat at Bob Evans you are going to love Cracker Barrel. Even though the service wasn't spectacular the experience was great. I give the Cracker Barrel in Lansing Michigan \*\*\*\* out of \*\*\*\*\*. I recommend you visit Cracker Barrel soon!!!!

Source: 2<sup>nd</sup> grade Oakland Schools Writing Team, April 2011

## Follow Up Activities:

- Have students "Box" sample text. Have samples that have all three parts and other samples where a part may be missing or where it is difficult to visually determine the parts without doing a thorough read. Do this activity for students and with students before expecting them to do it in pairs or individually.
- Have students go back to their drafts and box the three parts. If a part is missing, they should add it. If it is not clear where the three parts are located, they can revise by adding paragraphs, line spaces and possibly transition words.
- Teach how transition words and topic sentences help to identify different parts in the body of a piece. Tip: Add transition words on small sticky notes and put in the front of each body paragraph when first teaching how to add them to text.

**SAMPLE LESSON**  
**Goal 1 - DEVELOP BACKGROUND KNOWLEDGE**  
**“BOX IT” & “MARK IT”**

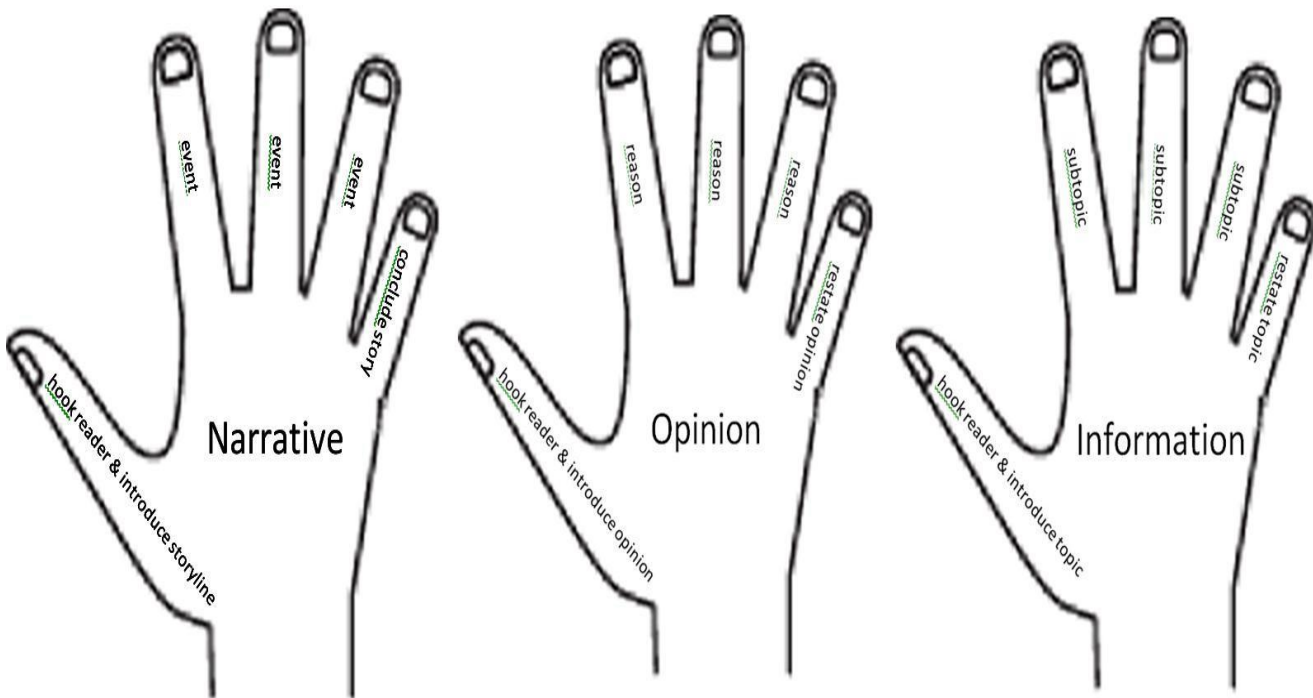
The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

1. Have students “Box” the 3 parts of their pieces. Please see “Box It” lesson for background information.
2. This lesson is going to take the structure concept one step further by identifying the basic elements included in each part. The goal here is transference of knowledge from one text type to the next. Students need to have a basic understanding of how “any” of the three text types are structured. When students go to write an On-Demand text or any text without teacher guidance, they should have sufficient background knowledge of the “basic” elements included in each part.
3. Dr. Biondo’s classroom action research found at the elementary level that it is best to identify only the “basic” elements within each part. Keep it simple – limit the number of elements and what is taught about them when introducing this concept. During the unit, teachers will expand upon and teach all the additional items that correspond to each part and element. For example, during the unit teachers will further explain things such as: different ways to hook the reader; transition words that go before each event/reason/subtopic; types of details to be included in each text type, different types of endings, etc. For purposes of this activity and transference, it is better to keep it simple. Simply ask when first introducing: What goes in this part? or What elements are included in this part?

<b>Narrative</b>	<b>Opinion</b>	<b>Information</b>
<p style="text-align: center; color: green;"><b>Introduction/lead</b></p> <p style="text-align: center;">hook reader introduce storyline</p> <p style="text-align: center; color: blue;"><b>Body</b></p> <p style="text-align: center;">events</p> <p style="text-align: center; color: red;"><b>Ending/Conclusion</b></p> <p style="text-align: center;">conclude story</p>	<p style="text-align: center; color: green;"><b>Introduction/lead</b></p> <p style="text-align: center;">hook reader introduce opinion/claim</p> <p style="text-align: center; color: blue;"><b>Body</b></p> <p style="text-align: center;">reasons</p> <p style="text-align: center; color: red;"><b>Ending/Conclusion</b></p> <p style="text-align: center;">restate opinion/claim</p>	<p style="text-align: center; color: green;"><b>Introduction/lead</b></p> <p style="text-align: center;">hook reader introduce topic</p> <p style="text-align: center; color: blue;"><b>Body</b></p> <p style="text-align: center;">subtopics or categories</p> <p style="text-align: center; color: red;"><b>Ending/Conclusion</b></p> <p style="text-align: center;">restate topic</p>

## “BOX IT” & “MARK IT”, continued

4. Help students to “internalize” the parts by linking it to their hands.



5. Model FOR students – Select an exemplar text and enlarge on docu-camera, smart board, or chart paper, etc. Model boxing up the text. Put a green box around the introduction/lead, put a blue box around the body, and put a red box around the ending/conclusion. Then, on post-it note flags write the 4 basic elements. Go back and identify each element by sticking the post-it note flag on the section/words that corresponds to that item. Put the following on post-it flags:
  - A. Hook the reader
  - B. Introduce story line (or opinion/claim or topic)
  - C. \*Event, Event, Event or reason, reason, reason or subtopic, subtopic, subtopic
  - D. Conclude story or restate opinion/claim or restate topic

\*Explain to students that we have identified three events or three reasons or three subtopics, but a text may have more or less than three.

See sample on the next page.

## “BOX IT” & “MARK IT”, continued

### Box It and Mark It Example

SAMPLE RESTAURANT REVIEW – CRACKER BARREL

### Family Fun at Cracker Barrel

**Introduction**

Have you ever been in the mood for country cooking? I recently had the pleasure of visiting the Cracker Barrel restaurant in Lansing Michigan. This restaurant offers delightful menu items, comfortable atmosphere and even shopping. Kids and parents will both love this place. Cracker Barrel is the best!

*hook reader*

*state opinion*

**Body**

Cracker Barrel is a cozy restaurant because it has soft chairs. It also has a fireplace that makes it feel like home. It's even decorated with pictures from long ago.

This place offers lots of food choices. The food is creatively displayed. For example, some of the breakfast items are served in little waffle pans. Also, the pancakes come shaped like Mickey Mouse. They have a fluffy whipped cream on top, a bright red cherry nose and chocolate chip eyes. Yummy! My mom even ordered some. It came in a bowl made of bread.

My only complaint is that the service was not very good. The reason we felt this way was because we had to wait for over an hour for a table. The lady did not tell us that the wait would be so long. This reminded me of the time we waited in a long, long line to see the dinosaurs at the museum. But, since we had to wait so long we got to shop at the restaurant store. There were things for kids and parents to buy. My sister said, "I liked shopping even better than the food."

*reason*

*reason*

*reason*

**Ending / Conclusion**

If you like to eat at Bob Evans you are going to love Cracker Barrel. Even though the service wasn't spectacular the experience was great. I give the Cracker Barrel in Lansing Michigan \*\*\*\* out of \*\*\*\*\*. I recommend you visit Cracker Barrel soon!!!!

*restate opinion*

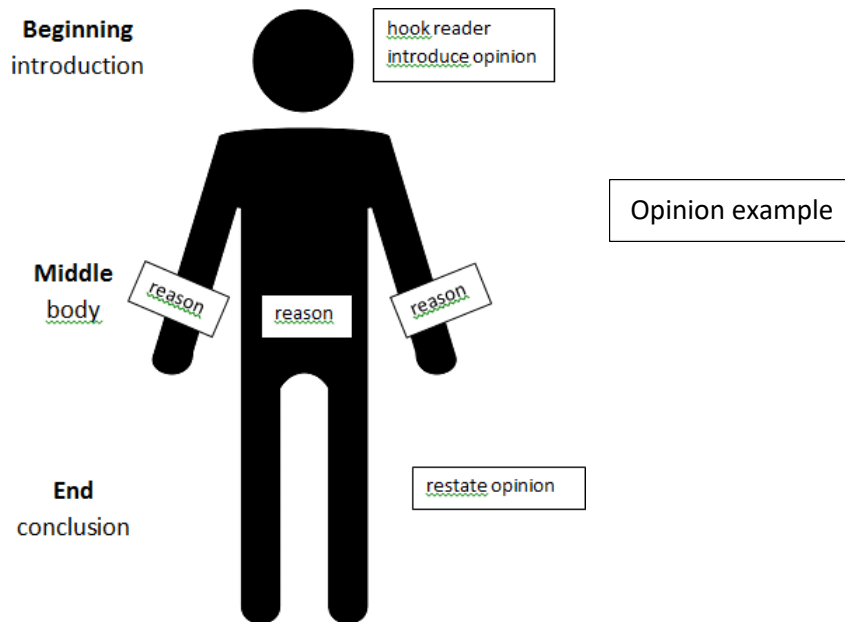
Source: 2<sup>nd</sup> grade Oakland Schools Writing Team, April 2011.

6. Model WITH Students – Select another exemplar text. Do the same steps above with student input.
7. BY Students – Select another exemplar text and give each student a copy. Have them follow the same steps as they work through the process in partnerships and then eventually on their own.
8. Use as a revision activity – Have students “Box It” and “Mark It” on their own drafts. If they find a missing part, they can revise and/or add it.

## “BOX IT” & “MARK IT”, continued

9. Other possible visuals to help solidify the concepts:

- A. Hand – see previous page for example
- B. Body



- C. Hamburger (top bun with sesame seeds = introduction/lead - hook reader and introduce storyline, middle part with lettuce, cheese and meat = event, event, event; bottom bun = ending - conclude story)
  - D. Other – design your own with your K-2 or 3-5 colleagues
10. TIP: It is suggested to discuss and identify the parts and elements of a text type in EACH unit of study, so students begin to understand that each text type has the SAME 3 basic parts and the SAME basic elements.
11. TIP: For younger students or less able writers, show how a booklet translates into structure: page one is the introduction/lead, pages 2, 3, and 4 are the body and page 5 is the conclusion or ending. Also, discuss “hook the reader” but don’t “require” it for Kindergarten and First Grade writers.
12. TIP: Reading & Writing Connection – Discuss how having this structure in mind will assist with reading comprehension. As students read a text, they should anticipate and read for each part and element -- for example, when reading the introduction or first paragraph/s look for the author’s opinion, then read on to find his/her reasons in the body, finally look for how the author restates his/her opinion in the last part or ending of the piece.

**SAMPLE LESSON**  
**Goal 1 - DEVELOP BACKGROUND KNOWLEDGE**  
**STUDENT CHECKLIST CONNECTION**

Students should be using a checklist to guide their work throughout a unit. Teachers may develop their own or use one from a resource as Writing Pathways (2015) by Lucy Calkins or one included in a Michigan Association of Intermediate School Administrators (MAISA) writing unit. This checklist should align to items that were discovered during Immersion. If using student checklists from Writing Pathways (2015) by Lucy Calkins or MAISA, show students the connection between what they discovered during Immersion and what is on the checklist. Help them understand why every item they noticed isn't on the checklist. The Immersion list may go more in-depth than the Writing Pathways checklist and include more items. For example, the 3<sup>rd</sup> grade checklist says: *I worked to show what happened to (and in) my characters*. The immersion checklist may also list internal and external attributes used in stories to discuss main characters.

Share with students and explain how they can use this checklist in two ways:

1. As a guide for what to include in their work, or
2. As a goal setting sheet to help students determine possible items/areas to focus on in their development as writers.

TIP: Use the checklist as a guide of various items a teacher wants students to notice as they study that text type. Also, the checklist will provide terminology for naming an item recorded on the Immersion anchor chart. The checklist terminology will help build writing discourse and vocabulary.

Source: Calkins, Lucy. (2015). Writing Pathways: Performance Assessments and Learning Progressions, Portsmouth, NH: Heinemann.



Video link: See Video #2 Immersion in Action: Goal #1 Develop Background Knowledge – Noticings Using Specific Lenses from a Narrative Writing Checklist by Dr. Sandy Biondo. To view:

<http://video.oakland.k12.mi.us/show?video=e20231822ac1>

**NOTE:** *In order to access the video link please download the document first in order to copy the link. The links are also posted in the Resources section of each unit in ATLAS.*

## SAMPLE LESSONS SECTION

This section will address goal #2.

### Three Basic Goals of Immersion (simplifying the complex process)

1. Develop Background Knowledge
2. **Generate Possible Writing Ideas**
3. Try It – Shared Class Writing - Begin a Class “Flash” Draft

When planning for the Immersion Phase, teachers may want to target these three main goals. The following are SAMPLE lessons targeted toward these goals. Please add, delete, and modify lessons based on the background knowledge, experience, and interests of students.



## Goal #2 – GENERATE POSSIBLE WRITING IDEAS & TERRITORIES

The second goal during Immersion is to assist students in generating possible writing ideas and writing territories. Students should leave the Immersion Phase bubbling over with ideas they might want to write about during independent writing time. One of the easiest ways to generate writing ideas is to help students make text-to-self connections. Take an idea from mentor text and generalize it to a possible writing territory, then from the generalized area to an individual writing idea. These generalized areas are often called “Writing Territories.”

For example, if we read a book about soccer we may generalize to the writing territory of Sports - Do you know a lot about a sport that you could teach someone else? Have you played this sport? Have you observed others playing this sport? Have you read about it? Have you talked about it with others? Are there people you know that know a lot about this area and could talk with you about it? A teacher could also generalize to activities people like to do, such as sports, dancing, cooking, etc..

Example 2 of taking a mentor text idea and generalizing to a territory: This story really highlights how the main character faced her fear of the dark. Do you have a fear that you overcame? (Generalize to the wider category of any fear, not just fear of the dark).

Develop a class anchor chart as a future reference/resource tool. Students would make a list or fill in a chart specific to them in their own writer’s notebooks or on a handout. Teachers may want to keep their own Writer’s Notebooks or Ideas Page, so they can model leading a “Writerly Life.”

The following are SAMPLE charts for various units or text types. Please add, delete, and modify based on the background knowledge, experience, and interest of students, as well as the text shared. Develop similar type of charts for any area under study.

Discuss how the idea from a book leads to a possible writing idea for the class and individual students.

Book → General Writing Idea or Territory → Possible writing idea for me!

Please see grade level specific examples in the Appendices.



Video link: See Video #3 Immersion in Action: Goal #2 Generating Ideas – Developing Writing Ideas from Studying Literature by Dr. Sandy Biondo. To view:

<http://video.oakland.k12.mi.us/show?video=e5e43b5cea21>

**NOTE:** In order to access the video link please download the document first in order to copy the link. The links are also posted in the Resources section of each unit in ATLAS.

**Narrative example for personal narrative (3<sup>rd</sup> – 5<sup>th</sup> grade):**

Text	Possible Writing Idea (or Territories)	MY Writing Ideas
“The Mammoth Cave” “The Marble Champ”	Strong Feelings -fear/nervous -happy -sad -embarrassed Etc.	<ul style="list-style-type: none"> <li>• Fear – roller coaster</li> <li>• Embarrassed - Shrimp in braces</li> <li>• Happy – picked as captain</li> </ul>
<u>One Green Apple</u>	Special Places	<ul style="list-style-type: none"> <li>• Homework Pond</li> <li>• Rocking chair in family room</li> <li>•</li> </ul>
<u>Owl Moon</u>	Special People and what you do with them	<ul style="list-style-type: none"> <li>• Tea time with Grams</li> <li>• Running Cedar River with Dad</li> <li>•</li> </ul>
“Three Stones”	Change	<ul style="list-style-type: none"> <li>• Moving to a new school</li> <li>•</li> </ul>
Etc.		

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, text or book title, to show teachers how to go from a sample text to a generalized area or territory.

**Narrative example for realistic fiction (2<sup>nd</sup> and 3<sup>rd</sup> grades):**

Text	Problem/Conflict	MY Writing Ideas
<u>First Day Jitters</u>	New situation or change	<ul style="list-style-type: none"> <li>• New school and don’t know anyone</li> <li>• Join a new team</li> <li>• New family member (baby, step brother/sister)</li> <li>• Loss of person (moved away, dog ran away)</li> </ul>
<u>Amalia and the Grasshopper</u>	Learning something new	<ul style="list-style-type: none"> <li>• Riding a bike</li> <li>• Learn dance for recital</li> <li>• Swim across pool</li> </ul>
Etc.		

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, text/book title, to show teachers how to go from a sample text to a generalized area or territory.

**Information example:**

**Topics I Already Know Well**

My Writing Ideas – make your list based on what you know a lot about and could teach others

Text	Possible Writing Idea	MY Writing Ideas
<u>Martin Luther King Jr.</u> <u>The Homerun Champ</u>	<u>People</u> – -Family and Friends -Mentor/coach -Historian -Political figure -Celebrity – musician, actor, etc. -Inventor -Athlete -Community helper -etc.	<ul style="list-style-type: none"> <li>• Justin Verlander (athlete)</li> <li>• Grandma Maggie (family)</li> <li>• Coach Vince (mentor)</li> <li>• Fire fighter</li> </ul>
<u>Quilting with a Difference</u> <u>The World of Dummies</u>	Hobby, Collections (could combine with activities)	<ul style="list-style-type: none"> <li>• Collecting Precious Moments</li> <li>• Puppets</li> <li>• Beanie Babies</li> </ul>
<u>Wacky Wheels</u> <u>Ready, Set, Score (Hockey)</u>	Activities/Things You Like to Do	<ul style="list-style-type: none"> <li>• Roller Blading</li> <li>• Bike Riding</li> <li>• Wrestling</li> </ul>
<u>Pet Vet</u>	Medical – Taking Care of Self	<ul style="list-style-type: none"> <li>• Going to Ortho for braces</li> <li>• Hairstyles – braiding</li> <li>• Germs - free</li> </ul>
<u>Going on a Safari</u>	Local Places to Visit	<ul style="list-style-type: none"> <li>• George George Park</li> <li>• Partridge Creek Mall</li> <li>• Our School</li> </ul>
<u>Man’s Best Friend – Dogs!</u> <u>Bagels, Bagels, Bagels</u>	<u>Things</u> -Animals - Clothes -Food	<ul style="list-style-type: none"> <li>• Golden Retrievers</li> <li>• Chocolate</li> <li>• Workout clothes</li> </ul>
Add social studies or science books or articles from topics recently studied	<u>Science or Social Studies Topics</u> - list	list
ETC.		

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, text, to show teachers how to go from a sample text to a generalized area.

**Opinion example for Reviews (2<sup>nd</sup> grade):**

<b>Review Title/s</b>	<b>Possible Target Area/s</b>	<b>MY Writing Ideas</b>
<i>Family Fun at Cracker Barrel</i>	Places – Restaurants, malls, stores,	<ul style="list-style-type: none"> <li>• Crumbs Bakery</li> <li>• Partridge Creek Mall</li> <li>• Oakland University</li> <li>•</li> </ul>
<i>Mario Brothers Rocks!</i>	Computer Games	<ul style="list-style-type: none"> <li>• New Madden</li> <li>• Addition Wizard</li> <li>•</li> </ul>
<i>-Hershey Hotel -Fun at the Zoo</i>	Tourist Attractions	<ul style="list-style-type: none"> <li>• Apple Orchard (field trip)</li> <li>•</li> <li>•</li> </ul>
<i>-Dr. Suess is a Genius -Cleary Missed on this One!</i>	Books	<ul style="list-style-type: none"> <li>• <i>Because of Winn Dixie</i></li> <li>• <i>Oh Places You'll Go</i></li> <li>•</li> </ul>
<i>Despicable Me Hits the Box Office</i>	Movies / TV shows	<ul style="list-style-type: none"> <li>• <u>Frozen</u> - movie</li> <li>• <u>The Voice</u> – TV show</li> <li>•</li> </ul>

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, review title, to show teachers how to go from a sample text to a generalized area.

**Opinion examples for Social Issues (1<sup>st</sup> grade):**

Book/Title of piece	Possible Target Area or Territory	MY Writing Ideas
-Dear Mr. Principal - <i>Time to Clean Up the Playground</i> -Dear Melanie (bully)	School	<ul style="list-style-type: none"> <li>• Recycle water bottles</li> <li>• Playground garbage cans</li> <li>• Mess in hallways</li> <li>•</li> </ul>
-Dear Mom (recycle)	Home	<ul style="list-style-type: none"> <li>• Overuse of water</li> <li>• Equity of children</li> <li>• Leaving lights on</li> <li>•</li> </ul>
-4 <sup>th</sup> of July Noise	Neighborhood	<ul style="list-style-type: none"> <li>• Dog doo doo</li> <li>• Recycle bins</li> <li>•</li> </ul>
- <i>Let's all get along!</i>	World	<ul style="list-style-type: none"> <li>• Police and fireman</li> <li>• Habitat for Humanity</li> <li>• Education for all</li> <li>•</li> </ul>

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, opinion title, to show teachers how to go from a sample text to a generalized area.

## SAMPLE LESSONS SECTION

This section will address goal #3.

**Three Basic Goals of Immersion (simplifying the complex process)**

1. **Develop Background Knowledge**
2. **Generate Possible Writing Ideas**
3. **Try It – Shared Class Writing - Begin a Class “Flash” Draft**

When planning for the Immersion Phase, teachers may want to target these three main goals. The following are SAMPLE lessons targeted toward these goals. Please add, delete, and modify lessons based on the background knowledge, experience, and interests of students.

## **Goal #3 – TRY IT! – SHARED CLASS WRITING – BEGIN A CLASS “FLASH” DRAFT**

### **Background Information**

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

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 transitions, students would go back to earlier drafts and add (or revise) transition words and phrases.

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 – introduction, day 3 – write 1<sup>st</sup> chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

Provided are two different examples : Example 1 shows a flash draft done in one setting with a group of upper elementary students and example 2 shows a plan for drafting over a few days with early elementary students.

**Goal #3 – TRY IT! – SHARED CLASS WRITING – BEGIN A CLASS “FLASH” DRAFT**  
**Upper Elementary Example**

**Example 1: Done in one setting with upper elementary students – Literary Essay**

Goal is to draft a literary essay right away and through this activity begin to:

- A. Introduce the concepts and language of literary essays
- B. Give prompts to scaffold each step

**Literary Essay Activity based on *Spaghetti* by Cynthia Rylant**

**Part I:** **Read aloud story to the group** – talk about it – read as a reader 1<sup>st</sup>.

**Part II:** **Jotting of ideas** – Teacher guides students in jotting down some notes about these areas. These jottings will be used for small group discussion.

1. Traits – List any traits that Gabriel embodied – Gabriel is\_\_\_\_\_.

Jot --- Example: lonely, searching for companionship

2. Change – Essays often show change of character throughout story. How did Gabriel change?

Jot ---

3. Lessons Character Learned  
What lessons did Gabriel learn by the end of the story?

Jot ---

4. Themes – often connected to lessons learned are themes; Think now in terms of problems in the story.  
What is story saying about\_\_\_\_\_? (Loneliness)

Jot ---

5. Author’s Craft  
How did this author write with craft?  
What did the author do to convey meaning?

Jot ---



**Part III:**        **Small Group Discussion** – discuss the above items with other classmates

**Part IV:**        **Create a Class “Flash” Draft** (Teacher records on enlarged text.)

1. Have students jot down ideas about each of the areas in Part I.
2. Then select 1 area for the essay.

LEAD/INTRODUCTION – CLAIM (or opinion)

3. Example: traits                  Gabriel is lonely.
4. *Say: In the story, Spaghetti by Cynthia Rylant, the character Gabriel is lonely.*
5. Turn and talk to your partner and repeat exactly what I say:  
*In the story, Spaghetti by Cynthia Rylant, the character Gabriel is lonely.*
6. Develop shared text together. Teacher writes the claim on enlarged text.

BODY – SUPPORT YOUR CLAIM/OPINION – GIVE REASONS

7. How was Gabriel lonely in the beginning of the story?
8. *“I heard you say he was lonely when... I heard you ...”*
9. Explain you have the introduction and now are working on the first body section - reason.
10. *“One thing in the story that shows \_\_\_\_\_ is \_\_\_\_\_ is when \_\_\_\_\_.”*
11. Turn and talk to your partner and repeat exactly what I say:  
*“One thing in the story that shows \_\_\_\_\_ is \_\_\_\_\_ is when \_\_\_\_\_.”*
12. How might we write that part? Develop shared text together.

ELABORATION OF REASONS

13. Now go back to the reason and elaborate on it.
14. Use prompts to guide thinking, such as: This is important because..., This is significant because..., etc.
15. Turn and talk to your partner and repeat exactly what I say:  
*“This is important because...”*
16. Example: Sitting on step by himself is important because...
17. *How might we write that part?* Develop shared text together.

BODY - GIVE 2<sup>nd</sup> REASON AND ELABORATE

18. Repeat with another reason: *“Another thing in the story that shows \_\_\_\_\_ is \_\_\_\_\_ is when \_\_\_\_\_.”*

Discuss next reason based on previous discussion.

19. Turn and talk to your partner and repeat exactly what I say:

*“Another thing in the story that shows \_\_\_\_\_ is \_\_\_\_\_ is when \_\_\_\_\_.”*

20. *How might we write that part?* Develop shared text together.

21. Now go back to the reason and elaborate on it.

22. Use prompts to guide thinking, such as: This is important because..., This is significant because..., etc.

23. Turn and talk to your partner and repeat exactly what I say:

*“This is significant because...”*

24. Example: xxxxxx

25. *How might we write that part?* Develop shared text together.

ENDING PARAGRAPH

26. Briefly discuss purpose of ending.

27. *“This story shows that \_\_\_\_\_...”*

28. Develop shared text together.

**Class “Flash” Draft sample**

***In the story, Spaghetti by Cynthia Rylant, the character Gabriel is lonely.***

***One thing in the story that shows \_\_\_\_\_ is \_\_\_\_\_ is when \_\_\_\_\_. This is important because...***

***Another thing in the story that shows \_\_\_\_\_ is \_\_\_\_\_ is when \_\_\_\_\_. This is significant because...***

***This story shows that \_\_\_\_\_.***

Note: In approximately 30-60 minutes, the class will develop a “flash” draft literary essay. This essay is not real sophisticated, but a nice canvas to teach into! After this activity, students will have written one literary essay (streamlined, but nonetheless an essay).

**Goal #3 – TRY IT! – SHARED CLASS WRITING – BEGIN A CLASS “FLASH” DRAFT**  
**Early Elementary Example**

**Example 2: Done in multiple shared writing sessions with early elementary students –  
Informational Writing: Personal Expertise**

- Sample sequence of shared writing lessons:
  - Day 1 – Choose a topic and begin a table of contents (Select a topic that all students are familiar with such as All-About the Cafeteria, All-About the Playground, All-About Summer, All-About 2<sup>nd</sup> Grade.) Rehearse things class knows about the topic using 5 finger facts (rehearsal) and a modified web (planning).
  - Day 2 – Finish the table of contents and start writing the introduction/lead
  - Day 3 – Write one of the chapters
  - Day 4 – Write another chapter
  - Etc.
- Think and talk together about different pages that could be added to the class or teacher text. Discuss what to write next and how to write it.
- The piece may be done in the following ways: as a whole class, different parts constructed in small groups and then shared with the class, or a combination of both.
- Be sure to reread, revise and edit the text throughout the shared writing activity.
- Revisit the text after it has been written to:
  - A. Review a few key principles taught
  - B. Summarize the learning – both content and convention items
  - C. Connect to students’ own independent writing

## Sample Lesson Planner – Generic

This is ONE EXAMPLE of how a teacher MAY plan his/her Immersion lessons for developing background information. This is only a template from which to work as what students actually notice and say will dictate how a teacher proceeds in an inquiry-based lesson or from lesson to lesson. There is no way to anticipate exactly what students will choose to discuss. However, teachers often like to have a plan, as well as possible talking points for each mentor text. Texts should include literature, student work, and teacher pieces.

1. Texts should be familiar to students. These selections should already have been read and discussed with students. First experience text as a reader -- thus, reading like a reader.
2. Explain to students that they are going to “revisit” some selections to learn from them about the type of writing they will eventually be doing.
3. Reread texts if necessary (depends on grade level, text type and length of text) and discuss how they will now view the text through “writerly” eyes -- read like a writer. They will study the text to notice how these types of texts tend to go and what the author did *intentionally*. Ultimately, they study a text to discover what they might try when they write these types of text.
4. Tips: Discussion areas may be affixed on the back cover of each text to help teachers with discussion points. Select texts that offer different discussion points or examples. For example, have different types of leads and different types of details, etc. OR in studying opinion writing - Text A support is reasons and Text B support is times when, etc.

### DAY 1

#### Text/Book A

- A. Prior to session list possible talking points - areas teacher might highlight and show exact example/s in book
- B. Reread text if needed.
- C. Ask students: *What do you notice? (name, why)*
- D. Record on anchor chart.

#### Text/Book B (if time allows, depends on the grade level and length of text)

- A. Prior to session list possible talking points - areas teacher might highlight and show exact example/s in book
- B. Reread text if needed.
- C. Go back to list started with Text A and cross-check with Text B. Help them to see connections between the two texts. Add to existing items in which students have more to say.
- D. Ask students: *What do you notice in Text B? (name, why)*
- E. Record on anchor chart.
- F. Begin discussion of how to define this text type (What is a xxxxx?) and purpose (Why would someone write xxx? Why would someone read xxx?). Record.

## DAY 2

### Text/Book C

- A. Prior to session list possible talking points - areas teacher might highlight and show exact example/s in book
- B. Reread text if needed.
- C. Go back to anchor chart. Help them to see connections between all texts. Add to existing items in which students have more to say.
- D. Ask students: *What do you notice in Text C? (name, why)*
- E. Record on anchor chart.
- F. Add to definition and purposes section if needed. Record.

### Text/Book D

(if time allows, depends on the grade level and length of text)

- A. Prior to session list possible talking points - areas teacher might highlight and show exact example/s in book
- B. Reread text if needed.
- C. Go back to anchor chart. Help them to see connections between all texts. Add to existing items in which students have more to say.
- D. Ask students: *What do you notice in Text D? (name, why)*
- E. Record on anchor chart.
- F. Add to definition and purposes section if needed. Record.

### Day 3

Box It & Mark It Activity with teacher and student text (different titles from A-D)

### Day 4

Generate Possible Writing Ideas and Territories

### Day 5

Shared Class Writing “Flash” Draft – may occur during Shared Writing Time