**Launching the Writer’s Workshop Unit Learning Progression**

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| **Grade Level** | **2** | **3** | **4** | **5** |
| **Text** | Personal Narrative & Craft Units 1 & 2  Mentor Texts:  Owl Moon  Jane Yolen  Night at the Fair  Donald Crews  The Rain Stomper  Addie Boswell  Song and Dance Man  Karen Ackerman  Or other mentor text  (listed in unit) | Personal Narrative  Units 1 & 2  Mentor Texts:  Shortcut; Big Mama’s by Donald Crews  or other mentor texts | Raising the Bar: Personal Narrative  Mentor Text:  Through Grandpa’s Eyes by Patricia McLaughlan,  The Summer My Father was Ten by  Pat Brisson,  An Angel for Solomon Singer by Cynthia Rylant,  or other mentor texts | Refining the Personal Narrative  Mentor Text:  Time of Wonder  By Robert McCloskey  Mr. Peabody’s Apples  By Madonna Ritchie  A Day’s Work  By Eve Bunting  Or other mentor texts |
| **Analysis** | * Navigate through the writing process using important moments from their life * Write well-elaborated short stories | Crafting a Personal Narrative | **Improving** a Personal Narrative | Improving the **quality** of Personal Narrative |
| **Becoming a Community of Writers** | Establishing Routines, Setting Up Writer’s Workshop, Writing a Personal Narrative | Establishing Routines, Setting Up Writer’s Workshop, Writing a Personal Narrative | Establishing Routines, Setting Up Writer’s Workshop, Writing a Personal Narrative | Establishing Routines, Setting Up Writer’s Workshop, Writing, **revising, editing and publishing** Personal Narrative |
| **Generating a small moment story** | * Explore strong feelings to generate story ideas * Zoom in on a topic * Develop sense of story through sketching * Use graphic organizers to plan stories * Focus on small moments * Using list to generate ideas * Think about the heart of the story * Use of mentor text and authors to get ideas/frame writing * Rehearse stories through storyteller’s voice | * Using strategies to generate story ideas: person, place, object * Focusing on small moments * Writing step by step in the moment * Using timelines or fingers to plan your story * Writing with small details * Making a movie in your mind--visualizing * Generating and experimenting with writer’s notebook entries * Learning from mentor texts * Reading like a writer * Finding the heart of the story * Understanding our role in a conference | * Using strategies to generate story ideas: person, place, object * Focusing on small moments * Making a movie in your mind--visualizing * Writing with tiny details * Using lists to generate clear, small moments * Generating and experimenting with writer’s notebook entries * Learning from mentor texts * **Writing for readers** * **Using strong emotions to generate story ideas** * **Thinking of turning points to generate story ideas** * **Mining writer’s notebooks** | * Using mentor text to generate ideas * Use notebook to generate and develop ideas to include mentor craft techniques in personal writing * Analyze mentor text for crafting techniques * Focus on small moments and elaborating |
| **Drafting** | * Plan or rehearse story orally or pictorially * Consider a storyteller’s voice * Zoom in on a topic to find a small moment * Catchy leads * Include details * Show not tell * Strong ending * Use of mentor text and authors for style and crafting | * Finding notebook entries that matter to the writer * Committing to a topic or idea * Writing the internal and external story * Consider external and internal traits of characters * Use of a story mountain to plan and sequence events * Consider point of view * Elaborating on ideas to write longer more meaningful narratives * Crafting strong story leads: action, setting, description, dialogue, or thoughts * Using mentor texts to study leads and endings * Closing with strong endings: action, dialogue, thoughts, images, and whole-story reminders * Adding sensory words * Adding dialogue | * **Read like a writer.** * **Using exact details and specific words to recognize and write concrete words and phrases.** * **Using concrete words, phrases** to create scenes rather than summaries. * **Using sensory details to help the reader experience the story** * **Plan stories using a story mountain** * **Use mentor texts to study the heart of the story or turning point** * **Develop/consider perspective** * **Use of line breaks, shape, imagery, literary devices to express clarity of thought (poetry)** * **Experiment with rhythm of words (poetry)** | * Determine the heart of the story * Organize using a story mountain * **Describe characters using detail and figurative language** * Use dialogue, description and **pacing** to develop experiences and events * Precise word choice and **movement through time** to convey experiences and events * **Elaborating** beyond one sentence forming paragraphs |
| **Revising and Editing** | * Relive or re-create events to show, not tell * Use revision checklist * Use word wall * Editing checklist * Work effectively with writing partner * Making revision a habit * Develop a purpose to revise * Introduce mechanics of revision * Specific revisions include: characters, show not tell, determining importance, word choice | * Writers create scenes rather than summaries * Using descriptive details and specific words * Encourage more sophisticated sentence structure for effect * Combining short sentences to include variety * Revising for internal thinking, emotions, reasons * Revise stories for meaning—reread to make sense * Use of literary devices such as repetition to emphasize action or idea in story * Edit for capitalization, end punctuation, and spelling of high-frequency words | * Create scenes rather than summaries * Create alternate leads and **conclusions** * **Bringing forth the internal story** * Elaborating ideas * Revising leads * Revising conclusions * Attend to meaning and clarity * Use of editing/revision checklists | * **Eliminate extraneous details** from writing * Word choice for clarity and meaning to include phrases and clauses * Improve leads and conclusions based on mentor texts * Edit for capitalization, end punctuation, and spelling of high-frequency words |