

# Suggested Mini-Lesson Topics

## Grade 1

Lessons are pulled from Grade Level Curriculum Snapshot. They represent concepts that are identified as D (develop) on the District Writing Curriculum. Each lesson could take a single or multiple days. All of the following items are **ESSENTIAL LESSONS** that all teachers in that grade level **MUST TEACH**. This is not a sequence. Mini Lessons should be taught in all areas of the Writing Process throughout the school year.

Teachers are encouraged to supplement this list with the specific needs of their writers.

### Writer's Workshop Procedures

- Classroom teacher directed. See Lucy Calkins "Launching Book" for additional support.
  - Organization
  - Expectations

**\*\* All of the lessons below given come from the Lucy Calkins series.**

### Prewrite (Ideas and Organization)

- The student generates ideas:
  - Brainstorms with class- Book 1: 27
  - Generates ideas from verbal prompts- Book 2:55
- The student considers purpose: Book 1:86, 97    Book 3:1,71
  - Informs- Book 6:1, 29, 57
  - Describes- Book 2: 11
- The student considers audience:
  - Self- Book 1: 44
  - Family- Book 1: 97
- The student gathers information:
  - Experiences- Book 1:44,97
  - Observations- Book 6: 57
- The student uses strategies to organize ideas:
  - Utilizes sketches- Book 1:27, 35, 43    Book 2: 47

## **Draft** (Organization, Sentence Fluency, Word Choice)

- The student connects pre-write process:
  - Applies pre-write activities to create draft- Book 1: 27, 43, 85, 91, 97    Book 2: 1, 11    Book 6: 1, 11, 57
- The student creates text from ideas:
  - Matches text with pictures
  - Developmental Spelling- Book 1: 51, 57, 65, 73    Book 2: 39, 77
- The student rereads while drafting: (these skills are taught through teacher modeling during write-to's and thinking aloud)
  - Rereads with teacher help
  - Rereads independently
- The student writes independently:
  - Writes independently
- The student composes in a variety of ways:
  - Uses sketches
  - Handwritten

## **Conference / Reflect** (Discuss all Six Traits when applicable)

- Student shares own work and shares with teacher to improve °.
  - Use Book 1 "Time to Confer" section with each lesson.
  - Peer Conferencing- Book 2: 109    Book 3: 79, 89, 97, 103

## **Revise** (Word Choice, Sentence Fluency, Voice, Conventions)

- Adds Text:
  - Adds label to sketches- Book 1: 43    Book 6: 81
  - Adds drawing/graphics to enhance text - model to show this is done during publishing

## **Edit** (Conventions)

- The district has designated editing marks for first grade. These marks are taught in such examples as daily news, daily language reviews, modeling during write-to's, etc.

## **Publish**

- Children will learn the whole process of writing and will start to publish upon end of work and when modeled by the teacher.

## **Genre**

- Narrative: Creative/Expressive
  - Writes in personal journal/ writer's notebook
- Timed Writing: (This section completed through quarterly assessment)
  - Sketches/labels meaningful piece with time limit.
  - Writes meaningful piece in 30 minutes (no prompt-chooses own genre)
  - Writes meaningful piece in 30 minutes (prompt-chooses own genre)

## Craft

- Classroom teacher directed.
  - Use “Author’s Celebration” at the end of each book.

## References

The following is a list of references you can use to find worthwhile min-lessons and/or activities to help you teach **THE WRITING PROCESS**. Remember **Six Traits Lessons** should be taught as part of the writing process...they should not be the focus of **ALL** mini-lessons. Many of these resources are available from your reading specialist or from you building’s professional library.

*6 +1 Traits of Writing: The Complete Guide for the Primary Grades* by Ruth Culham

*About the Authors* by Katie Wood Ray

\*\*\*Excellent Resource

*Craft Lessons: Teaching Writing K-8* by Ralph Fletcher & JoAnn Portalupi

*Nonfiction Craft Lessons: Teaching Information Writing K-8* by Ralph Fletcher and JoAnn Portalupi

*Seeing with New Eyes* edited by Northwest Regional Laboratory

\*\*\*A Guidebook on Teaching and Assessing Beginning Writers

*Scaffolding Young Writers: A Writer’s Workshop Approach* by Linda J. Dorn & Carla Soffos

*Units of Study for Primary Writing* by Lucy Calkins

\*\*\*Excellent Resources

*Wondrous Words: Writers and Writing in the Elementary Classroom* by Katie Wood Ray

*Writer’s Workshop: Working Through the Hard Parts (and they’re all hard parts)* by Katie Wood Ray

