

Unit 6: Craft/Revision (3 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students study mentor authors in order to learn how to lift the quality of their writing.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Identify different craft styles in writing
- Revise pieces to include craft styles
- Include details in significant parts of their stories

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Reviewing various craft strategies taught this year as a way to show not tell, elaborate, add details (Refer to anchor charts from Units 3, 5)
- Finding different craft moves in familiar texts and discussing how and why the author used them
- Studying new craft moves and why authors use them (this list will depend upon the craft strategies taught in previous units as well as on the authors selected to study) See anchor chart sample included in notes/tips section.
 - Sound words
 - Repeating words
 - Use of punctuation such as dashes, ellipses, etc.
 - Purposeful dialogue
 - Internal thinking
 - Voice
 - Leads that hook the reader
 - Endings that provide closure
- Revising work to include craft moves
 - Trying out a craft move in many published or unpublished pieces from earlier in the year.
 - Try several different craft moves in one part/sentence of a piece. Compare and contrast. Which craft move works better? What makes you think that?
- Working with a partner to share revisions and get feedback
- Revising work to include a strong lead
- Saying more by adding sensory descriptions
- Using precise and descriptive language
- Using classroom visuals and supports to write words (e.g., familiar ABC chart, word wall, anchor charts)
- Using punctuation, capital letters (See Common Core Language Standards for grade level)

expectations)

Notes/Tips:

- Refer to the District Conventions Continuum to determine appropriate convention objectives (punctuation, capitalization, syntax) to teach during the unit. Copies are available in the grade level literacy binders and on the district website http://ww3.mamkschools.org/ela/Units_of_Study.html.
- Analyze student writing to assess whole class, small group and individualized needs.
- Have guided writing groups as a way to differentiate instruction.
- Students will select previously written narrative and realistic fiction texts to revise during the unit. These may be published or unpublished pieces. The goal of the unit is for the students to develop a repertoire of craft strategies. In order to do this, students must have multiple opportunities to practice using a revision strategy in the context of their own writing.
- Begin this unit by studying one author together as a class before allowing students to self-select a mentor author.
- Recommended authors include Ezra Jack Keats, Angela Johnson, Kevin Henkes, Donald Crews and Joanne Ryder.
- For author specific resources (e.g., audio/video interviews, blogs, personal websites) use TeachingBooks.net. To access this and other online databases go to your school library landing page on the district website.
- Connect the work of the writing unit to reading workshop. During independent reading have students notice and mark with a Post-it place in their just right book(s) where they noticed the author using one of the craft moves the class is studying.
- Have different types of paper available so students have paper choice for independent writing.
- Interactive writing and shared writing are essential daily balanced literacy components that allow teachers to demonstrate writing strategies students are expected to use including conventions, elaboration strategies, spelling, etc.
- Use a lot of “think aloud” strategies to model the use of an author as a mentor.
- Have students make revisions in a different color so that it is easy to identify the revisions made.
- Create a chart of craft moves.

What do we notice	What is it called	Why does the author do this?	Example (Copy from the text)	Who tried it today?

- Teachers may have students publish writing using word processing tools such as Word or other online publishing tools.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.
- To view samples of student writing across genres and grade levels use the link <http://readingandwritingproject.com/resources/student-writing/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Writing Book* by Gretchen Owocki
- *Units of Study in Opinion, Information, and Narrative Writing, Grade 1* by Lucy Calkins et al
- *Teachers College Reading and Writing Project 1st Grade Writing Curricular Calendar 2010-2011*
- *Craft Lessons* by Ralph Fletcher and JoAnn Portalupi
- *In Pictures and In Words* by Katie Wood Ray
- *The Craft of Revision* by Lucy Calkins and Pat Bleichman
- *Authors as Mentors* by Lucy Calkins and Amanda Hartman
- *I Can Write Like That! A Guide to Mentor Texts and Craft Studies for Writers K-6* by Susan Ehmann and Kellyann Gayer
- *The Revision Toolbox* by Georgia Heard
- *6+1 Traits of Writing: The Complete Guide for Primary Grades* by Ruth Culham (Chapters 5, 6)
- *Mentor Texts: Teaching Writing Through Children's Literature, K-6* by Lynne R. Dorfman and Rose Cappelli
- *Guided Writing: Practical Lessons, Powerful Results* by Lori D. Oczkus
- http://ww3.mamkschools.org/ela/Units_of_Study.html (See the District Conventions Continuum)