Instructional Design Project

“Writing for First Grade”

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**Rationale**

 Being a new teacher to first grade, it has come to my attention that we do not currently have a structured or well organized writing curriculum in place. In my district, writing is left up to individual teachers to implement as they see fit as long as the standards are followed. Currently, we usually start the day with a journal writing prompt and include sharing of the writing. The only feedback they receive from me is verbal, and that is only if they are one of the volunteers who share in front of the class. Even then, the verbal feedback is less constructive than it might be in a private conversation. Culham (2003) said that all writers need direct feedback on their work. She continued by saying that students need that feedback to discover why a piece is not working, or why their piece is great. Students need a writing curriculum in place that will be an integral part of each day. This should be a routine that the students will come to expect and enjoy doing. Other learning will need to be shifted around to make writer's workshop a part of the daily routine. It will have to be a priority in order for it to work.

 First grade students are new to the writing process and many of them have not been introduced to writer’s workshop or the steps of the writing process. Writing terms and procedures are new to them and can be intimidating. These students need a foundation of writing at an early age, since writing is such a crucial skill that is used across all subjects. Writing is an essential skill because it is an important aspect of the curriculum (Conroy, M., Marchand, T., & Webster, M., 2009). Writing should be a natural way of expression and should be enjoyable. Allyn (2011) wrote that language is the tool that brings people together. Allyn continued by saying that teaching writing at an early age will give children the gift of expression, which they can share with the world. Allyn pointed out that writing is one of the best ways to improve academic progress, and children’s self-expression and self-reliance.

 Students need to have the ability to express themselves in order to be a valuable member in society. One of the major goals of literacy education is to provide the mastery of social discourse, which will allow for increased career opportunities and influence within the community (NCTE, 2012). Prominent members of society are able to express themselves well. Becoming a better writer will help students have the voice they need to interact in society and take their place as effective citizens.

 Writing is an integral part of all subjects. It involves structure and sequence, which are valued in mathematical, science, and social studies writing. It involves voice and audience, which are valued in debate and business classes. Writing is everywhere, and all students need to know how to write effectively to excel in whatever class within school or career they choose.

 The purpose of this instructional design is to provide a foundation in the writing process, which will provide them with the tools necessary to express themselves. This instructional design is a small part of a much larger year-round writing curriculum. Writer’s workshop will provide the framework for this instructional design. “A well-organized writer’s workshop is important to the success of children’s growth as writers” (Areglado & Dill, 1997, p. 12). Writer’s workshop helps the students improve because they are given a substantial time to write, and because the workshop atmosphere is more conducive to personal expression and development than traditional writing classrooms (Peha, 2003).

This instructional design follows parts of two models: the Concept Attainment Model and the Self-Directed Learning Model. These models were used for various reasons.

The Concept Attainment Model was used because concepts are taught within the writer’s workshop mini lessons. These concepts are modeled and strong and weak examples are shown to the students so that they may hypothesize and reason for themselves which examples meet the criteria of the desired outcome. Students see the examples and evaluate the differences (Areglado & Dill, 1997). Areglado & Dill state that the examples are then used to develop criteria charts that describe the elements of good writing, which are made by the class with teacher assistance (1997).

The Self-Directed Learning Model was used in part because writer’s workshop is self-directed. Students choose their own writing topic and then follow the steps of the writing process at their own pace (Peha, 2003). They select the resources they determine necessary such as picture dictionaries, thesauruses, classroom word wall, trade or text book, classroom writing posters (writing ideas, setting ideas, and beginning/middle/end), web site, or a previous published work and then use the resources to fit their needs. They evaluate their writing on their own and with a peer during revision and editing using classroom-generated check lists (Peha, 2003). Finally, they choose which writing they want to publish (Peha, 2003).

The writing curriculum starts with an introduction to writing unit. Each mini lesson and writing activity will provide more experience and greater insight. The course is designed to have different ways for the student to express himself, thereby meeting the needs of different types of learners. The writing criteria and expectations will increase throughout the course.

**References**

Allyn, P. (2011). *Top 5 reasons writing is important for kids on NBC’s Education Nation.* Retrieved from http://pamallyn.com/2011/07/pam-allyns-top-5-reasons-writing-is- important-for-kids-on-nbcs-education-nation/

Areglado, N. & Dill, M. (1997). *Let’s write*. New York: Scholastic.

Conroy, M., Marchand, T., & Webster, M. (2009). *Motivating primary students to write using writer’s workshop*. Saint Xavier University, Chicago, Illinois. Retrieved from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\_nfpb=true&\_&ERICExtS earch\_SearchValue\_0=ED504817&ERICExtSearch\_SearchType\_0=no&accno=ED5048 17

Culham, R. (2003). *6+1 Traits of writing*. New York: Scholastic.

Peha, S. (2003). *Welcome to writer’s workshop.* Teaching that makes sense. Retrieved from: http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf

The National Council of Teachers of English. (2012). *Writing in the early grades, K–2.* Retrieved from <http://www1.ncte.org/prog/writing/research/113328.htm>

**Unit Outcomes (for the entire year-long writing curriculum)**

Text Types and Purposes

* W.1.1.Students will be able to (SWBAT) 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. [Application, Evaluation]
* W.1.2 SWBAT write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [Application]
* W.1.3 SWBAT 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. [Knowledge, Application]

Production and Distribution of Writing

* W.1.5. SWBAT 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. [Analysis, Application]
* W.1.6 SWBAT with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [Application, Synthesis]

Research to Build and Present Knowledge

* W.1.7. SWBAT participate in shared research and writing projects (e.g., explore a number of “hot-to” books on a given topic and use them to write a sequence of instructions). [Application]
* W.1.8. SWBAT with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [Knowledge, Application]

**Reference**

Common Core State Standards Initiative. (2011). English language arts standards: Writing, grade 1. Unknown location. Retrieved from <http://www.corestandards.org/the-> standards/english-language-arts-standards/writing/grade-1/

**Pre Self-Assessment/Post Self-Assessment for the Introductory Unit**

|  |  |  |  |
| --- | --- | --- | --- |
| Skills | I can do this by myself. I can explain how to do this.  | I can do this by myself.  | I can do this with help. |
| List the steps of the writing process. |  |  |  |
| Make an ideas list. |  |  |  |
| Explain strategies for spelling. |  |  |  |
| Make a concept web for prewriting. |  |  |  |
| Make a rough draft. |  |  |  |
| Revise and edit my writing. |  |  |  |
| Publish my writing. |  |  |  |

**Lesson Plans for the Introductory Unit to Writer’s Workshop**

Lesson 1

I. Concept: Introduction to Writer’s Workshop

Grade Level: First Grade

Time Needed: 45 minutes

II. Lesson Objectives:

The objectives of this lesson are to introduce students to writer’s workshop; and familiarize the students with the writer’s workshop format and classroom resources.

Skills: brainstorming ideas; sounding out words; illustrating and labeling; assisting others; and writing stories.

Guiding Questions:

1. What is Writer’s Workshop?
2. Where are the classroom resources for Writer’s Workshop?
3. What are the steps in Writer’s Workshop?

First Grade Common Core English Language Arts standards addressed:

W.1.8. SWBAT with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [Knowledge, Application]

III. Procedures

Engagement:

Teacher starts out by telling the students that we are going to start an exciting new writing program in the classroom. Teacher shows the students the new writing center with the writer’s workshop resources and pocket chart.

Exploration:

Teacher asks what the students know about writer’s workshop. Class discusses what they know about writer’s workshop and their experiences with it.

Explanation:

Teacher shows the PowerPoint on the writer’s workshop steps.

Extension:

Whole Group Activity: Student volunteers will come up to the SMART board to answer questions on the writing steps. (The questions show examples of proper and improper order; correct and incorrect labeling, etc. - The Concept Attainment Model)

Partner Activity: Students will show the proper order with their writing steps sequencing strips.

Evaluation:

Formative

Teacher will check each partnership’s sequencing strips and give feedback.

Teacher will ask the class again what they know about writer’s workshop.

Materials:

PowerPoint on the writing steps shown on the SMART board, writer’s workshop center materials (pocket chart with writing steps and different types and colors of paper), and ten sets of strips on the steps of the writing process

Reference:

Melton, C. & Romines, C. (2012). *The steps in descriptive/narrative writing.* Jefferson County Schools. Retrieved from: http://jc-schools.net/ppts-la.html

 Publish

 Conference with Teacher

 Revise and Edit with a Friend

 Rough Draft

 Prewrite

Idea/Topic

The Steps of the Writing Process for First Grade

Strips on the Steps of the Writing Process

Idea/Topic

Prewrite

Rough Draft

Revise and Edit with a friend

Conference with Teacher

Publish

Lesson 2

I. Concept: Getting Started

Grade Level: First Grade

Time Needed: 45 minutes

II. Lesson Objectives:

The objectives of this lesson are to discover what children know and care about; and allow students the opportunity to share their work.

Skills: brainstorming ideas; illustrating and labeling; assisting others; and writing stories

Guiding Questions:

1. What do you care about?
2. What would you like to write about?

First Grade Common Core English Language Arts standards addressed:

W.1.5. SWBAT 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. [Analysis, Application]

W.1.8. SWBAT with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [Knowledge, Application]

Materials:

Dry erase board, printer paper, crayons, and manuscript paper

III. Procedures

Engagement:

Teacher explains that good writers come up with lists and charts of ideas to help them write stories. Teacher explains that people write best about things they know and are important to them. Teacher and students brainstorm names of people and things they care about on the large dry erase board.

Exploration:

Teacher hands out printer paper and models how to fold the paper so that it makes eight boxes. Students make their own chart of things that are important to them by drawing and labeling eight pictures of people and things that are important to them within the boxes.

Explanation:

Teacher explains that they will use this paper at the end of today’s lesson. Teacher reminds the students that good writers make lists and charts of ideas from which to write their stories.

Extension:

Whole Group Activity: Teacher and students will do a write aloud activity using some of the ideas they brainstormed earlier. Teacher and students will write a small story together on the large dry erase board. Teacher will deliberately make mistakes to get student feedback on what to do. (The Concept Attainment Model)

Independent Activity: Students will use their “things important to me” chart and write a small story.

Evaluation:

Formative

Teacher will use the small story as a writing sample to gauge students’ needs and for planning future mini lessons.

Teacher will ask the class what all writers need to do before they write.

References:

Areglado, N. & Dill, M. (1997). Let’s write. New York: Scholastic.

Classroom Ideas List

Mom

Dad

Grandma

Grandpa

Brother

Sister

Cousin

Aunt

Uncle

Dog

Cat

Xbox

School

Zoo

Animals

Springtime

Christmas

Friends

Birthday

Surprises

Party

Candy

Pizza

Recess

Math

Reading

Things Important to Me Chart

|  |  |
| --- | --- |
| C:\Users\Michael\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GZW67A54\MC900446038[1].wmfMom | C:\Users\Michael\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\NWPV7028\MC900445598[1].wmfDad |
| C:\Users\Michael\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\NWPV7028\MC900446198[1].wmfGrandma | C:\Users\Michael\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4QUTWQQ2\MC900446196[1].wmfGrandpa |
| C:\Users\Michael\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1SDWB8H5\MC900089470[1].wmfBrothers | C:\Users\Michael\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1SDWB8H5\MC900358773[1].wmfSisters |
| C:\Users\Michael\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1SDWB8H5\MC900417482[1].wmfDog | C:\Users\Michael\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XHMI2GYL\MC900438167[1].wmfCat |

Lesson 3

I. Concept: Temporary Spelling

Grade Level: First Grade

Time Needed: 45 minutes

II. Lesson Objectives:

The objectives of this lesson are to show students that temporary spelling is acceptable; explore spelling strategies; and allow students the opportunity to share their work.

Skills: sounding out words; assisting others; and writing stories

Guiding Questions:

1. What strategies can you use to spell out words?
2. What would you like to write about?

First Grade Common Core English Language Arts standards addressed:

W.1.5. SWBAT 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. [Analysis, Application]

W.1.8. SWBAT with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [Knowledge, Application]

Materials:

Dry erase board, school secretary, rubber bands, and manuscript paper

III. Procedures

Engagement:

Teacher explains that many writers use a type of shorthand sometimes when writing. Teacher introduces school secretary who then writes on the large dry erase board some of the shorthand she uses.

Exploration:

Teacher shows a rubber band and tells them it is a “word stretcher”. Teacher models with: “When I say d-oooooooooo-ggggg, what letters do you hear? Some students will spell it correctly, while others will not.

Explanation:

Teacher explains that the “word stretcher” can be a great tool in spelling, but sometimes we may not be totally correct with our spelling. Sometimes we will be close enough to know what the word is.

Extension:

Whole Group Activity: Teacher intentionally misspells the word “dog” on the dry erase board to make it look like "dag". Teacher asks the students if they could still figure out what she was intending to write. They agree that it has to be "dog". Teacher reminds them that temporary spelling is okay when writing a story. They will correct spelling mistakes later during editing. (The Concept Attainment Model)

Independent Activity: Teacher hands out the rubber bands and gives the students several words to figure out the spelling. (elephant, pants, tiger, rabbit)

Independent Activity: Students write a story using either their own “things important to me” chart or the class writing ideas chart.

Whole Group Activity: Teacher will choose three to four volunteers to share their writing in the author’s chair.

Small Group Activity: Then teacher will set the timer to two minutes and have students share their writing at their tables.

Evaluation:

Formative

Teacher will use the small story as a writing sample to gauge students’ needs and for planning future mini lessons.

Teacher will ask the class what strategies or tools they can use to spell and if spelling everything correctly at first is important.

References:

Areglado, N. & Dill, M. (1997). Let’s write. New York: Scholastic.

Lesson 4

I. Concept: Following the Steps of Writer’s Workshop

Grade Level: First Grade

Time Needed: 60-90 minutes (may be broken up if necessary)

II. Lesson Objectives:

The objectives of this lesson are to familiarize students with a daily routine of writing; introduce the concept web; and develop a story using writer’s workshop.

Skills: making a concept web; following the writer’s workshop steps; assisting others; and writing stories

Guiding Question:

1. What steps do good writers take when writing a good story?

First Grade Common Core English Language Arts standards addressed:

W.1.3 SWBAT 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. [Knowledge, Application]

W.1.5. SWBAT 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. [Analysis, Application]

W.1.6 SWBAT with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [Application, Synthesis]

W.1.8. SWBAT with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [Knowledge, Application]

Materials:

Dry erase board, writer’s workshop materials- yellow paper, revision and editing check lists, manuscript paper, pre-cut tag board, students’ crayons, stapler, pocket chart, and writing folders

III. Procedures

Engagement:

Teacher asks students what steps good writers take when writing a good story.

Exploration:

Teacher shows the students all the materials they will be using.

Explanation:

Teacher explains that each material is used for a special purpose in the writing steps of writer’s workshop and that all materials and writing steps are important. Good writer’s use all of the writing steps of writer’s workshop. Teacher reminds the students of the pocket chart and how it is used. Teacher shows students where their writing folders will be kept. Students are told to keep all writing in their folders for now.

Extension:

Whole Group Activity: Teacher hands out yellow paper to the students and explains that it is special paper that is used for only one purpose, “the pre-write”. Teacher models on the dry erase board drawing a circle in the middle with four spokes drawn outward from the circle. Together, teacher and students decide on a topic for the middle and four accompanying sentences.

Whole Group Activity: Teacher hands out the manuscript paper. Teacher tells them that it is special paper used for only one purpose, “the rough draft”. Teacher models with students writing at the same time how to title the paper using the words in the circle. Then the teacher and students all write out the sentences. Next, the teacher hands out the revision and editing checklists. Teacher models with a student how to peer conference. Two students are then asked to model for the rest of the class. Teacher and students fill out the checklists together. Teacher explains that the next step is conferencing with the teacher. Teacher explains that students can begin and work on other writing while they wait to conference.

Whole Group Activity: Teacher shows the tag board. Teacher counts out five pieces. Teacher counts the circle and the four sentences, ending with the number five. Teacher models that the first piece is the title page with the title, a picture, and by the author. Teacher models the other four pages by writing down a sentence on each page and then drawing a corresponding picture.

Independent Activity: Students write a story using the writing steps of writer’s workshop and showing their progress by moving their stick to the appropriate pocket. (The Self-Directed Learning Model)

Whole Group Activity: Teacher will choose three to four volunteers to share their writing in the author’s chair.

Small Group Activity: Then teacher will set the timer to two minutes and have students share their writing at their tables.

Evaluation:

Formative

Teacher will observe students to gauge students’ needs and for planning future mini lessons.

Teacher will ask the class what the steps of writer’s workshop are.

References:

Areglado, N. & Dill, M. (1997). Let’s write. New York: Scholastic.

(on yellow paper)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FIRST GRADE REVISION CHECKLIST

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | I fixed it |
| 1. Does my writing make sense?
 |  |  |  |
| 1. Does it sound right?
 |  |  |  |
| 1. Do I have enough details?
 |  |  |  |
| 1. Do I have a beginning, middle, and end?
 |  |  |  |
| 1. Does my title match the story?
 |  |  |  |
| 1. Did I read my writing again?
 |  |  |  |

**Remember:** If you answered **NO** to any of the questions add or take out information until your story makes sense.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FIRST GRADE EDITING CHECKLIST

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | I fixed it |
| 1. Did I start each sentence with a capital letter?
 |  |  |  |
| 1. Did I end each sentence with a period, question mark, or exclamation point?
 |  |  |  |
| 1. Did I use quotation marks to show when someone is talking?
 |  |  |  |
| 1. Did I use a dictionary to check my spelling?
 |  |  |  |
| 1. Did I circle any words I think are misspelled?
 |  |  |  |

**Remember:** If you answered **NO** to any of the questions try your best to fix your mistakes.

Lesson 5

I. Concept: Beginning, Middle, and End

Grade Level: First Grade

Time Needed: 45 minutes

II. Lesson Objectives:

The objectives of this lesson are to familiarize students with a daily routine of writing; connect literature with writing; and develop a story with a beginning, middle, and end.

Skills: recognizing the parts of a story; assisting others; and writing stories

Guiding Questions:

1. What are the parts of a story?
2. Why are the parts of a story important?

First Grade Common Core English Language Arts standards addressed:

W.1.3 SWBAT 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. [Knowledge, Application]

Materials:

Dry erase board, *Flora’s Very Windy Day*, teacher-made pictures showing beginning, middle, and end, graphic organizer, graphic organizer on the SMART board, and manuscript paper

III. Procedures

Engagement:

Teacher asks students what they know about the parts of a story. Teacher lists these ideas, being sure that beginning, middle, and end are mentioned.

Exploration:

Teacher reads *Flora’s Very Windy Day.* Teacher then shows the three pictures she made showing the beginning, middle, and end of the story.

Explanation:

Teacher explains that beginning, middle, and end are important parts that all good stories have. Teacher explains that the beginning usually tells the setting and who/what is involved. The middle tells the action of the story. The end tells how the story ends and if a problem is solved.

Extension:

Whole Group Activity: Teacher and students complete a graphic organizer together using student ideas for a story. (The Concept Attainment Model)

Whole Group Activity: Teacher and students create a list of popular stories on the dry erase board.

Partner Activity: Students complete a graphic organizer for one of the stories from the list.

Independent Activity: Students write a story using the graphic organizer they completed with their partner.

Evaluation:

Formative

Teacher will use the graphic organizer to gauge students’ needs and for planning future mini lessons.

Teacher will ask the class what the parts of a story are.

References:

Areglado, N. & Dill, M. (1997). *Let’s write*. New York: Scholastic.

Birdsall, J. (2010). *Flora’s very windy day.* New York: Scholastic.

Pictures Showing Beginning, Middle, and End

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Beginning | Middle | End |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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Allyn, P. (2011). Top 5 reasons writing is important for kids on NBC’s Education Nation. Retrieved from http://pamallyn.com/2011/07/pam-allyns-top-5-reasons-writing-is- important-for-kids-on-nbcs-education-nation/

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The National Council of Teachers of English. (2012). Writing in the early grades, K–2. Retrieved from http://www1.ncte.org/prog/writing/research/113328.htm