

**LANGUAGE ARTS Strand: Writing & Language**

Genre: Text Types	Process:	Targeted Skills:	Language Standards	
			Grammar/Usage	Conventions
<p><b>___Opinion</b> -I think, I know -sense of closure</p> <p><b>___Informative/Expository</b> -name topic/subject -supply information -sense of closure</p> <p><b>___Narrative</b> - two or more appropriately sequenced events -Details of what happened -temporal to signal event order -sense of closure</p> <p><b>___Research:</b> _Shared Research/Writing _Gather Info to Answer Questions</p>	<p><b>Prewrite/Plan:</b> List Graphic Organizer or Sketch</p> <p><b>Draft:</b> Use labeled diagrams to explain Write what happened</p> <p><b>Revise Based on Questions &amp; Suggestions:</b> _ Add another word _ Add more color to picture _ Add more information/details _ Reorder information</p> <p><b>Edit:</b> _Grammar _Conventions</p> <p><b>Publish:</b> _ <b>Class</b> or <b>individual Book</b> _ <b>PowerPoint /Video</b></p>	<p><b>Organizing</b> - Clump Details _Sequencing (BME) Transitions-progression /time _Topic sentence _Beginnings (Question, Exclamation, Onomatopoeia) _Endings (Feeling/Reaction, Universal word, Question)</p> <p><b>Composing/Literary Skills:</b> _Strong Verbs - _Descriptive Attributes-color, #, size, age, shape _Specificity -use names for people &amp; pets _Use where or when phrases _Comparing; -er, -est , simile _Alliteration , Rhyming, Noise words _Sentence Variation (? ,! , .)</p>	<p><b>Grammar/Usage</b> _Noun &amp; Verbs _Plural regular nouns _Proper Nouns _Possessive nouns _Personal, possessive &amp; indefinite pronouns _Prepositions (during, beyond, toward) _ Composing &amp; Expanding Simple &amp; Compound Sentences _Verb Tense _ Frequently occurring adjectives _ Frequently occurring conjunctions(and, but, or, so, because)</p>	<p><b>Conventions</b> _Use finger spaces _Directionality _ Wrapping Text _Print upper &amp; lower case letters _End Punctuation _Commas-dates, series _Write letter/s for consonant &amp; short vowel sounds <b>Capitalize:</b> _1<sup>st</sup> word in sentence _I <b>Spell</b> _ simple words-common patterns &amp; phonetically _High Frequency words</p>

**MENTOR TEXT(S) OR STIMULI**

**END PRODUCT:**

<u>WRITER'S WORKSHOP FORMAT</u>	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:
<p><b>Thinking</b></p> <p><b>Sketching</b></p> <p><b>Talking</b></p> <p><b>Guided (Students Think-Sketch-Talk):</b> <b>Think</b>-Pick a topic <b>Sketch</b> the ideas/details of topic <b>Talk to partner</b> about drawing &amp; about what their writing will say.</p> <p><b>Independent Writing</b> (teacher roams/conferences):</p> <p><b>Sharing (Students):</b> Share writing Tell what their partner wrote Tell what skill they were working on Give a thumbs up or compliment when they hear a target skill in their partner's writing</p>	<p><b>Guided (Students Think, Sketch, Talk):</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>	<p><b>Guided (Students Think, Sketch, Talk):</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>	<p><b>Guided (Students Think, Sketch, Talk):</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>	<p><b>Guided (Students Think, Sketch, Talk):</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>	<p><b>Guided (Students Think, Sketch, Talk):</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>