**Writing Sequence Initial Planning and Rationale**

Name: Emily Leinwand Grade Level: 1st

Start date of Literacy CLT: November 2019

1. **Genre and Audience**: **What genre are students writing and who will the audience be?**

They will be writing informative pieces. They will be writing directions or “how to” pieces. Their classmates/parents will be the audience.

1. **Writing Sequence Goals (2):** Consider what you want students to be able to know and/or do by the end of the writing sequence and what will they need to know/learn to accomplish that. Be realistic—these goals should be attainable (and measurable) by the end of a 10-lesson sequence. These goals also need to be focused on the development of ideas, not on spelling, grammar, and mechanics. (You will help students improve their spelling, grammar, and mechanics through occasional, brief teaching points throughout the sequence, but the development of ideas is the most critical part of writing.)  
   1. **Goal 1: Be able to write an informative piece (instructions) in sequential order.** 
      1. **Why did you choose this goal?**

I chose this goal because it was a standard that I thought was age appropriate for my class. It also gives a platform to practice some writing conventions.

* 1. **Goal 2:** **Be able to write an informative piece (instructions) with specific details.** 
     1. **Why did you choose this goal?**

I chose this goal so that children can practice writing details. We talk about big ideas and details in class “read alouds” and during our reading curriculum, but we never write about specific details. I think this will keep children engaged and motivated because they will get to choose what they want to learn about.

* 1. **Criteria for Success:** Define the criteria for success for each goal and then describe what it will look like if students meet these criteria at the 3 different levels of success.

*Example:*

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| ***Writing Sequence Goal*** | ***CRITERIA for Exceeds Target*** | ***CRITERIA for***  ***Meets Target*** | ***CRITERIA for***  ***Needs Support*** |
| *Students will write a personal narrative with sensory detail.* | *Student describes multiple elements of the narrative (i.e., setting, characters, events, etc.) with multiple details and senses. The reader feels like they are experiencing the event themselves.* | *Student describes one or two elements of the narrative (i.e., setting, characters, events, etc.) with a few details and/or senses.* | *Student includes one or two sensory details.* |

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| **Writing Sequence Goal** | **CRITERIA for Exceeds Target** | **CRITERIA for**  **Meets Target** | **CRITERIA for**  **Needs Support** |
| **Be able to write an informative piece (instructions) in sequential order.** | There is a list of instructions and all the steps are in order. | There is a list of instructions  and some  of the steps are in order. | There is a list of instructions and none of them are in order. |
| **Be able to write an informative piece (instructions) with specific details.** | There are many specific  details (5) used  in the steps. | There are some  specific  details (3) used  in the steps. | There are no  Specific details  used in the steps. |

# Name: Emily Leinwand Grade: First Genre: Informative

**Writing Sequence**

Complete the following table with your plan for your writing sequence.

**NOTE: Any changes you make to your outline based on your reflections should be done in a different color font than the original so your instructor can see the changes. *Please do not delete your original work*.** We want to see evidence of how the writing sequence evolves over time so don’t worry about how different things are! The point of this assignment is that you are reflecting on your teaching and your students’ work and making changes to your instruction along the way, so we expect to see multiple changes throughout.

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| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Date:** | **Date:** | **Date:** | **Date:** | **Date:** |
| **Daily Objective:**  Students will be able to tell the parts of directions: a beginning, middle, and end. They go in order, there might be numbers, there might be ingredients or supplies. | **Daily Objective:**  Students will be able to verbally say in order how to make lemonade. | **Daily Objective:**  Students will be able to  put sentences (given by the teacher) in order as a group to correctly make a serious of instructions. | **Daily Objective:**  Children will be able to write steps about how to walk from the classroom to the office. | **Daily Objective:**  Children will be able to read their steps to another group and edit their steps. |
| **Mini-Lesson Focus:**  *(will likely be focused on helping students generate ideas for their writing piece)*  Showing children how important it is to write something in order and not to forget any details. | **Mini-Lesson Focus:**  Make the lemonade the “right” way with lots of scaffolding and support. Write the steps on the smart board. Have them copy the steps on a piece of paper. | **Mini-Lesson Focus:**  Children will have the opportunity to practice putting steps in order. This will scaffold them and show them how precise they must be when writing steps, and how they have to go in order for them to make sense. | **Mini-Lesson Focus:**  With a scaffolded sheet of paper with headings and numbers, children will write steps on how to get to the office in groups. | **Mini-Lesson Focus:**  Children will be able to try their steps out with another group to see if they make sense and work. |
| **Mentor Text:**  N/A – Lemonade Presentation | **Mentor Text:**  N/A | **Mentor Text:**  N/A | **Mentor Text:**  N/A | **Mentor Text:**  N/A |
| **Instruction:**  **I do**: Have the children tell me how to make it. Make the lemonade the wrong way. Meaning that I only put in amounts if they tell me, and I make it in the order they tell me to. Then have someone try it. It won’t taste right. Ask them what we did wrong. | **Instruction:**  **I do**: I will set the paper up with headings and numbers to correctly write how to make lemonade the “right” way.  **We do**: We will come up with the 3/4 of the steps together.  **You do**: Then they will write the last (two) steps by themselves.  **Share**: We will share our ideas out to the class. Then together come up with the two best sentences for the last two steps. | **Instruction:**  **I do**: Bring back the lemonade steps and ask if it would make sense in a different order. Emphasize how important order is.  **We do**: Model how to put steps in order. Go over the norms and rules for the activity.  **You do**: Pass out the steps in strips for each group and they will have time to talk and read the strips, then put them in order.  **Share**: Children will have different scenarios so each group can share the order of their strips. | **Instruction:**  **I do**: I will demonstrate how I get from the front door to Mrs. Staudt’s desk. I will write a couple of the steps on the smart board and have children help me along the way.  **You do**: In groups children will write how to get from the classroom to the front office. They will do this in groups. | **Instruction:**  **I do**: I will read my directions out loud and have a child do the steps and see if they work.  **We do**: Edit the steps that need help.  **You do**: I will have the class split up into their groups. They will read them to each other and then edit if they need to.  **Share**: Ask children if they had to edit. What worked, what didn’t work. What they needed to fix. How did they know. |
| **Planning for Conferring &/or Small-Group Instruction:** | **Planning for Conferring &/or Small-Group Instruction:** | **Planning for Conferring &/or Small-Group Instruction:**  I will be able to walk around while the small group activity is happening. If any groups need help I can support them at this time. | **Planning for Conferring &/or Small-Group Instruction:**  I will be able to walk around during the group activity and help tables who need help. | **Planning for Conferring &/or Small-Group Instruction:**  I will be able to walk around and help during the group activities. |
| **Assessment (How will you quickly evaluate students’ progress?):**  While making the lemonade ask for suggestions while we make it to change the directions on the board.  Ask them if I made the lemonade right.  Have a child taste the lemonade then tell the class it is bad. Then have children think pair share in groups of what we could have done. Have children share out what we could have done. | **Assessment (How will you quickly evaluate students’ progress?):**  Children will share out what they think the best last two steps are for making lemonade.  Children will turn in the steps that they made partially with me, partially alone.  I will pull popsicle sticks for children to help me write the steps on how to make lemonade. | **Assessment (How will you quickly evaluate students’ progress?):**    I will be able look at the group work. They will turn it in and I can see the order of the strips. I will be able to walk around during the group activity and listen to what children are saying. I will take volunteers to help me put my strips in order for the example. | **Assessment (How will you quickly evaluate students’ progress?):**    I will read the steps that children have written when they turn it in.  I will be able to walk around and look at their work as they work in a group. | **Assessment (How will you quickly evaluate students’ progress?):**    When children are helping me edit my steps, I will know who understands why the order matters so much. |
| **Teaching Notes / Resources:** | **Teaching Notes / Resources:** | **Teaching Notes / Resources:** | **Teaching Notes / Resources:** | **Teaching Notes / Resources:** |
| **Reflection:** | **Reflection:** | **Reflection:** | **Reflection:** | **Reflection:** |

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| **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| **Date:** | **Date:** | **Date:** | **Date:** | **Date:** |
| **Daily Objective:**  Children will be able to notice features for a “how to” from different mentor texts. | **Daily Objective:**  Children will be able to write steps as a group in sequential order about the topic given. | **Daily Objective:**  Children will be able to edit their sentences and make sure that they have a complete sentence. | **Daily Objective:**  Children will be able to edit their sentences and make sure every sentence starts with a capital and ends with a period. | **Daily Objective:**  Children will be able to share their “how to” books to each other and listen to the other books. |
| **Mini-Lesson Focus:**  Making an anchor chart of characteristics. Noticing pictures, numbers, sentences, headings, long sentences or short sentences, the details, etc. | **Mini-Lesson Focus:**  Introduce the project. We are making books by group table. I will give you a topic. As a group you will work to make a mini book. | **Mini-Lesson Focus:**  Use the anchor chart to refer children back to the characteristics of a “how to” book. | **Mini-Lesson Focus:**  Use the mentor texts to show that every sentence starts with a capital and ends with a period. | **Mini-Lesson Focus:**  Children will be able to share their work and be proud of what they have made. |
| **Mentor Text:** | **Mentor Text:**  N/A | **Mentor Text:**  Anchor Chart | **Mentor Text:**  **PICK ONE** | **Mentor Text:**  N/A |
| **Instruction:**  **We do**: Pull out one book and turn to a random page. Ask children what they notice. Ask three volunteers and add to the anchor chart.  **You do**: Pass out books to each table group. Have everyone look through the book. Give everyone a job using task cards. The writer, the talkers, the person who looks at the book, the person who holds the book and flips the pages. Then have them generate a list of things they see in the book that might be important for their own “how to” books.  **Share**: Share out from each group and add to the class anchor chart. Go over the characteristics. | **Instruction:**  **You do**: Pass out the topics and have children focus on the steps. Pass out note cards. Use task cards. Two writers. Someone who talks about the ideas (manager). Someone who puts them in order. Each step is written on a notecard. They are moveable, so they can put them in order. Once they are finalized they write a number on them to put them in order.  Everyone picks a step this is there step for the book. They are in charge of this step. | **Instruction:**  **I do**: Pull up the anchor chart. Ask children what they think they can add or edit on their cards.  **You do**: Focus on the complete sentences. Have children go to their groups and edit their partners sentence. Make sure it is complete and makes sense. | **Instruction:**  **I do**: Use the book to show complete sentences with periods and capital letters.  **You do**: Have them go back to their desks and check their own sentences then switch with a partner and check their sentences too. | **Instruction:**  Each group will get to share their book to the class. Each person will read their own page from the book. |
| **Planning for Conferring &/or Small-Group Instruction:**  Walk around and listen to groups. Ask questions like “Where did you see that? Why is it important? What else do you see?” | **Planning for Conferring &/or Small-Group Instruction:**  Mrs. Staudt and I will walk around to finalize the steps that are in order. Have them edit their steps before they can write the numbers in marker, so it is final. | **Planning for Conferring &/or Small-Group Instruction:**  If I need to I will pull groups who need extra help. Mrs. Staudt will walk around and support children. I will also walk around and help edit and support children. Have them turn in their cards and pull them throughout the day for a quick minute to confer and go over if their sentence is complete or not If not, what could we add to make it complete. | **Planning for Conferring &/or Small-Group Instruction:**  I will walk around to groups who need extra help. I will know because I will have collected the cards the day before and read over them. I will walk around and pull children throughout the day for a quick second. I will listen to their conversations and walk around. | **Planning for Conferring &/or Small-Group Instruction:**    N/A |
| **Assessment (How will you quickly evaluate students’ progress?):**  I will be able to read their lists. I will listen to their group conversations. I will add their ides to the anchor chart. | **Assessment (How will you quickly evaluate students’ progress?):**  I will walk around and listen to the groups. I will make sure the children are sticking to their jobs. I will read the sentences out loud and ask the children if it makes sense or if they want to change their order. I will collect the cards and read over the steps and pull groups who need extra help the next day. | **Assessment (How will you quickly evaluate students’ progress?):**  Walk around and listen to the children editing their cards. Look at the cards from the day before and go to specific students who need support. | **Assessment (How will you quickly evaluate students’ progress?):**    I will walk around a listen to them talk and edit. I will read the cards from the day before and notice who needs extra support. The children who are excelling can start to focus on spelling and look up words in their dictionaries or ask us to write them in their dictionaries. | **Assessment (How will you quickly evaluate students’ progress?):**    I will get to see the final books and listen to the steps to see if they make sense and have complete sentences with capital letters and periods. |
| **Teaching Notes / Resources:** | **Teaching Notes / Resources:** | **Teaching Notes / Resources:** | **Teaching Notes / Resources:** | **Teaching Notes / Resources:** |
| **Reflection:** | **Reflection:** | **Reflection:** | **Reflection:** | **Reflection:** |