A SUPPLEMENTAL WRITING CURRICULUM DESIGNED FOR PRIMARY ENGLISH
LANGUAGE ARTS INSTRUCTION

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled A SUPPLEMENTAL WRITING CURRICULUM DESIGNED FOR PRIMARY ENGLISH LANGUAGE ARTS INSTRUCTION by Megan C. Baumgarden, Candidate for the Degree of Master of Science in Education, CURRICULUM AND INSTRUCTION, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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Abstract

The purpose of this curriculum project was to develop a combination of writing programs/strategies that would be most effective as a supplemental writing curriculum for kindergarten and first grade. Writing is an important literacy skill. It gives students an opportunity to express themselves, understand others’ perspectives, and prepare for a successful future. In order to become productive members of society, students need to be taught the conventions of writing, carrying their knowledge with them when they leave school. There is an assortment of different writing programs available to teachers. This study reviews three popular writing programs/strategies, specifically: Writing Workshops, 6+1 Traits, and Step Up to Writing. The project examines the positive and negative characteristics of each program with the aim of combining specific aspects of each program into an effective supplemental curriculum for kindergarten and first grade.
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Introduction

The purpose of this curriculum project is to create a curriculum for a reformed library program with the goal of focusing on and improving writing ability in kindergarten and first grade students. These two grades are extremely important to the reading and writing foundation. A child goes through six stages during the development of their writing: scribbling, linear drawings, letter-like forms, letter and early word symbol relationships, inventive spelling and finally standard spelling (Klatt, 1996). It is crucial to encourage students as they work through the stages, so that they become confident in their writing abilities.

Research suggests that primary students lack motivation and confidence in their writing ability for several reasons: lack of teacher training, lack of school writing curriculum, and district emphasis on reading and not writing (Conroy, Marchand, and Webster, 2009). In order to become productive members of society, students need to be taught the conventions of writing, and how to become confident in their writing abilities, in order to carry their knowledge with them when they leave school.

In addition, teachers are feeling the pressure from the state in all directions, with the recent push on English Language Arts and demand for higher standardized test scores. If teachers are teaching to the test, students are not given the opportunity to have meaningful learning experiences that may enhance their writing abilities. Students are being prepared for state assessments by learning to write according to test-like activities; not important, challenging topics and activities (Higgins, Miller and Wegmann, 2006).

In addition to these increasing state demands, students are exposed to many literacy skills in their first two formal years of schooling: forming letters, identifying parts of a book, developing knowledge of letter-sound correspondence, independently spelling words, writing
compositions, and beginning to use the writing process. Although students are introduced to these skills, they don’t always understand and utilize them. It can be difficult for students to learn how to write as well as use their writing to help organize their thoughts and communicate ideas.

In kindergarten, there is a huge ability range between the students. Some students are just recognizing letters and learning to write them clearly, while others are beginning to string together complete ideas and formulate sentences. In first grade, some students are beginning to write sentences, while at the same time, their classmates are writing stories on their own. It is my ultimate goal to create a supplementary program that will work for students at all levels, and increase all their writing abilities over time.

I am interested in creating a curriculum for extra writing instruction in grades kindergarten and first because the position I am in requires a writing curriculum that was non-existent before this year. Students in kindergarten and first grade are now visiting the library twice a week, for 40 minutes each time. The first visit is for their regular library instruction where they learn about the library, where books are located, and how to find them. They listen to a story, complete an activity that goes along with the book read, and check out books at the end. The second visit to the library is to get extra time with writing instruction. In this session, students will be read a story, reintroduced to various writing strategies, and be engaged in an activity on a writing or literacy skill for the remainder of the time.

With the use of a writing program/strategy, or combination of writing programs, it is my intent that students will be able to take the strategies and skills learned and use them to improve their own writing. This will give students the opportunity to become better and more comfortable writers. With writing skills and strategies, and a good amount of practice, students will begin to meet the established English Language Arts (ELA) standards.
Writing is a critical early literacy skill because it is the foundation to students’ schooling, and realistically, life. Without writing, it is very difficult to convey thoughts and feelings, function throughout everyday life, and be a productive part of society. Writing is all around us, whether it is realized or not, and the sooner students are introduced to skills and strategies, the better they will do throughout their schooling.

In the beginning of the literature review, there is a section on the importance of writing. This sets up the reasoning behind getting students more involved with writing and programs that can assist in helping students become better writers. The literature review section of this paper also explores three different writing practices/strategies: Writing Workshops, 6+1 Traits, and Step Up to Writing. Within the literature review, there is an overview of each writing practice/strategy that discusses how the writing program works. There are various steps in each writing program/strategy, and they all have their own beliefs on what is important for students to know and learn about writing. The three writing programs/strategies have a good amount of similarities, but they also have their vast differences – mainly in the areas of how they are presented to students. The literature review also discusses some positives and negatives of each writing program/strategy. Also included in each are studies that can display how effective the writing programs/strategies are.

In the findings section, the information from the literature review is put into place. In the beginning, there is a guideline of the lesson plans and how they can be read and implemented. There are twenty lessons, each being forty minutes long. The lessons are intended for a group of sixteen students who meet for group instruction once a week. They are designed to be taught at the start of the second quarter throughout end of the third quarter (approximately the first week in November through the middle of April). This is to ensure that students are given time to
review topics from last year, or in the case of Kindergarten, get acquainted with brand new information. The review period is important to ensure that students have a solid understanding of concepts that were taught the previous year so that they are ready to learn new information. The lessons include beginning-middle-end, sequencing, sentences and fragments, nonfiction writing, opinion pieces, and constructing a digital book.

In the discussion section, the findings are looked at and related back to the literature presented in the literature review. The discussion section holds a section that focuses on reflections. In this section, thoughts of the writing programs are discussed - what was surprising, and what was expected from the literature. Also included are reasons certain topics were included in the lesson plans, and which were incorporated from each of the different writing programs. In addition, the discussion holds a section titled limitations. This section discusses limitations that came up in the implementation of the lesson plans. Discussing these limitations is helpful in the future in order to correct and build on the curriculum to try and make it run more smoothly. Finally, the discussion finishes with a section on implications. The further implications section holds information that can help to improve the curriculum in the future. This section discusses the impact of observing the effectiveness of the curriculum on students and suggestions about expanding the curriculum to reach a full year.

It is my hope, starting in kindergarten, that I can have students realize that writing doesn’t always have to be frustrating and difficult. With the right writing program, or combination of writing programs in place, students will gain the knowledge and skills they need to become good writers. It is also my intent that through the use of a writing program or combination of writing programs, students become better writers and increase their levels of achievement. I believe that with this curriculum, improvements in writing will be made.
Literature Review

In recent years, writing has become a larger focus in schools, due to higher state demands. I intend to develop a curriculum project that incorporates the best writing program/strategy, or combination of writing programs/strategies into a kindergarten and first grade English Language Arts curriculum. In order to understand the best writing approach, I explored Writing Workshops, 6+1 Traits, and Step Up to Writing.

The Importance of Writing

Step Up to Writing Research Basis (2005) states that “while writing is perceived to be an essential ingredient to academic success and effective participation in a literate society, national testing confirms that young writers are failing in alarming numbers to master this important life skill” (p.1). “A report by the United States government on adult literacy showed that 47% of American adults had limited literacy skills and could not use a bus schedule or write a brief letter about a billing error. It also showed that people with limited literacy skills had higher unemployment, lower wages, and voted less often than those with higher literacy skills” (Klatt, 1996, p. 7). These numbers give perspective to how important writing is, not just in school, but for the rest of an individual’s life. If students continue to lack appropriate writing skills, their economic well-being and success in society will diminish.

In order to assure that students have the best literacy skills, it is important to start student learning early. According to Crim, Hawkins, Thornton, Rosof, Copley, and Thomas (2008), the foundation of all learning is rooted in the development of language and literacy abilities. As teacher educators, we often hear about the importance of literacy development. In particular, the significance of phonological awareness to emergent readers and writers is emphasized (p. 17).
Students need to become aware of the structure of spoken language, and understand larger and smaller units of speech. Phonological awareness can be evaluated through activities that focus on rhyme and/or alliteration, and ask students to identify, isolate, or blend the individual phonemes in words. Phonological awareness is the foundation of learning, and the literacy skills are strongly linked to a child’s future reading success (Crim, et. al., 2008, 18). Students need to be comfortable with the structure of spoken language in order to begin their comprehension and understanding of written language.

During early childhood, there are various forms of written language. Students can express themselves through drawing, writing one or two words, or even a sentence. Any form of these is an expression of written language and students should be encouraged to continue and build on these forms.

Over recent years, writing instruction has become more prevalent in order to keep up with increasing state standards. “Students are expected to perform on classroom assignments and on a variety of standardized tests that include open ended questions and essays” explain Jasmine and Weiner (2007, p.131). In the most recent National Assessment of Educational Progress, 67% of eighth-grade students and 76% of twelfth-grade students performed either at or below the basic level in writing; meaning partial mastery of writing skills needed at the respective grade level (Salahu-Din, Persky, and Miller, 2008). These low scores bring concern that students are not ready for the writing demands of college and future employment success (Gilbert and Graham, 2010). Higher demands push teachers to teach to the test which may begin to harm students’ writing abilities. Students who received effective writing instruction score better on state writing tests than students who have received specific instruction directed toward the skills assessed on tests; they need to learn to write based on best practices rather than explicit
teaching to the test (Manzo, 2001). Writing is not only important in the classroom and on the state tests, but it is also necessary in order to be successful in today’s society.

**Three Ways to Teach Writing**

**Writing workshops.**

*How it works.*

The writing workshop approach is a completely different type of approach from traditional writing programs. According to Jasmine and Weiner (2007), “writing workshop is an interactive approach to teaching writing in which students learn and practice the importance of rehearsal, drafting/revising, and editing their own work” (p.31).

In writing workshops, students pick their own topics to write about, learn the conventions and mechanics of writing, and write for authentic audiences – writing is no longer all about that one final piece. Writing activities are put back with their purpose, and students end up wanting to write rather than complain about doing so. Bahous, Hachem, and Nabhani (2008), explain:

> The structure of the workshop helps teachers provide the teaching that young writers need because of its three basic components: (1) a mini-lesson or time for whole group; (2) time for independent writing or small group instruction; and (3) share time, which allows response and feedback as a whole class (p. 327).

As explained by Bahous, Hachem, and Nabhani (2008), “the writing workshop must follow the same pattern daily so that it could almost run itself independent of directed activity” (p.327). This way, students know what to expect and it is a constant in their daily routine. It helps that the students can look forward to the writing workshop and know that no matter what goes on in their day, they will still have the time to write at some point.
The writing workshop typically begins with a mini-lesson. The mini-lesson is a brief five to ten minute lesson that focuses on one area of writing. According to Painter (2006), “in order for students to become skilled writers they must be taught strategies for writing. Strategies differ from tasks. Tasks are often rote one-shot deals; strategies are ways of thinking that allow one to accomplish what is expected” (p. 23). These strategies could include prewriting, revision, editing, or writing skills. This involves direct instruction to the whole class. This is also a time that teachers can bring up problems they have noticed throughout a number of papers. It is a time designated to benefit the students and their writing. Mini-lessons are developed based on the needs of students after review of their work or questions. These lessons should be short (less than 10 minutes), focused and to the point, because immediately following them, the students will apply what they just learned during the next stage.

In the second stage of the writing workshop, the students work independently, in small groups, or with the teacher. This thirty to forty minute block is set aside for the writing process and conferencing. Biffignani (1995) notes that “the writing process is broken up into four subtopics: prewriting, drafting, editing and revision” (p. 6). In prewriting, student writing begins. Students are brainstorming and gathering ideas through lists, webs, diagrams, etc. They are beginning to think about what they are going to write about. If teaching young students, this stage can also include pictures instead of words. The pictures can then be eventually translated into the story.

The drafting point is where students get their thoughts out onto paper and start to shape their ideas. They are writing from what they have just brainstormed, and getting a piece of writing ready to share with classmates for editing. It doesn’t have to be structurally or grammatically perfect, but it should be able to relay the message or story that the student wants
to get across. In the third step, editing, students self-edit, peer edit, and teacher edit takes place. Students first look over their own paper to ensure that it makes sense. Spelling, punctuation, and other errors are also looked at and fixed. Peer editing comes next – this is where peers read and ask questions, offer suggestions, and help with grammar/mechanics. This is a very important part of the editing process. Painter (2006) explains:

When a writer reads his or her own writing it is very easy to miss even the most obvious mistakes. The writer’s mind knows the intent of what is written, so he or she will often fill in the blanks or automatically correct errors, especially spelling errors, when rereading (p.32).

Teacher editing is the last part of the editing process. Students take part in a one on one conference with the teacher, and final grammar/mechanical mistakes are worked out and help is offered. The writing is not changed by the teacher, but ways to clarify, if needed, are presented. This gives students the opportunity to discuss things that may need work in their writing.

Revision is the final part in this stage. Students take suggestions to make their final draft at this time. After students revise their paper, it should be ready to move to the final stage of the writing workshop.

The third and final stage of the writing workshop is sharing and publication. Students sit in a special chair (called the author’s chair) and share their final piece of writing with their classmates. This sharing of writing, as Klatt (1996) states, is very important for many reasons:

One is that some of the better students served as models for the lower students. It also gave ideas for topics to the other students. The children also felt good about themselves and their writing. The energizers helped with this - an energizer is the recognition of their work by clapping, a group cheer, etc. (p. 52).
This allows students to feel accomplishment with their peers. They can explain the reasons behind what they wrote – where they started and what it took to get to this point. Mayo (1990), shared that “one student stated, ‘it was a way to share myself with others’” (p. 8). Publication is also good for students to see because they contributed to the success of the author. They helped their classmate get to where they are and finish the piece of writing.

Publication is important for students. It gives them a chance to show off what they have accomplished to the school or community. Some magazines or online websites for teachers have contests that student writing can be submitted to. This could be a great way for students to get recognized. But, publication can be as simple as hanging work up outside of the classroom. It gives students a great sense of pride to see their work hanging up and others reading and taking interest in it. It has the same effect on them when it is hanging in the hall for everyone to see, or published in a book – students are proud of their work. However, publication should be limited to the students’ best works. As explained by Jasmine and Weiner (2007), “publishing contributes strongly to the writer’s development by providing personal reasons for students to revise and edit their work….however,…an over emphasis on publication could send the message that every piece of writing is equally important and skilled” (p.133).

**Positives of writing workshops.**

Writing workshops have been proven to benefit students in their writing. A main reason for this is because students become motivated to write. Most students, when asked to take out a piece of paper for writing, will tend to cringe or groan. Often, students have experienced writing as tedious or difficult, and that is a false impression. With writing workshops, students learn that writing doesn’t always have to be “boring”. They get to choose their own topics, research things that interest them, and share with their class. Not only do students find a new appreciation and
excitement for writing, but they learn the mechanics behind it too (Painter, 2006). According to Conroy, Marchand, and Webster (2009):

along with the excitement and motivation, my students really began to understand the mechanics of writing. They would use ‘juicy’ words in their stories, letters, and weekend news. They began to understand that a story needs a beginning, middle, and ending (p.45).

With writing workshops, a main goal is to get students writing; not necessarily about anything in particular, just getting their pencil to the paper. As a result of this, students are able to use their imagination – it gives them freedom to think about what they would like to talk or write about.

Writing workshops also give students a chance to look at their peer’s work. They are given the opportunity to edit papers, and use their knowledge on writing to help another student. When editing, students are reinforcing what they know, and practicing what topics they may not be so comfortable with through revision. When students have prepared a final draft of their writing, they are given the opportunity to publish their work – whether it is throughout the classroom, in the hall, or elsewhere. Their writing is seen by others and that is a special feeling for students. Conroy, Marchand and Webster (2009), shared that “the best part of the whole process was when my students got to share their stories they had published with the class. It was so entertaining to see their gleaming faces light up as they were reading to their classmates” (p.45).

Negatives of writing workshops.

In spite of all the positive information found about writing workshops, there are some concerns. In a world where standard after standard is being created for our students to reach,
instructional time in all subject areas is important. Time is an issue when it comes to writing workshops. According to Klatt (1996),

…this intervention requires a flexible schedule and a large block of time on a daily basis to be most effective. Time limitations due to restrictive daily scheduling could be a drawback. A large block of time is required due to the many components of the writer’s workshop (p.58).

Writing workshops require a lot of time and energy to run successfully, especially during the editing portion of the workshop. It can be overwhelming to find the time to balance the mini-lessons, along with the editing of student work. Conroy, Marchand, and Webster (2009) state,

I would have liked to utilize parent volunteers on a more regular basis. Part of the workshop program requires students to conference with the teacher to revise their stories. Having parents assist with the revising and editing portion would have been very beneficial and allow for students to publish more stories (p.50).

As well as being time consuming, some people feel that there is a lack of classroom management when implementing writing workshops. If someone were to walk into the room who wasn’t familiar with this type of learning approach, they may think that it is chaotic, that there is no way that students could learn anything in this type of environment. Morrison, Pollington and Wilcox (2001), state that “traditionalists…might think ‘disorder’, ‘no discipline’ or ‘poor classroom management skills’” (p.253). This is far from the truth. Yes, students are not always in their seats and there may be some noise, however, the noise is on task. Students are asking questions or opinions of their classmates, and giving feedback about writing. Another concern is that there is a lack of structure and precision. Some students enjoy the freedom, but others feel differently. The amount of freedom in writing can almost scare students – they don’t
know where to start without a purpose and don’t know where to go to get one. The most serious concern with the writing workshop, according to Morrison, Pollington and Wilcox (2001), is that “if children do not cooperate, even the best and most committed teacher will not be able to make the writing workshop succeed” (p.253). Every program has its faults, and with all of these concerns, there isn’t necessarily enough to offset the positive effects of writing workshops on student achievement. It may be time consuming, however, students are learning mechanics, composition skills and appreciation of writing. Writing workshops are more of an informal approach to writing, where students are given more freedom but still learn the valuable skills needed. The next program, 6+1 traits, teaches those valuable skills, but has a different philosophy when it comes to teaching students to write.

6+1 Traits

How it works.

6+1 Traits is an analytic scoring system for writing that was developed in the early 1990’s. It was developed by Spandel and Stiggins in order to get information about student writing performance (Paquette, 2009). This is more information than can be obtained from a single standardized test score, according to Higgins, et al. (2006). This system also “outlines how teachers could teach students specific criteria for writing” (as cited in Spandel, 1997, p.3). According to Smith (2003), “the Six-Trait writing method has been found effective in teaching students not only how to use this criteria but to constantly evaluate their own writing, but to improve their own perception of their writing skills” (as cited in James, Abbott, & Greenwood, 2001, p.3).

According to Higgins et al. (2006), “The Northwest Regional Educational Laboratory (NWREL) used six components as the foundation for their writing assessment model and as a
basis for descriptive criteria to define good writing” (p. 312). The original six traits of writing, according to the NWREL are: ideas, organization, voice, word choice, sentence fluency, and conventions. More recently another trait, presentation, has been added to the six traits as the “+1”, to make the 6+1 Traits of Writing.

Of the now seven traits, “ideas” is the first trait. According to Steineger (1996), ideas provide the “heart of the message and the details which make the message vivid and engaging” (p.6). In this, it is important that the message’s purpose is conveyed clearly throughout the writing. Smith (2003), explains that

…in order to convey the ideas and content of a text well, the writer should be sure to move from the general to the specific. The main themes of the paper should be able to stand out from the surrounding text. To maintain the reader’s attention, the writer should include original ideas that are insightful and bold. Attention to detail is important, but the writer should be careful not to repeat ideas that have already been covered in depth. The quality of the message is dependent upon the writer’s ability to build toward the announced objective (p. 3).

The next trait, organization, is important in many ways. Steineger (1996) states that organization is “the structure of the piece including a captivating and purposeful lead, strong transitions linking ideas, and a thoughtful conclusion” (p.7). In the writing piece, the ideas need to be logically placed throughout. The reader’s ability to understand the writing and make conclusions is based upon the flow of information given. If there is important information included in the writing, but it is not placed coherently, the message may be lost and the reader may not be left with the intended knowledge or conclusion. The writing should start with an introduction that alerts the reader about what they are going to read, as well as the information
they will need to understand the writing. The writing should have clear transitions, and show how one idea follows another. Finally, the writer should have a conclusion of the paper that explains and closes the main points of the writing. (Smith, 2003, p.4)

Voice is a trait that gives “personal tone and flavor of the piece; the writer’s way of connecting to the audience; the sound of a real person talking” (Steineger, 1996, p.7). The writer should know the intended audience and use that knowledge to make the text pertain to them. A big part of voice is knowing that the audience may have questions or possible arguments. With this, the writer should cover these questions before they are asked, and have enough material to give the audience a solid understanding. Different types of writing should also have a different voice. For example, Smith (2003) explains, “If a text is a narrative, the voice should be honest and should tastefully portray the student’s ideas in a manner suited for the audience. Exposition and persuasion should be a testimony to each writer’s commitment to a given topic” (p. 4).

The fourth of seven traits is word choice. Steineger (1996) explains that word choice is “rich, colorful, precise language that communicates in a way that moves and enlightens the reader and creates a picture in the reader’s mind” (p. 7). It is important that students choose words that help them get their meaning across. Words should not confuse the reader, but guide them in understanding. Words should be accurate in the way that they say what they are meant to – incorrect usage can take away from the writer’s intended meaning. It is also important that students do not repeat themselves because the reader can become uninterested if ideas are repeated (Smith, 2003).

Sentence fluency, according to NWREL, is “the rhythm and flow of word patterns; how a piece sounds when read aloud” (Steineger, 1996, p.7). Sentences should easily flow together and connect the ideas, building on the main point. Each sentence should also vary in length and
complexity in order to keep the reader interested. The writer must be sure that the sentence makes sense and expresses the mechanics of spoken language. Finally, sentence fragments should be kept to a minimum and only used for style (Smith, 2003).

The final trait of the original six is “conventions”. Steineger (1996) states, the conventions of writing are “the mechanical correctness of the piece; the spelling, grammar and punctuation” (p.7). Also included in this are capitalization, usage, and paragraphing; conventions add to the readability of a text. With misspellings and mistakes on grammar and punctuation, the writer’s message will get lost – causing difficulty for the reader and their understanding. Having different paragraphs in a piece will make reading easier for the audience – it gives the reader’s eyes a break. As for incorrect spelling, it slows down reading, and causes the audience to have to overthink to understand the purpose. This also causes the meaning to get lost in translation (Smith, 2003).

Presentation is a trait that was added more recently, making the 6+1 Trait Writing method. Presentation refers to the look of the writing on the page. Not all teachers choose this trait as one to focus on. However, it is important to make sure students pay attention to their handwriting and spacing of text. It is also important that the audience is able to read the writing for understanding. This trait is critical in the writing process and cannot be overlooked completely (Smith, 2003, p. 5).

Higgings, et al., (2006) explain, “Through 6+1 Traits, assessment is integrated with the writing curriculum as a tool for revision” (p. 312). Like Writing Workshops, students are taught in mini lessons, and their writing is assessed in terms of 6+1 Traits. Revisions are made to the work, and students use what they have been taught through the use of 6+1 Traits in order to
know how they should revise their work. The writing program, 6+1 Traits, fits within the writing process, making writing instruction more focused (Higgins, et al., 2006).

Because of higher demands due to state testing, it is important to make sure that students are learning as much information as possible in the short amount of time that is given. Higgins, et al. (2006), determined that “students who are taught to view their writing in terms of the 6+1 Traits during drafting, revising, and editing (steps in the writing process) should be able to meet the objectives of the state tests because most use the same or similar criteria” (p. 315).

In a study conducted by Arter, Culham, Pollard, and Spandel (1994), six classrooms of fifth grade students were examined to see the effectiveness of the 6+1 Traits model. According to Arter, et. al.(1994), there were 67 students in the treatment group, and 65 students in the control group. These groups were chosen simply by randomly assigning classrooms to each group. Direct instruction was given to the treatment group on three of the six traits (ideas, organization and voice). The control group was not given any training on any of the traits; however, the teachers did provide prewriting instructions. For the three traits taught, the treatment group showed substantial growth in the mean scores (0.55-0.87) and the traits that were not taught only showed minimal growth (0.10-0.53). As for the control group, minimal growth was shown for all six traits (0-0.21). Arter, et. al. (1994) concluded that the most important features of writing will improve with instruction and examples of what good and poor writing looks like.

**Positives of 6+1 traits model.**

6+1 Traits has been proven to benefit student’s writing. A main reason for this is because students learn to assess their own writing. The writing program gives students the ability to look for certain things in their writing. They can create a checklist of traits (voice, word choice,
organization, etc.) and determine if those important parts are in their own writing. If they are not, they can easily incorporate them, while learning from revising at the same time. This gives students a lot of practice with writing, which leads to improvement and confidence (Higgins, et al., 2006).

The 6+1 Traits program is also a program that can be easily understood by teachers as well as students. There is a clear goal for what is expected in the writing for the six (plus one) traits. This is important for students to see and refer to throughout their writing pieces. It is also beneficial for teachers because it keeps each student’s writing consistent, even if they are all on a different topic. Consistency is helpful to students - having the goals and knowing what to expect is one way to give that (Smith, 2003).

Another positive about 6+1 Traits is that it is easily incorporated into other writing programs, writing workshops, for example. Even if the school district has adopted a different writing program or the reading program that is being used has a writing component built into it, 6+1 traits can easily be incorporated as well (Higgins, et al., 2006).

Finally, 6+1 Traits gives teachers more data on their students. Because the program and its rubrics are broken down into seven “categories”, teachers can find exactly where their students are excelling and where they may need some extra practice. The rubrics are also helpful to teachers because they show growth over time. Throughout the year, teachers can refer back to them and see the improvements of their students. The rubrics can be discussed with students who show examples of their best work and also where they have become stronger writers. It gives teachers data for parents as well as administrators (Smith, 2003).
Negatives of 6+1 traits writing.

The writing program 6+1 Traits has many benefits. However, there are some factors that can deter teachers from using the program. Students can understand the program, and benefit from it if they know the language and expectations. Until this happens, the teacher has to explain the expectations and go over how the language is used. In the beginning, this can be a time constraint for teachers, as they do not have a lot of time in their day to spare. This writing program has also been said to be most effective when it is integrated with Writing Workshops. The use of all the traits in conjunction with the Writing Workshop helps students to reflect on the process of writing and focus on the information they need to relay to the reader. Time, again, is an issue in this case (Higgins, et al., 2006). While 6+1 Traits teaches students the main areas of writing, Step Up to Writing gives students strategies that will assist them in these writing areas.

Step Up to Writing

How it works.

Step Up to Writing was introduced in 1986 as a way to “provide educators with proven, hands-on, multisensory writing strategies that can be applied across the content/subject areas, with diverse populations of students, and at all academic levels, to improve student’s literacy achievement” (Auman, 2009, p.1). Included in Step Up to Writing is a collection of strategies to help teach writing, tools and activities to assist students with writing, and assessments that were designed to improve student’s writing and speaking skills as well as their listening and reading comprehension (Auman, 2009, p.1).

Step Up to Writing Research Base (2005) states that “writing depends on several processes that operate recursively with one another – generating and organizing ideas initially, then translating ideas into words, and finally revising” (p. 1). It is also the belief that these steps
must be taught directly to students and students must continue to practice them if they are to become coherent and fluent writers (Step Up to Writing Research Base, 2005).

The first critical step of writing, according to Step Up to Writing, is planning. In the planning stage, students begin to generate their ideas. The structure of the writing is beginning, and students are determining what their goals are for the writing piece. For older students, preplanning is a big part of the writing process. However, younger students do not spend a lot of time planning before they write. Rather, they do not plan ahead, but students plan as they write. Through the use of Step Up to Writing instruction, students are taught to organize their ideas prior to writing. Using techniques that are multisensory, students are taught to use color coding in order to visualize their organized writing. Different parts of a writing piece are represented by colors: green – topic sentence (and conclusion), yellow – detail that supports the topic sentence, and red – explain the detail. Students are taught several informal ways to organize their ideas, and they practice these new skills, sharing their work and receiving work for feedback (Step Up to Writing Research Base, 2005).

The second critical step of writing, according to Step Up to Writing, is translating. This phase requires students to put their ideas into written words and develop a coherent piece of writing. Writers who are developing their skills often have a difficult time finding the words to express the ideas that were generated. Another difficulty to developing writers is conveying their message in a way that is precise, natural and interesting – students have a lack of knowledge on the language needed. There are typically no transitions or links between sentences that help to get to the point of the writing. Students need to be taught skills that assist them in creating organized structures and grammatical skills that will help them to achieve sentences that
are well written (Step Up to Writing Research Base, 2005). According to the Step Up to Writing Research Base:

…in order to accomplish organized structures and well written sentences, Step Up to Writing assists students in translating their ideas into language and then writing sentences. Students listen as the teacher explains and models the composition of topic sentences, paragraphs, and transitions. Students then practice collaboratively with classmates, and use practice guides to compose their own works (2005, p. 2).

The use of color coding is again used and the Research base explains that Step Up explicitly teaches structures to direct student writing. In addition to discourse skills, students are taught sentence structures, and how to vary them, the strategies that clarify and enrich language expression, including the use of examples and word lists of lively verbs and adjectives and precise nouns (2005, p. 2).

Again, because not every student learns in the same way, multiple methods for drafting topic and conclusion sentences are taught.

Finally, after students have written their piece of writing, revision is the final step. This is the process of improving text by rewriting it. According to Graves (1983), revising is critically important to the writing process, but it is unlikely that writers will revise their writing without strong encouragement from adults. Beal (1996) believes that it can be difficult for students to understand the need for revision, but if places that would benefit from revision are specifically pointed out, they can often successfully repair the writing. This means that students are able to revise their writing; they just do not know how to detect these revisions on their own.

In order to address revisions, Step Up to Writing “provides models of the kind of writing teachers want students to produce, along with examples of what not to write: vague, poorly
organized writing” (Step Up to Writing Research Base, 2005, p. 2). In addition to models and writing samples, “students are given checklists and rubrics to evaluate their own essays and papers written by others, encouraged to write multiple drafts, given opportunities to revise, and are not expected to produce a perfect draft the first time” (Step Up to Writing Research Base, 2005, p. 2).

In a study found on the Step Up to Writing Website, conducted by the Los Angeles Unified School District, CA (2001-2003), the results of implementation of Step Up to Writing were discussed. This study was conducted at Emerson Middle School, which serves approximately 1440 students from 6th to 8th grade. According to the study, “Emerson Middle School has a large proportion of ethnic minority students: approximately 57% are Hispanic, 25% are African American, 10% are Caucasian, and 7% are Asian” (Los Angeles Unified School District, 2001-2003, p. 2). In order to measure the gains made by students, another middle school (Bancroft Middle School) was used as the comparison group. The students from Bancroft Middle School were matched to the students from Emerson Middle School based on their prior test scores in reading/language arts, and socio-economic status as well as the number of students in attendance. Teachers received a two-day training session and four follow-up workshops throughout the course of the school year. Students who were part of the intervention received about 30-60 minutes of Step Up to Writing instruction each week.

In the 6th grade, there were 419 students receiving Step Up to Writing who were given a pre- and post-test. Of these 419 students, 207 were randomly chosen from six different classrooms (Los Angeles Unified School District, 2001-2003, p. 2). As for the comparison group, students who had taken the pre- and post-test, 210 were selected randomly to participate. Each student in the study group was given 40 minutes to respond to a prompt eliciting persuasive
writing. Scores from both the pre- and post-tests were gathered and analyzed using a Normal Curve Equivalent scale (NCE). The intervention group was ranked in the 29th percentile, on average, after the pre-test. After 1 year of Step Up to Writing instruction, a post-test was given and students were ranked with an average in the 54th percentile (an increase of 25 percentile points). The comparison group had a pre-test score, on average, in the 52nd percentile and finished the year with an average post-test score in the 55th percentile (an increase of 3 percentile points) (Los Angeles Unified School District, 2001-2003, p. 3). According to the Los Angeles Unified school District,

> The results from the Step Up to Writing program evaluation provide promising preliminary evidence of the effectiveness of the Step Up to Writing program.

Specifically, the results show statistically significant and educationally meaningful gains in writing for general education, special education, English Learner, Free/Reduced Lunch, and gifted students using the program. The amount of gains observed is substantially greater than the gains observed for students from a demographically similar middle school program, who were receiving non-specific writing instruction (p. 5).

**Positives of step up to writing.**

Step Up to Writing can be beneficial in the classroom for both teachers and students. Step Up to Writing skills are sequenced so that students have an easier time understanding what is being taught. This begins with the teacher talking and using examples as visual aids. Students are also encouraged to frequently respond and ask questions. Modeling as well as guided practice and frequent feedback on strengths and weaknesses are a big part of Step Up to Writing. This ensures that students know what it feels like to succeed, and they continue to work hard in other writing activities. Organization is used extensively throughout the program, starting
students off in the right direction. This organization helps students, especially when they are transitioning throughout different types of writing (Step Up to Writing Research Base, 2001-2003, p.3).

Step Up to Writing is appropriate for elementary students because it breaks down higher order tasks and builds on prior knowledge. For example, instead of giving students a writing prompt and asking them to write a detailed paragraph off of it, the teacher will supply the topic sentence and conclusion. This allows students to focus on the middle sections of the writing. Higher order processes are broken down into small steps in order for students to develop a complete understanding of writing (Step Up to Writing Research Base, 2001-2003, p.3).

Finally, Step Up to Writing links different content studies and brings reading and writing together. Students write (or draw pictures depending on their grade level) to monitor comprehension. They also learn to write free responses to literature read, analyze what they have read, and learn essential note taking strategies. According to the Step Up to Writing Research Base (2005),

In Step Up to Writing, students are taught to generate and answer questions while they read, that elicit both factual and inferential interpretations of text. Teachers explicitly teach strategies for generating text summaries and a paragraph response and thesis statement that logically supports the answer to questions posed (p.4). This allows students to take their writing knowledge across the curriculum and be effective writers in any subject area.

Comparison of the Three Writing Approaches

Writing Workshops, 6+1 Traits, and Step Up to Writing are alike in their fundamental ideas of writing. They all believe that students need to have proper, whole group instruction
prior to working on a writing piece. Writing Workshops, 6+1 Traits, and Step Up to Writing also tend to follow the same basic formatting, where they have students begin the writing process by finding the main idea and organizing the information they have gathered. These writing programs/strategies also have students arrange their ideas into a written format, and finalize their writing by revising it based on feedback they have gotten.

While the main concepts of all three writing programs/strategies are similar, these writing programs/strategies do differ from each other. Writing Workshops have a more informal approach to writing, where the students get to make more of their own decisions in regards to their writing. They are given the information they need to begin, but they work more independently. 6+1 Traits teaches students to critique and analyze their own writing, becoming more aware of what they excel at, and where they may need more practice. This writing program is more structured, and students don’t have as much free writing time as they would throughout the writing workshop program. Step Up to Writing is similar to 6+1 Traits but different from Writing workshops, in that it is a more structured program. However, Step Up to Writing differs from Writing Workshops and 6+1 Traits mainly because it is primarily a group of strategies that create a solid understanding for students. Step Up to Writing is not necessarily a writing program, but a way for students to have access to tools that will assist them in their writing. It is something they can use to build their writing throughout the course of their schooling.

**Methodology**

I developed a curriculum project that focused on the best practices in writing, or combination of writing programs, into a kindergarten and first grade English Language Arts
curriculum during library time. I focused my supplemental curriculum on Writing Workshops, 6+1 Traits, and Step Up to Writing.

Participants

Throughout this curriculum project, I focused on the kindergarten and first grade English Language Arts curriculum. Students in kindergarten ranged from five to six years old. There were 37 students who were five years of age and eight students who were six years of age. Students in first grade ranged from six to seven years of age. There were two students who were repeating first grade, making them close to eight years old, while there were 35 students who were six years of age, and nine students who were seven years of age. The elementary student’s racial/ethnic origin was made up of 1% being American Indian or Alaska Native, 1% African American, 3% Hispanic or Latino, 1% Asian or native Hawaiian, 94% White, and 1% Multiracial. Of these students, 40% were eligible for free lunch, and 11% were eligible for reduced-price lunch. There was a 92% student stability rate, and a limited English proficiency of 1%.

Setting

The setting of this curriculum project was at Westfield Academy and Central School, which has one school for the district, housing kindergarten through twelfth grade. This K-12 school is in a rural area of New York State, with a kindergarten through fifth grade population of 313 students.

There were three kindergarten classes, each of which contained fifteen students. There were also three first grade classes, two with fifteen students, and one with fourteen students. This year, grades kindergarten through fifth adopted a new reading series – Journeys by Houghton Mifflin Harcourt. This reading series does have its own writing component. In
kindergarten, students start off the year by drawing their thoughts. They then move into learning how to write sentences, having a prompt that is almost fully written and they have to finish it (for example, “The sky looks ________). By the end of the year, students are answering questions in one sentence, based on their own opinions (for example, “What is your favorite part of the story?” My favorite part of the story is ________). Kindergarten writing instruction is mainly focused on getting students to write their thoughts down, and helping them begin to understand the mechanics of writing. In first grade, the reading series begins by having a review on information that was learned in kindergarten. Throughout the year, students learn how to label pictures, write to describe, write to respond, etc. through the use of writing prompts. In addition to writing instruction, there is one writing prompt for students to answer per day. This can range from creating a list of things (compose a list of creatures you would find in the ocean) to explaining something through their writing (which ocean creature would you most like to see and why?). Sentence fluency is a big target in first grade as well.

The writing classes for these grades was one forty minute time period per week with each kindergarten and first grade class. Therefore, this curriculum was designed for a situation where students aren’t seen daily, or there is extra time in a classroom schedule. This could also translate into the classroom as a writing component.

Design

I researched three writing programs or strategies to find out how they teach different concepts to students. These writing programs were writing workshops, 6+1 Traits, and Step Up to Writing. After completing the research, I decided that I would focus my curriculum on using Step Up to Writing. However, I felt that a combination of the writing programs/strategies would
be beneficial to students. Because of this, I took different skills and strategies from each writing program/strategy and combined them to develop the curriculum.

From Writing Workshops, I incorporated more free writing into my curriculum. I believe that students need to become more comfortable in their writing. They need to be able to have the opportunity to pick a topic and write what they know about it. I also included the publishing aspect of Writing Workshops. It is important for students to feel pride in the work that they are doing and know that others are seeing it.

I also believe that it is important for students to evaluate their own writing. Therefore, I incorporated a 6+1 Traits checklists into my First Grade curriculum so that students could become aware of different traits that should be used in their writing (ideas, organization, voice, word choice, sentence fluency, and conventions). These checklists will give students things to focus on and improve in their writing.

After my research was completed, I investigated Journeys by Houghton Mifflin Harcourt, the new reading series, to see if they had their own writing program, or if they based their program on one of these other writing programs/strategies. I found that Journeys is compatible with the three writing programs/strategies that I was researching. Journeys does have its own writing component which teaches students about some of the mechanics of writing, and solidifies the understanding of students by having them complete writing prompts focusing on the trait or topic they had just learned. However, Writing Workshops, 6+1 Traits and Step Up to Writing can be transitioned easily into it, making the program stronger. With this information and research, I constructed my curriculum.

Students were seen once a week for extra writing. Therefore, each week had one writing lesson for each grade level, or a total of two lessons per week (one for kindergarten and one for
first grade). Each of these lessons focused on an aspect of writing that the reading series recommends, but the way it is taught may vary depending on which writing program/strategy is being used at the time. The program was used as I developed it, which allowed me to find areas that had flaws and adapt them as necessary, fixing them as I went along. This curriculum project was focused on the second and third quarters of the year. This is because a lot of the first quarter is review of the previous year for students, while the fourth quarter is coming to a close and a review of the information they have gained throughout the present year. The curriculum project includes 40 lesson plans (20 Kindergarten and 20 First Grade), master copies of worksheets, and examples of student work for easy implementation into any curriculum.
Findings

Attached are twenty lessons, each forty minutes long. These lessons are intended for a group of sixteen students who meet with me once a week. They are designed to be taught at the start of the second quarter, and throughout the third quarter (approximately the first week in November through the middle of April). This is to ensure that students are given time to review topics from last year, or in the case of Kindergarten get acquainted with brand new information, that will assist in their learning. Throughout these lessons, the teacher will be teaching in a whole group setting, pulling students aside if extra help is needed.

The lessons are set up in three columns: Kindergarten, General, and First Grade. The standard(s), procedure, and assessment are explained in their respective grade level columns, while the title, objectives, materials, and similar procedures are explained in the general column.

In the “General” column, the title is given, and the objectives are stated. The objectives are what students will be able to do at the end of the lesson. The procedure is also explained in the “general” column. The procedures given in this column are the same for both grade levels. They become different when they are split into their respective columns. The standards have been taken from the English Language Arts Core Curriculum Standards. These have been written according to the Core Curriculum Format: W.K.1 (or something similar), where the “W” stands for “writing”, “K” stands for the grade level, and “1” is in reference to the standard being listed. The procedures start from where they break off in the general column, and the assessments have been made according to the grade level being assessed.
Lesson Plan Template

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>General</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> <em>Title of the lesson</em></td>
<td><strong>Standard:</strong> <em>Which standard(s) are met from the Core Curriculum Standards in English Language Arts.</em></td>
</tr>
<tr>
<td><em>Which standard(s) are met from the Core Curriculum Standards in English Language Arts.</em></td>
<td><em>Objectives:</em> <em>What students will be able to do at the conclusion of the lesson.</em></td>
<td><em>Which standard(s) are met from the Core Curriculum Standards in English Language Arts.</em></td>
</tr>
<tr>
<td>W.K.3 = (^<em>)W. (^</em>)K. (^*)3 (^\wedge)(^\wedge)(^\wedge) (\text{Writing Level Standard})</td>
<td><strong>Materials:</strong> <em>What you will need for the lesson.</em></td>
<td>W.1.3 = (^<em>)W. (^</em>)1. (^*)3 (^\wedge)(^\wedge)(^\wedge) (\text{Writing Level Standard})</td>
</tr>
<tr>
<td><strong>Procedure:</strong> <em>The steps to follow in order to teach the lesson.</em> <em>(In this column, the steps are specific to Kindergarten).</em></td>
<td><strong>Procedure:</strong> <em>The steps to follow in order to teach the lesson.</em> <em>(In this column, the steps are the same for both Kindergarten and First Grade.)</em></td>
<td><strong>Procedure:</strong> <em>The steps to follow in order to teach the lesson.</em> <em>(In this column, the steps are specific to First Grade).</em></td>
</tr>
<tr>
<td><em>How to measure what the students have learned.</em></td>
<td><strong>Assessment:</strong> <em>How to measure what the students have learned.</em></td>
<td><strong>Assessment:</strong> <em>How to measure what the students have learned.</em></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>General</td>
<td>First Grade</td>
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<tr>
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<td>-------------</td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Beginning, Middle, End (BME)</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.3 – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
<td><strong>Objectives:</strong> -Students will be able to draw/write what happened in the beginning, middle and end.</td>
<td>W.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Materials:</strong> -Story (Clifford Takes a Trip) -BME Paper -Pencil -Crayons</td>
<td><strong>Procedure:</strong></td>
</tr>
<tr>
<td>-Students may color all three pictures when drawings are finished. -If there is time, ask students to volunteer what they drew in each box.</td>
<td><strong>Procedure:</strong> -Introduce lesson telling students that it is important to know when things happened. “Today we are going to read a story and talk about what happened at the beginning, middle and end of the story.” -Hand out beginning, middle, and end (BME) worksheet. Students will need this throughout the story. -Begin to read the story, stopping after a few pages. Ask students to draw what has happened so far in the beginning of the story. -Continue reading for a few more pages, stop and ask the students to draw what has happened in the middle of the story. -Begin to read again, this time finishing the story. When finished, ask the students to draw what happened at the end of the story.</td>
<td>-Have students write a descriptive word under the picture, doing their best to sound it out. -Students may color all three pictures when drawings are finished. -If there is time, ask students to volunteer what they drew in each box.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong> -Informal observation, circulate the room, asking students what they are drawing in each box.</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>-Informal observation, circulate the room, asking students what they are drawing in each box.</td>
<td>-Informal observation, making sure students are writing the sentence correctly, and drawing a picture of an occupation.</td>
<td></td>
</tr>
</tbody>
</table>
Name:________________________________

Directions: Draw a picture that shows what happened in the beginning, middle and end of the story.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>General</td>
<td>First Grade</td>
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<tr>
<td>--------------</td>
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<td>-------------</td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Introduction to Sequencing</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td><strong>W.K.3 – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</strong></td>
<td><strong>Objectives:</strong></td>
<td><strong>Procedure:</strong></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>- Students will be able to sequence events from the story.</td>
<td>- Talk about temporal words (first, next, after that, finally, etc).</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td><strong>Materials:</strong></td>
<td>- Write temporal words under the boxes. Discuss placement with students, making sure they are in sequential order.</td>
</tr>
<tr>
<td>- SMART Board activity</td>
<td>- SMART Board activity</td>
<td>- Allow students to slide disguises into correct placement on SMART Board.</td>
</tr>
<tr>
<td>- Story “Turkey Trouble”</td>
<td>- Story “Turkey Trouble”</td>
<td>- Have students copy temporal words under the boxes.</td>
</tr>
<tr>
<td>- Worksheet</td>
<td>- Worksheet</td>
<td>Finally, have students cut and glue the disguises into the correct order.</td>
</tr>
<tr>
<td>- Scissors</td>
<td>- Scissors</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>- Glue</td>
<td>- Glue</td>
<td>- Collect worksheets and review with students who place more than two disguises incorrectly.</td>
</tr>
<tr>
<td>- Pencils</td>
<td>- Pencils</td>
<td><strong>Procedure:</strong></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Procedure:</strong></td>
<td>- Collect worksheets and review with students who place more than two disguises incorrectly.</td>
</tr>
<tr>
<td>- Allow students to come and slide the disguises into their correct positions on the SMART Board.</td>
<td>- Explain to students that you are going to talk about sequencing, or the order in which something happens.</td>
<td>- Pass out worksheet, have students cut out and glue the disguises in their correct order.</td>
</tr>
<tr>
<td>- Pass out worksheet, have students cut out and glue the disguises in their correct order.</td>
<td>- Read “Turkey Trouble”. Point out the different disguises and ask students what came before each new disguise.</td>
<td>- Collect worksheets and review with students who place more than two disguises incorrectly.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>- When finished with the story, open the SMART Board activity and tell students that they are going to put the turkey’s disguises in order.</td>
<td>- Have students cut and glue the disguises into the correct order.</td>
</tr>
</tbody>
</table>
Name:_________________________________  Turkey Trouble

Directions: Cut out and glue the turkey’s disguises in the correct order.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>General</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Sequence Matters</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.3 – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>- Students will be able to sequence daily events.</td>
<td>- Students will be able to show correct usage of temporal words throughout their narrative (first).</td>
<td>W.1.3 – Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Materials:</strong></td>
<td><strong>Procedure:</strong></td>
</tr>
<tr>
<td>- Hand out five boxed sheet, giving them the first and last step (get dressed, get on the bus/in the car/ start walking.)</td>
<td>- Paper - Pencils</td>
<td>- Hand out five boxed sheet, explaining that they will write a sentence about each picture, using temporal words (First, I get dressed).</td>
</tr>
<tr>
<td>- Have students write the word under the box (dress, hair, eat, teeth, bus (walk, drive)).</td>
<td></td>
<td>- Students will draw/color pictures that go along with each box.</td>
</tr>
<tr>
<td>- Students may draw and color pictures that go along with each box.</td>
<td></td>
<td>- Allow students to share their morning with the class.</td>
</tr>
<tr>
<td>- Allow students to share their mornings with the class.</td>
<td></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td></td>
<td>- Observe and assist as students are writing.</td>
</tr>
<tr>
<td>- Observe and assist as students are writing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Write one word in each box to tell your morning routine. When finished, draw a picture to show each step.
Name______________________________
(First)

Directions: Write a sentence on the lines below for each box, describing the steps you follow in the morning. When finished, draw a picture to show each step.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>General</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> When I Grow Up</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.8 –With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td><strong>Objectives:</strong></td>
<td>W.1.8 –With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Materials:</strong></td>
<td><strong>Procedure:</strong></td>
</tr>
<tr>
<td>-When finished with the story, have students draw and color a picture of what they would like to be when they grow up. -Circulate the room and assist students in adding a keyword at the bottom of their picture (ex. doctor, construction worker, teacher, etc.). -Allow time for students to share their work with classmates.</td>
<td>-Non-fiction story on a group of different jobs -Paper -Pencil -Crayons</td>
<td>-Have students write the sentence “When I grow up I want to be a _______”. Students can pick a job from the board and fill in the blank space. -If there is time, have students to draw a picture of what they want to be when they grow up. -Allow time for students to share their work with classmates.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Procedure:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>-Observation, making sure students are drawing a picture of an occupation.</td>
<td>-Introduce lesson telling students that there are many things they can be when they grow up. -Ask students to brainstorm about some jobs they can have when they are older (this is whole group, write these on the board). -Tell students that every job is important and they are going to learn more about some of them. -Read story to students, asking what each person’s responsibility is when they are doing that job.</td>
<td>-Observation, making sure students are writing the sentence correctly, and drawing a picture of an occupation.</td>
</tr>
</tbody>
</table>
When I Grow Up (Kindergarten)

Directions: Draw and color a picture of what you want to be when you grow up. When finished, write a word that matches the picture.

Name: __________________________
Name: ________________________________

Directions: Write about what you would like to be when you grow up. When finished, draw a picture showing what you want to be when you grow up.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>General</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Sentences and Fragments</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td><strong>Objectives:</strong></td>
<td>W.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Materials:</strong></td>
<td></td>
</tr>
<tr>
<td>-Go through numbers 1-8 with students, filling in “s” for sentence or “f” for fragment.</td>
<td>-Sentences and fragments worksheet</td>
<td></td>
</tr>
<tr>
<td>-Have students independently work on numbers 9 and 10.</td>
<td>-Pencils</td>
<td></td>
</tr>
<tr>
<td>-Collect papers and have students discuss what they put for their answers.</td>
<td><strong>Procedure:</strong></td>
<td></td>
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<tr>
<td></td>
<td>-Explain to students that a sentence begins with an uppercase letter and ends with a period. It also has a “who” and a “what”.</td>
<td></td>
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<tr>
<td></td>
<td>-Show students some examples of sentences (The dog chased the cat.) and fragments (big flower).</td>
<td></td>
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<tr>
<td></td>
<td>-Ask students to orally give an example of a sentence and fragment.</td>
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<tr>
<td></td>
<td>-Hand out worksheet, explain that we are going to go through the sentences together and decide if they are sentences or fragments.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Assessment:</strong></td>
<td></td>
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<tr>
<td></td>
<td>-Ticket out the door: have students orally tell a sentence and a fragment.</td>
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<tr>
<td></td>
<td><strong>Procedure:</strong></td>
<td></td>
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<td></td>
<td>-Go through numbers 1-6 with students, filling in “s” for sentence, or “f” for fragment.</td>
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<tr>
<td></td>
<td>-When finished, have students complete numbers 7-10 on their own.</td>
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<tr>
<td></td>
<td><strong>Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Ticket out the door: have students write one sentence and one fragment.</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Read each line, decide if it is a sentence or a fragment. If it is a sentence, put an “X” in the sentence(s) column, if it is a fragment, put an “X” in the fragment(f) column. When finished, come up with one sentence and one fragment of your own.

<table>
<thead>
<tr>
<th>Sentence/Fragment</th>
<th>S</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cat chased the mouse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. in the sky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. May I have a glass of water please?</td>
<td></td>
<td></td>
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<tr>
<td>4. glass of water</td>
<td></td>
<td></td>
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<tr>
<td>5. books</td>
<td></td>
<td></td>
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<tr>
<td>6. I love to read books!</td>
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<td></td>
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<tr>
<td>7. Let’s go sledding!</td>
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<td></td>
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<tr>
<td>8. in the snow</td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
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</tbody>
</table>
Name: ___________________________  Sentences and Fragments (First Grade)

Directions: Read each line, decide if it is a sentence or a fragment. If it is a sentence, put an “X” in the sentence(s) column, if it is a fragment, put an “X” in the fragment(f) column. When finished, come up with two sentences and two fragments on your own.

<table>
<thead>
<tr>
<th>Sentence/Fragment</th>
<th>S</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cat chased the mouse.</td>
<td></td>
<td></td>
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<tr>
<td>2. in the sky</td>
<td></td>
<td></td>
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<tr>
<td>3. May I have a glass of water please?</td>
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<tr>
<td>4. glass of water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. in the snow</td>
<td></td>
<td></td>
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<tr>
<td>6. I love to read books!</td>
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<td>7.</td>
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<tr>
<td>8.</td>
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<tr>
<td>9.</td>
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<td>10.</td>
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<td>Kindergarten</td>
<td>General</td>
<td>First Grade</td>
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<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> How to Plant (1 of 2)</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.3 – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
<td><strong>Objectives:</strong></td>
<td>W.1.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
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<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Materials:</strong></td>
<td>W.1.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</td>
</tr>
<tr>
<td>-Read 2-3 stories, asking students comprehension questions throughout (what did they do first?). -Allow them to browse through some books on planting with a partner.</td>
<td>-Books on plants and planting (Can be fiction or non-fiction, as long as they show steps to planting.)</td>
<td><strong>Procedure:</strong></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Procedure:</strong></td>
<td>-Partner students, allow them to pick from a basket of books (they need to read/look at at least three). -Tell students to make sure they are looking for how to plant a flower or type of plant. -Once they have gone through the book, have students think-pair-share steps to planting.</td>
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<tr>
<td>-Individually ask students one step to planting.</td>
<td>-Tell students that we are going to be learning the steps to planting.</td>
<td><strong>Assessment:</strong></td>
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<td></td>
<td>-Go to the board and ask students how plants grow. Brainstorm ideas on the board and make sure to save the ideas for the next class period (dig, cover, water, mark, etc.). -Tell students “next class we will be writing about how to plant a seed”.</td>
<td>-Students will think-pair-share their ideas about how to plant.</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>General</td>
<td>First Grade</td>
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<tr>
<td><strong>Standard:</strong> W.K.3 – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
<td><strong>Title:</strong> How to Plant (2 of 2) <strong>Objectives:</strong> -Students will be able to sequence events. <strong>Materials:</strong> -Stories from previous class -Worksheet <strong>Procedure:</strong> -Introduce lesson by reminding students what we were working on last class. -Go over what steps they came up with. -Tell students that we are going to create a guide that will help someone if they were going to plant. <strong>Assessment:</strong> -Assess based on a rubric. If students don’t do well, pull them and go over what needs to get corrected, doing so together.</td>
<td><strong>Standard:</strong> W.1.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <strong>Procedure:</strong> -Explain to students that they are going to write about how to plant a seed. -Brainstorm transitional words (first, next, after that, last). -Begin to have students discuss what comes first. -Give them the topic sentence “It is easy to plant!” -Complete the next sentence as a group as well: “First, dig a hole.” -Have students create the rest of the sentences on their own -Gather the students and come up with a conclusion sentence: “Planting is easy!” <strong>Assessment:</strong> -Assess based on a rubric. If students have many corrections, pull them to the side and go over what needs to be corrected, doing so together.</td>
</tr>
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</table>
How to Plant (Kindergarten)

Directions: Write a keyword under each box about the steps to planting. When finished, draw a picture to show each step.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>General</th>
<th>First Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> The Moon</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</td>
<td><strong>Objectives:</strong></td>
<td>W.1. 2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
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<td><strong>Procedure:</strong></td>
<td><strong>Materials:</strong></td>
<td><strong>Procedure:</strong></td>
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<tr>
<td>-Hand out worksheet and explain that they are going to write one thing about the moon. -Ask students what to put in the “Name it” section (The moon), then verb (give examples: has, is, etc.) and have students finish the sentence with a picture (craters, big, etc.). -Allow students to share with a partner. Have them read their sentence and explain the picture.</td>
<td>-Nonfiction book about the moon -Worksheet</td>
<td>-Hand out worksheet, explaining that students will be writing sentences about the moon. The topics above each line are what the students should write about. -Remind students that they need to use complete sentences. -Give time for students to complete, wandering around the room for assistance and making sure students are staying on task. -Partner students. Explain that they will read their sentences out loud, one at a time, and their partner will make sure that it makes sense.</td>
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<td><strong>Assessment:</strong></td>
<td><strong>Procedure:</strong></td>
<td><strong>Assessment:</strong></td>
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<tr>
<td>-Observation with use of a checklist</td>
<td>-Ask students what they know about the moon. -Explain that today they are going to read about the moon and write a sentence /sentences about the moon. -Read story -Ask students to share what they learned about the moon. -Individually call on students and write their ideas on the board.</td>
<td>-Observation with the use of a checklist.</td>
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</table>
Name:______________________________

The Moon (Kindergarten)

Directions: Create a sentence about the Moon by naming it, using a verb, and drawing a picture to finish the sentence.

Name It! | Verb It! | Finish It! (With a Picture)

__________________________________
__________________________________
__________________________________

__________________________________
Name:______________________________  The Moon (First Grade)

Directions: Write sentences about the Moon.

Write a sentence about...

________ the color of the Moon ________.

________ the shape of the Moon ________.

________ the size of the Moon ________.

________ one thing you learned ________.
### Kindergarten

**Standard:**

W.K.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Procedure:**

- Brainstorm sentences that name a mammal and have one fact about that mammal (giraffes have purple tongues). Come up with five to six of these.
- Pass out worksheet. Ask students to pick one of these sentences and write it on their worksheet.
- When finished, they may draw and color a picture of the mammal they picked.

**Assessment:**

- Call students up to read their sentences. Make sure students name the mammal and include one fact about it. Check for the beginning letter to be uppercase and the sentence to have a period at the end. Have students fix corrections.

### General

**Title:** Informative - Mammals

**Objectives:**

- Students will be able to write informational texts, naming a mammal and giving facts about that mammal.

**Materials:**

- Nonfiction book on mammals (Amazing Mammals by Dorling Kindersley is a good book to use)
- Worksheet
- Pencils
- Crayons
- Information cards

**Procedure:**

- Remind students that we talked about and wrote a sentence/sentences about the moon. Tell students that we will be writing about mammals today (explain what a mammal is).
- Read story, emphasizing characteristics of mammals.
- Allow students to think about a mammal they would like to focus on.
- When finished, have students read it to you and fix corrections.

**Assessment:**

- Check to make sure students name the mammal and have three facts about it. Make sure students have uppercase letters at the beginning of sentences and periods at the end.

### First Grade

**Standard:**

W.1.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Procedure:**

- Students may pick from the six mammals that are on the cards on the table.
- Group them according to the animal they chose.
- Brainstorm topic sentences (Cheetah’s are my favorite mammal).
- Have students write topic sentence then refer to information cards and pick three facts to write about.
- Tell students to write those three.

**Assessment:**

- Check to make sure students name the mammal and have three facts about it. Make sure students have uppercase letters at the beginning of sentences and periods at the end.
Name:________________________

Directions: Write one sentence about a mammal, then draw a picture of that mammal.
<table>
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<tr>
<th>Kindergarten</th>
<th>General</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Introduction to Opinions</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.1 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td><strong>Objectives:</strong></td>
<td><strong>Procedure:</strong></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td>- Students will be able to orally explain what an opinion is.</td>
<td>- Write “I think the best part of the story was when _____” on the board. Have students copy and finish the sentence with their own opinion of the story. If there is extra time, students may draw a picture that goes along with their opinion.</td>
</tr>
<tr>
<td>- Brainstorm, as a class, opinions of the story so that students can easily copy one of them off the board.</td>
<td>- Students will be able to come up with their own opinion of a story.</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>- Give the sentence starter “I think the best part of the story was when ______”. Have students write and draw what they thought the best part of the story was.</td>
<td>- Students will be able to write their opinion and draw a picture (if time) of a part in the story.</td>
<td>- Look over student work, making sure they understood what an opinion was, and their sentence makes sense. Fix any mistakes found in the sentence, and discuss with student.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Materials:</strong></td>
<td></td>
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<tr>
<td>- Look over student work, making sure they understood that an opinion was an idea of their own, and that they had a picture of something that came from the story.</td>
<td>- Paper</td>
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<td></td>
<td>- Pencils</td>
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<td></td>
<td>- Any type of non-fiction story</td>
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<td></td>
<td><strong>Procedure:</strong></td>
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<td></td>
<td>- Introduce lesson by explaining that an opinion is how you think about something. An opinion is something that everyone can have a different idea about.</td>
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<td>- Give examples of opinions (I think summer is the best time of year, I like vegetables, I feel scared during thunderstorms).</td>
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<td></td>
<td>- Ask students to agree or disagree with those opinions, and explain that not everyone may agree with you, but that’s okay. People have different thoughts about each one, so that’s what makes it an opinion.</td>
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<td>*Remind students that it is okay to disagree with other people’s opinions, but you have to be respectful about it.</td>
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<td></td>
<td>- Read a story (give some opinions throughout).</td>
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</tbody>
</table>
Name:_________________________________________  Opinion Piece
Directions: Write and draw about the best part of the story.
<table>
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<tr>
<th>Kindergarten</th>
<th>General</th>
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<tbody>
<tr>
<td><strong>Standard:</strong></td>
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<tr>
<td>W.K.1 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td>W.1.1 – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
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<td><strong>Procedure:</strong></td>
<td><strong>Procedure:</strong></td>
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<tr>
<td>-Have students write an opinion of it. Tell students that they have to tell what the name of the story was, their opinion of it, and why. -Give the sentence “I think ______ was a ______ story. It was ______ because ______.” -Have keywords written on the board so that students can refer to them if needed (story name, good, bad, funny, happy, sad, etc.).</td>
<td>-Have students write an opinion of it. -Give an example of an opinion and a reason to support that opinion. -Tell students they need to write about the story, tell if they liked it or not, and why they thought it was a good story. -Brainstorm words that students could use in their sentences (good, bad, funny, happy, sad, etc.). -Write the sentences “I think ____ was a ____ story. It was _____ because ______.” -Students need to copy the sentences, adding in their opinions and reasons.</td>
<td>-Have students write an opinion of it. -Introduce lesson by reviewing what an opinion is (how you think about something). -Tell students that it is good to have an opinion of something, but it is important to support your opinion. Explain that supporting an opinion means that you have reasons for thinking a certain way. -Read a story.</td>
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<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
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<tr>
<td>-Look over student work, making sure they understood that an opinion was an idea of their own, and that they described why they thought that way. If a student didn’t, discuss what was supposed to be done with that student.</td>
<td>-Look over student work, making sure they understood what an opinion was, and their sentence makes sense. Fix any mistakes found in the sentence, and discuss with student.</td>
<td></td>
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</table>
Name:__________________________

Opinion Piece (Kindergarten)

Directions: Write an opinion of the story and why you thought that.

I think _____________________________ was a ____________________________

_______________________________story. It was ____________________________

because ____________________________.

______________________________________________.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Opinion Piece</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.1 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td><strong>Objectives:</strong></td>
<td>W.1.1 – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
</tr>
</tbody>
</table>
| W.K.7 – Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | - Students will be able to again discuss what an opinion is.  
- Students will be able to orally express their favorite Dr. Seuss book and why, after listening to three stories. | W.1.7 – Participate in shared research and writing projects. |
| **Assessment:** | **Materials:** | **Assessment:** |
| - Informal assessment as students are expressing their favorite book and why, making sure that students understand what an opinion is, and why they like a certain book the best. | - 3 Dr. Seuss books  
- Paper and pencil (to jot down which book each student likes and why). | - Informal assessment as students are expressing their favorite book and why, making sure that students understand what an opinion is, and why they like a certain book the best. |
| **Procedure:** | **Procedure:** | |
| - Introduce lesson by telling students that they are going to listen to three books by the same author. With these three books, they are going to decide which one is their favorite and why.  
- Read three Dr. Seuss books to the class.  
- Go around the room and ask students which book was their favorite and why, make quick jots on a piece of paper about which book a student likes and why. This will help for the next class time in case students do not remember which book they liked or why.  
- Explain that the next time students come in, they are going to write a letter to someone, telling them which book they liked and why. | - Introduce lesson by telling students that they are going to listen to three books by the same author. With these three books, they are going to decide which one is their favorite and why.  
- Read three Dr. Seuss books to the class.  
- Go around the room and ask students which book was their favorite and why, make quick jots on a piece of paper about which book a student likes and why. This will help for the next class time in case students do not remember which book they liked or why.  
- Explain that the next time students come in, they are going to write a letter to someone, telling them which book they liked and why. |
Jot Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Book</th>
<th>Why</th>
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</table>

**Standard:**

W.K.1 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.7 – Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**Procedure:**

- Give students the letter template. Students will complete the letter by filling in the blank spaces with their opinions.

**Assessment:**

- Informal assessment as students are expressing their favorite book and why, making sure that students understand what an opinion is, and why they like a certain book the best.

**Title:** Opinion Piece (2 of 2)

**Objectives:**

- Students will be able to again discuss what an opinion is.
- Students will be able to write a letter to someone, describing what their favorite Dr. Seuss book is and why.

**Materials:**

- 3 Dr. Seuss books (to refresh memories)
- Guided letters (K)
- Letter paper (1st)
- Pencils

**Procedure:**

- Introduce lesson by reviewing the three Dr. Seuss books that were read previously.
- Ask student to tell you which book they liked best and why. If students cannot remember, refer back to the notes that were taken during the previous class time.
- Explain to students that they are going to write a letter to someone, telling them their favorite Dr. Seuss book, and why.

**Materials:**

- 3 Dr. Seuss books (to refresh memories)
- Guided letters (K)
- Letter paper (1st)
- Pencils

**Assessment:**

- Using a rubric, make sure students had a date, greeting, book, opinion, two reasons, and a closing.

**Procedure:**

- Give students the blank letter, and write what they should have in their letter on the board. Students will have to complete the letter and fill in the blanks with their opinions and reasons. (For example, Dear______, My favorite Dr. Seuss book is______. I think this because ________. I also thought this because _______. You should read the book, it is really_____! From, _______).
- If there is extra time, allow students to share their letters with the class.

**Assessment:**

- Using a rubric, make sure students had a date, greeting, book, opinion, two reasons, and a closing.
Opinion Piece (Kindergarten)

Directions: Fill in the blanks with your opinion of a Dr. Seuss book.

Dear __________________________,

My favorite Dr. Seuss book is ___________________________. I think this

because _______________________________________________________

___________________________________________________________. You should read it sometime!

Love,

____________________________________
Opinion Piece (First Grade)

Directions: Write your opinion of a Dr. Seuss book.

Dear ____________________________,

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<th>Kindergarten</th>
<th>General</th>
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<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Strengthening Writing (1 of 2)</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</td>
<td><strong>Objectives:</strong></td>
<td>W.1.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Materials:</strong></td>
<td><strong>Procedure:</strong></td>
</tr>
<tr>
<td>-Hand out paper. Give students the topic sentence “A friend has two good qualities;” -Have students draw a picture of both qualities. -With a partner, have students tell what their three characteristics of a good friend are, and have them help each other spell the word as best they can (They may use the brainstormed words to assist in spelling). -Collect papers and keep them for next class.</td>
<td>-Worksheet -Pencils</td>
<td>-Hand out paper, ask students to fill out their Four qualities of a good friend, making sure they are using complete sentences. -Partner students and have them peer review each other’s papers – checking for uppercase letters at the beginning of sentences, punctuation at the end, and correct spelling. If needed, they may suggest ways to improve their peer’s paper. -Collect papers and save them for next class.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Procedure:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>-Review student’s work, making sure they have the words spelled correctly, fixing them if needed.</td>
<td></td>
<td>-Review student’s work, making sure they have the words spelled correctly and uppercase letters and punctuation are in their proper places.</td>
</tr>
</tbody>
</table>
Name: __________________________

Strengthening Writing (Kindergarten)

Directions: Draw a picture of two good qualities a friend has. When finished, write those qualities next to the picture.

A friend has two good qualities.

1. 

2. 
To be a good friend, a person has to have four qualities. First,

_____________________________________________________

Second, _____________________________________________.

Next, ______________________________________________

Finally, _____________________________________________.
<table>
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<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Strengthening Writing (2 of 2)</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.5 – With guidance and support from adults, respond to questions and</td>
<td><strong>Objectives:</strong> -Students will be able to respond to peer critiques</td>
<td>W.1.5 – With guidance and support from adults, focus on a topic, respond</td>
</tr>
<tr>
<td>suggestions from peers and add details to strengthen writing as needed.</td>
<td>and strengthen their writing.</td>
<td>to questions and suggestions from peers, and add details to strengthen</td>
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<tr>
<td></td>
<td></td>
<td>writing as needed.</td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
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</tr>
<tr>
<td>-Students will receive their work from last class. On their final paper,</td>
<td>-Remind students of the work they did last class.</td>
<td>-Hand back papers and give students time to look at corrections.</td>
</tr>
<tr>
<td>students should use the sentence starter “A good friend…” They should</td>
<td>-Tell them that their peers may have made and discussed changes that</td>
<td>-Hand out final copy worksheet and ask students to make corrections as</td>
</tr>
<tr>
<td>then fill in their two words they picked (“A good friend is kind and</td>
<td>they need to make and that you have also looked them over and made</td>
<td>they write out their final copy.</td>
</tr>
<tr>
<td>patient.”). -When finished, have students draw a picture to go along</td>
<td>corrections.</td>
<td>-Allow student to share with classmates.</td>
</tr>
<tr>
<td>with their sentence. -Allow time to share with class. -Hang in the hall.</td>
<td>-Pass out rough drafts from previous class. Ask students to look over</td>
<td>-Hang in the hall.</td>
</tr>
<tr>
<td></td>
<td>them and if they have any questions, to talk to you.</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td>-Explain to students that they are going to get a paper for their</td>
<td>-Use a rubric to make sure students followed corrections on rough draft.</td>
</tr>
<tr>
<td></td>
<td>final copy. They need to fix corrections and use their best handwriting.</td>
<td></td>
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<tr>
<td></td>
<td>These will be hung in the hall.</td>
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</table>

**Assessment:**
-Use a rubric to make sure students followed corrections given on rough draft.
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<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Digital Book (1 of 5)</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td><strong>Objectives:</strong></td>
<td>W.1.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td>W.K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td><strong>Materials:</strong></td>
<td>W.1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Materials:</strong></td>
<td><strong>Procedure:</strong></td>
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</tbody>
</table>
| -Tell students that we will be creating our own digital books  
-Show example of digital book, and model how it was made (creating a story board – planning ideas, starting with a blank power point, editing, final copy, etc.).  
-Show students how to find pictures online and insert them into the power point (right click on the picture, copy, go back to power point, right click where they want the picture, and select paste. They may move the picture around to different places by dragging it.).  
Also show how to type the sentences underneath the picture.  
-Begin brainstorming ideas for digital book. | -Model of a digital book | -Tell students that we will be creating our own digital books  
-Show example of digital book, and model how it was made (creating a story board – planning ideas, starting with a blank power point, editing, final copy, etc.).  
-Show students how to find pictures online and insert them into the power point (right click on the picture, copy, go back to power point, right click where they want the picture, and select paste. They may move the picture around to different places by dragging it.).  
Also show how to type the sentences underneath the picture.  
-Begin brainstorming ideas for digital book. |
Clocks!

I'm a clock with many colors, and am surrounded by many others...

People tend to think I'm crazy.

You can't use me when it's hazy.

I am there when you say Grace.

People use me in a race.

I wake you up everyday.

While I help you get on your way.

I am here for work or play.
I hang on your wall, I’m here to stay!

I tell you the month, day and year.

You’re team will score, have no fear!

I am the easy clock to read.

I’m the Grandfather everyone needs.

I am tall…the dingding clock tower

I swing, with a lot of power!

I help you when you need…because I am everywhere you can believe!
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<tr>
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<td><strong>Objectives:</strong></td>
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</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td>- Model of a digital book</td>
<td></td>
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<tr>
<td>- Finish brainstorming (if needed).</td>
<td>- Brainstorming from previous class</td>
<td></td>
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<tr>
<td>- Partner students up.</td>
<td>- Story board worksheets</td>
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<tr>
<td>- Give them about 5 minutes to decide what they would like their book to be on.</td>
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<tr>
<td>- Introduce the story board. Show students that one square is like one page of the book, so what they want on one page (the picture and sentence) needs to go in the same square.</td>
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<tr>
<td>- They will work with their partners to construct their story board.</td>
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<tr>
<td>*Be sure to circulate room to keep students on task.</td>
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<td></td>
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<tr>
<td>- Collect boards.</td>
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<tr>
<td>- Edit so that they are ready for student’s next class.</td>
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</table>
Name: ____________________

Directions: Draw and write what will go in each page of your digital book.
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<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Digital Book (3 of 5)</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td><strong>Objectives:</strong></td>
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<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Procedure:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>Observation, making sure students are staying on ask and looking for pictures.</td>
<td>- Hand back edited story boards</td>
<td>Observation, making sure students are staying on task and looking for pictures.</td>
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<tr>
<td></td>
<td>- Allow students to go over them</td>
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<tr>
<td></td>
<td>- Review how to find pictures (clip art, Google images).</td>
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<td></td>
<td>- Allow students to go on computers and look for pictures.</td>
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<td></td>
<td>- Save work on computers for next class.</td>
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<tr>
<td>Kindergarten</td>
<td>General</td>
<td>First Grade</td>
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<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Digital Book (4 of 5)</td>
<td><strong>Standard:</strong></td>
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<td>W.K.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td><strong>Objectives:</strong></td>
<td>W.1.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
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<td>W.K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>- Students will be able to develop a digital book.</td>
<td>W.1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td><strong>Materials:</strong></td>
<td></td>
</tr>
<tr>
<td>- Story board</td>
<td>- Computer</td>
<td></td>
</tr>
<tr>
<td>- Saved digital books</td>
<td>- Saved digital books</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td><strong>Procedure:</strong></td>
<td></td>
</tr>
<tr>
<td>- Quick refresher on how to find pictures.</td>
<td>- Quick refresher on how to find pictures.</td>
<td></td>
</tr>
<tr>
<td>- Show students how to type their sentences under the picture.</td>
<td>- Show students how to type their sentences under the picture.</td>
<td></td>
</tr>
<tr>
<td>- Allow students to quickly finish pictures, begin sentences.</td>
<td>- Allow students to quickly finish pictures, begin sentences.</td>
<td></td>
</tr>
<tr>
<td>- Students should be able to finish sentences by the end of class. If not, allow ten minutes at the beginning of next class to finish.</td>
<td>- Students should be able to finish sentences by the end of class. If not, allow ten minutes at the beginning of next class to finish.</td>
<td></td>
</tr>
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<td><strong>Assessment:</strong></td>
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<tr>
<td>Observation, making sure students are staying on task and looking for pictures.</td>
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<td>--------------</td>
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</tr>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Title:</strong> Digital Book (5 of 5)</td>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>W.K.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td><strong>Objectives:</strong></td>
<td>W.1.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td>W.K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>-Students will be able to develop a digital book.</td>
<td>W.1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>-Students will be able to read/share their digital book with others.</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>Use a rubric to make sure students have sentences that flow and fit with their picture. Corrections should be shown on the final project, and students should stay on topic with their digital books.</td>
<td>-Materials:</td>
<td>Use a rubric to make sure students have sentences that flow and fit with their picture. Corrections should be shown on the final project, and students should stay on topic with their digital books.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>-Digital book</td>
<td></td>
</tr>
<tr>
<td>-Computers</td>
<td><strong>Procedure:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td>-Give students ten to fifteen minutes to finish up their projects.</td>
<td></td>
</tr>
<tr>
<td>-Make sure to circulate and check books for corrections when possible.</td>
<td>-Have students present their books to the class, sharing the title, and reading their sentences.</td>
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</tr>
</tbody>
</table>
Discussion

Reflection

I chose to write a supplemental writing program because writing has become increasingly important in recent years. Writing is an important literacy skill. It gives students an opportunity to express themselves, understand others’ perspectives, and prepare for a successful future. In order to become productive members of society, students need to be taught the conventions of writing, carrying their knowledge with them when they leave school.

I decided to create a curriculum for a reformed library program with the goal of focusing on and improving writing ability in kindergarten and first grade students. These two grades are extremely important to the reading and writing foundation. Writing is a critical early literacy skill because it is the foundation to students’ schooling, and realistically, life. Writing is all around us, whether it is realized or not, and the sooner students are introduced to skills and strategies, the better they will do in school.

It was my intent to create a supplemental writing program that showed students how to grow in their writing. I didn’t want them to be sitting in a seat day after day learning the conventions of writing. I wanted them to get the opportunity to learn the conventions, but also use these conventions in their writing in a way that is useful.

I researched three writing programs/strategies (Writing Workshops, 6+1 Traits, and Step Up to Writing) because they were the most well-known writing programs/strategies. I wanted to see the similarities and differences between the three, and where they diverged in their beliefs of teaching writing. I included Step Up to Writing in with the other two writing programs because the school that I am creating this curriculum for uses the strategy.
I was surprised to find that 6+1 Traits and Writing Workshops tend to have a lot of the same beliefs on what students need in order to become good writers. For example, they both look highly upon the importance of the publication phase in writing. However, after researching the writing programs/strategies, I decided that pulling parts from 6+1 Traits and Step Up to Writing would be best. I liked the breakdown of 6+1 Traits, but I also felt that Step Up to Writing allowed students to apply their writing to real world situations (writing letters, giving opinions, etc.). I also felt it was important to utilize Step Up to Writing in my curriculum because the school that this curriculum was designed for has endorsed it as their writing strategy. It is essential to keep language the same, so students can be familiar with terminology and stay comfortable in their writing abilities.

While I was deciding what my 20 lessons should be focused on, I looked at the Common Core State Standards for English Language Arts in Kindergarten and First Grade. It is important to always keep those standards in mind while teaching. While all the standards are important, I felt that focusing on sequencing would be a good place to start for students. Sequencing can sometimes be overlooked, but it is an important skill not only for students to recite information, but write in a coherent manner. This can also translate into writing a “how to” piece which is a focus in the Core Standards as well. Step Up to Writing has a lot of focus on transition words (First, next, last), and it is important for Kindergarteners to become comfortable with putting details in order so that they are able to use those transitional words easily in First Grade.

I also felt that at such a young age, it is important for students to become aware of sentence structure. All too often in higher grades, students are not noticing that what they are writing is not a complete sentence. If students are able to identify a sentence or a fragment early on in their writing, they will have an easier time writing when they get older. The writing
program 6+1 Traits focuses a lot on sentence fluency – making sure that sentences flow and fragments are kept at a minimum and only used for style purposes. However, in Kindergarten and First Grade, students need to recognize when they are writing fragments, therefore, I incorporated an activity for students to become aware of sentences and fragments through the use of Step Up to Writing.

In the Core Standards, informative writing is presented often. Step Up to Writing has great activities for easing students into constructing their own sentences by breaking them down (Name it, Verb it, Finish it). I felt that informative writing was important, so I focused a bit of time on it in my curriculum.

Both 6+1 Traits and Step Up to Writing emphasize that editing is an important part of the writing process, and I agree whole heartedly with that. It is crucial for students to be able to spot mistakes in not only someone else’s writing, but in their own writing as well. Students learn the most from their mistakes and they need to have the opportunity to look at them and think about how they can fix them. In my curriculum I incorporated peer editing, times for students to take a look at their own writing and try to fix it on their own, and also with opportunities to revise teacher guidance.

Finally, having students work together to complete a project can be a great way for them to learn from others. It is crucial for students to become comfortable using technology, in our constantly changing technological society, in order to complete an assignment. Having them create a digital book is a great way for young children to begin to use their critical thinking skills but yet easily incorporate writing into the product. The Core Standards require students to use digital tools to produce a writing piece, and with the use of their knowledge from Step Up to Writing and 6+1 Traits, students can show what they have learned in a digital final product.
Relationship to Established Literature

Writing workshops

While I thought that Writing Workshops were a great way to teach writing, I didn’t feel that it would fit best for the time allotted for this supplementary class. Because the class is only forty minutes per week, that time needs to be utilized and I feel that this can be done more effectively with 6+1 Traits and Step Up to Writing. These programs seem to be more structured and the students need that structure in the early grades to thrive in their schooling. I think if my students were older and had more understanding of writing concepts, Writing Workshops may work better.

6+1 traits

When reviewing the Core Standards in English Language Arts, I noticed that there was a lot of focus on sequencing, informative writing, sentence fluency, and editing. The writing program 6+1 Traits seems to align with this, focusing a lot on organization and sentence fluency particularly, making sure students are writing coherent sentences. It also has a big focus on editing and presentation, which is just as important in the writing process.

Step up to writing

Step up to writing is effective in giving students the activities necessary to meet the Core Standards. It gives both teachers and students the tools to learn and improve on important writing techniques (sentences, fragments, sequencing, etc.). Hand in hand with 6+1 Traits, Step Up to Writing is a very effective writing strategy that allows students to take the knowledge and language they learned from prior years and build on it to become stronger writers.
Limitations

One limitation in this writing curriculum was the lack of time available to implement the curriculum. Having students once a week for forty minutes restricted what I was able to do with students. It is difficult to pick twenty lessons that are important enough to be touched upon when there are many other topics that are equally as important. I would have enjoyed having students more frequently.

It was also difficult to have students once per week because there was a good amount of time spent on review from previous classes. It is difficult for anyone to remember what happened a week ago, much less five and six year olds. Therefore, at least five minutes per class was spent talking about what was learned the week before.

In addition to review, there were a lot of weeks where students missed their class period due to having a half day, or a holiday off from school. It was difficult to try and catch those classes up with classes who had gotten their class period. At times, lessons were cut short in order to touch on other topics. I would consider this a big limitation because if there was more than one session per week, it may have been easier to catch students up. There was not a lot of time in the schedule for catching classes or students up if they were absent, which can put them at a disadvantage.

Further Implications

In the future, this curriculum could be observed and tested to make sure that it is effective. Certainly, students benefit from being submerged in writing; however, there could be more beneficial ways or topics that could use some extra time rather than some of these lessons. This curriculum works well for Kindergarten and First Graders, but it can be changed in order to benefit higher grade levels.
I also think that this curriculum could be expanded to be a full year. The beginning of the year is devoted to review or acclimating kindergarten students to their school environment. This curriculum could be expanded to include that review and acclimation, giving teachers lessons or ways to do this. It can also be expanded at the end to include more review, or even preparation for the next grade level. This curriculum can be made into a forty week program rather than a twenty week, or lesson, program – possibly making it more beneficial.

The writing program 6+1 Traits, along with Step Up to Writing, is an effective way for teachers to relay information to students. Teachers are given a guideline of techniques in 6+1 Traits that students need to master in order to become excellent writers. Step Up to Writing fills in those blanks and gives teachers the tools and activities needed to teach those techniques in ways that apply to real world writing. It gives students’ writing a purpose – they aren’t writing just to write.

The twenty lessons in this curriculum incorporate both 6+1 Traits and Step Up to Writing, giving teachers the materials needed to easily and effectively implement this supplemental writing into their classroom. With these lessons, students will learn to enjoy writing, and be able to take their knowledge from one grade to another, building from year to year.
References


Auman, M. (2009). Step up to writing and the alliance for excellent education’s reading next: A vision for action and research. *Read-Write Connection, LLC.*


Supplemental Primary Writing Instruction


Appendix
### Appendix A

**Lesson Plan Template**

<table>
<thead>
<tr>
<th>Standard: W.K.1</th>
<th>Use a combination of drawing and dictating to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</th>
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<tbody>
<tr>
<td><strong>Assessment:</strong></td>
<td></td>
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<tr>
<td><strong>Procedure:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kindergarten</th>
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</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Opinion Piece</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td><strong>General</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard: W.1.1</th>
<th>Write opinion pieces in which they introduce the topic or name the book, state an opinion, supply a reason for the opinion, and provide some sense of closure.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B
Common Core Curriculum
Writing Standards
Kindergarten Writing Standards

Text Types and Purposes

- **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

- **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

- **W.K.4.** (Begins in grade 3)
- **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- **W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.K.9.** (Begins in grade 4)

Range of Writing

- **W.K.10.** (Begins in grade 3)
First Grade Writing Standards

Text Types and Purposes

- **W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

- **W.1.4.** (Begins in grade 3)
- **W.1.5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- **W.1.7.** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.9.** (Begins in grade 4)

Range of Writing

- **W.1.10.** (Begins in grade 3)