

# Texas Adolescent Literacy Academy (TALA)

TEXAS  
**TALA**  
ADOLESCENT  
LITERACY  
ACADEMIES  

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**WRITING**

## Professional Development to Support Academic Writing

# Opening Activities

- Agenda
- Norms
- Icebreaker

# Materials

- Participant Notes
- Handouts
- English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS) Vertical Alignment (Kindergarten–English IV)
- ELAR TEKS Glossary
- English Language Proficiency Standards (ELPS)
- Excerpt from College and Career Readiness Standards (CCRS)

# Objectives

- Examine state standards as the foundation for effective writing instruction.
- Develop a set of instructional practices that focus on writing as a thinking process for developing and communicating ideas (students who read and think like writers).
- Enhance instructional strategies for improving student writing through authentic writing experiences.

# Writing Reflects Thinking

Read like a writer.

Communicate with others.

Develop ideas.

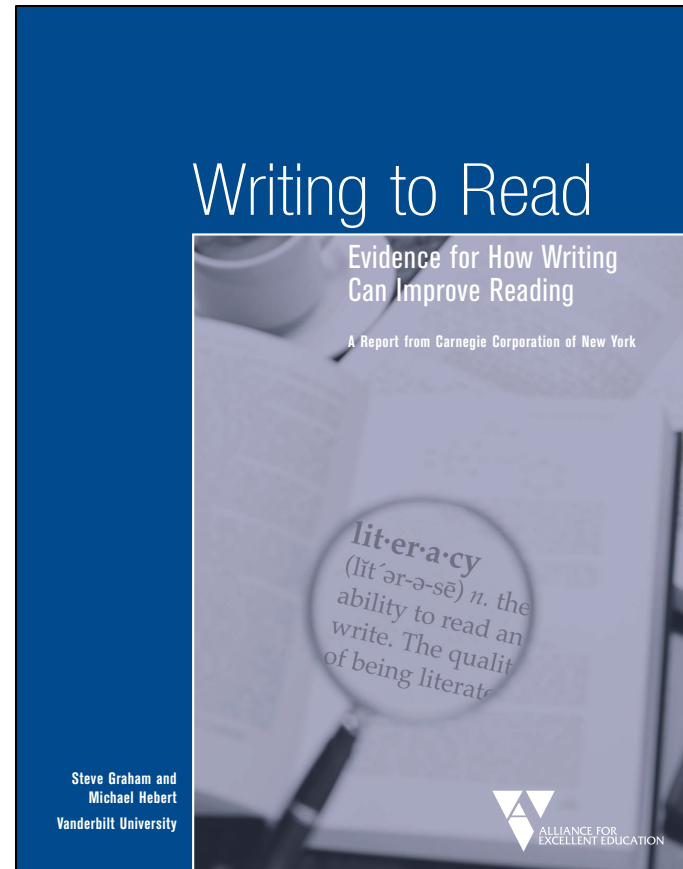
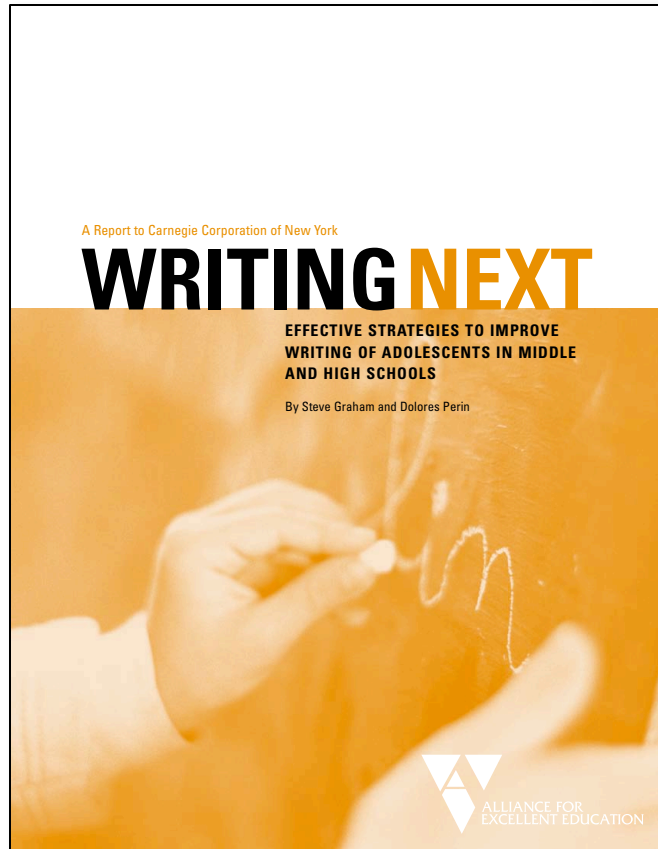
STANDARDS-BASED WRITING INSTRUCTION

# Activity: Quick Writing Rounds

1

- Round 1: *family or alone*
- Round 2: *economy or excuses*
- Round 3: *support or independence*

# Adolescent Literacy Research Reports



# Three Sets of Standards







# ELAR TEKS: Writing Instruction

3

- Review the key ideas (Handout 3) and their corresponding student expectations in the TEKS Handbook:
  - Writing Strand (p. 34)
  - Oral and Written Conventions (OWC) Strand (p. 45)
- Mark and discuss key ideas that you find challenging for many of your students.
- In the CCRS, review the ELA (p. 11) and Cross-Disciplinary (p. 43) writing standards.

## **Writing Process Student Expectation for Grade 5 (15)(A), and Grades 6, 7, and 8 (14)(A) (p. 34)**

**Plan** a first draft by selecting a **genre** appropriate for conveying the **intended meaning** to an **audience**, determining appropriate **topics** through a range of strategies (e.g., discussion, background, reading, personal interests, interviews), and developing a **thesis or controlling idea**.

# ELPS: Supporting English Language Learners (ELLs): Grades 6–8

Read the ELPS Writing section and circle related key ideas on Handout 3.



English Language  
Proficiency Standards

# ELPS and ELAR TEKS Connections

- Spelling with accuracy
- Spelling patterns
- Editing for grammar
- Subject-verb agreement
- Verb tenses; pronouns/ antecedents
- Variety of sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences
- Narration
- Specificity; detail



English Language  
Proficiency Standards

# ELPS-TELPAS Proficiency Level Descriptors

Read and review the ELPS-TELPAS Proficiency Level  
Descriptors: Grades 2–12, Writing.



English Language  
Proficiency Standards

# Instructional Strategies and Resources for ELLs

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5

- How can you use the strategies in Handout 4 to help ELLs in your classroom during writing instruction?
- See additional resources and available training in Handout 5.

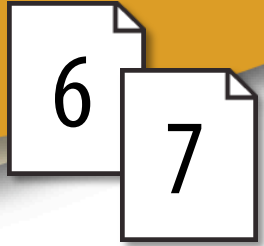


English Language  
Proficiency Standards

# STAAR: Correlation to Standards

- Standards-based instruction is the best way to prepare students for success.
- Every grade-level teacher is responsible for student success.
- STAAR is based on ELAR TEKS standards.

# STAAR: Grade 7 Writing



- Components
  - Composition:
    - Expository
    - Personal Narrative
  - Revision
  - Editing
- Composition Rubrics
  - Organized into three sections:
    - Organization/Progression
    - Development of Ideas
    - Use of Language/Conventions
  - Rated across four levels of proficiency:
    - Very limited
    - Basic
    - Satisfactory
    - Accomplished



# Discussion Board: Writing Reflects Thinking

8

- How do you feel about composing text in front of your class?
- How can you show your students “the struggle they feel when they attempt to write is normal”?
- Why is it important for you to model writing that is authentic, rather than perfect?

# Effective Instruction

- Introduce writing and reading strategies through modeling:
  - Explicitly describe the strategy.
  - Tell why it is important and when it should be used.
  - “Think aloud” to demonstrate each step while reading and/or writing text.
- Provide guidance and support as students begin to apply the strategy to their own writing and reading.

# The Study of Models and Mentor Texts

- Provides students with opportunities to reread, analyze, and identify the critical elements, patterns, and forms in mentor texts
- Involves explicit teacher modeling
  - How to notice what authors are doing, how they are doing it, and why in a mentor text
  - How to translate what we learn from the mentor text to our own writing

Teachers reveal their thinking as they write and experiment with the new techniques in front of their students.

- Includes multiple opportunities for students to try techniques in their own writing, with guidance and support

# Strategy Use, Mentor Text Selection, and Differentiation

- Use strategies throughout the year with appropriate texts.
- Thoughtfully match text selection with the writer's craft strategies to be taught and with the standards students need to master.
- Select texts, or portions of text, from existing resources.
- Provide support for English language learners by linguistically accommodating instruction (provide synonyms and preteach vocabulary).

# Reading Like a Writer

- Students gain insight into the reciprocal relationship between reading and writing.
- They see writing as a reflection of an author's thinking and a means of communicating and conveying meaning.
- They read texts through a writer's lens—actively noticing, interacting with, and analyzing the elements or aspects of an author's style, technique, and craft.
- They understand the writing process as they study models and mentor texts.

# Reading Like a Writer: Author's Style or Craft

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- How an author conveys an argument or story can be just as crucial as the argument or story itself.
- For this reason, students need to learn how to
  - identify author's style or craft in model texts; and
  - employ stylistic devices in their own writing.

# Major Text Types in the ELAR TEKS (Grades 6–8)

**Expository and Procedural:** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

–Exploring complexities and explaining different viewpoints

**Persuasive:** Students write persuasive texts to influence the attitudes or actions of a specific audience on a specific issue.

–Convincing the reader of one side of a position

**Literary:** Students write literary texts to express ideas and feelings about real and imagined people, events, and ideas.

–Narrative storytelling

**Personal Narrative:** Students write about their own experiences.

–Narrative storytelling about real events as experienced by the author

# Discussion Board: Text Types

- How do you currently teach different text types?
- Do you allow students to discuss a written work and debate what type of text it might be? How do you see this happening?
- Why is it important to integrate the reading and writing of a variety of text types throughout the year?



# Reading Like a Writer: Purposes for Writing

- Teaching real-world writing purposes helps students
  - see the various angles a writer may use to approach a topic; and
  - determine the type of text they will be writing.

“Many of my students... make no distinction between the various purposes that drive real-world writing. In their eyes, writing is a K–12 activity, not a life activity.”  
*(Gallagher, 2011; page 9)*

# Authentic Writing Purposes

10

Handout 10 (1 of 3)

## Authentic Writing Purposes

Topic: \_\_\_\_\_

Writing Purposes	Related Topics
To inform and explain	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
To express and reflect	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
To persuade	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
To analyze and make inferences	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
To evaluate and make judgments	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
To question and explore	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
To express and reflect	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

REFERENCE: Adapted from Gallagher, 2011.

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Handout 10 (2 of 3)

## Example: Authentic Writing Purposes

Topic: \_\_\_\_\_ golf \_\_\_\_\_

Writing Purposes	Related Topics
To inform and explain	<input type="checkbox"/> Explain the rules of golf <input type="checkbox"/> History of golf <input type="checkbox"/> Why your short game is important
To express and reflect	<input type="checkbox"/> Why I learned to play golf <input type="checkbox"/> The challenges I've had to overcome <input type="checkbox"/> Impact of lessons
To persuade	<input type="checkbox"/> Need for more lady golfers <input type="checkbox"/> Why the local course should be run by the city <input type="checkbox"/> Attracting out-of-town golfers
To analyze and make inferences	<input type="checkbox"/> Why are all golf courses different? <input type="checkbox"/> What are the major differences between men's and women's golf clubs? <input type="checkbox"/> Why is golf popular for different age groups?
To evaluate and make judgments	<input type="checkbox"/> How effective are the new golf cleats? <input type="checkbox"/> Are the PGA playoff rules fair? <input type="checkbox"/> What part of my game needs improving?
To question and explore	<input type="checkbox"/> How effective are the new golf cleats? <input type="checkbox"/> Are the PGA playoff rules fair? <input type="checkbox"/> What part of my game needs improving?
To express and reflect	<input type="checkbox"/> Which type of golf cart (battery or gas) requires the lowest maintenance? <input type="checkbox"/> What is the history of the LPGA? <input type="checkbox"/> What are hybrids?

REFERENCE: Adapted from Gallagher, 2011.

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# Reading Like a Writer: Charting

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- Represents an interactive reading–writing strategy
- Typically used with expository text
- Helps to develop metacognitive knowledge: an awareness and understanding of how one thinks and uses strategies

# Reading Like a Writer: Your Turn

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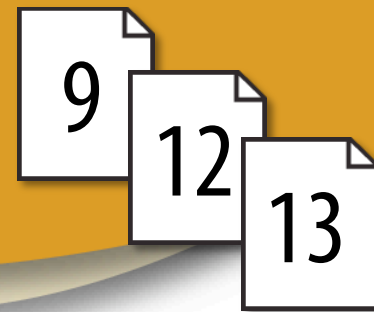
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- Step 1: Read the essay “Solidarity and Support.”
- Step 2: Number each paragraph of the essay. List the paragraph numbers in the first column of the chart.
- Step 3: Reread each paragraph. Identify key words/phrases in the paragraph. Write the key words/phrases in the second column of the chart.
  - What words/phrases are related to the development of the topic?
  - Which words/phrases occur more than once or most often (ignore pronoun referents, synonyms)?

# Reading Like a Writer: Your Turn (cont.)

- Step 4: For each paragraph, summarize the content, or what the author is saying, in the corresponding column.
  - Use the key words/phrases to write a summary statement of the content—the essential information in the paragraph (any form of the words in any order).
  - Reread the completed summary sentence. Ask questions that include the following:
    - What is the author’s message?
    - Have I included key words/phrases in my summary statement?
    - Have I paraphrased the essential information?
  - Revise, if necessary.

# Reading Like a Writer: Your Turn (cont.)



- Step 5: Reread each paragraph. In the Style/Craft column, write what you notice about the author's writing style/craft **or** how the paragraphs are written. Ask:
  - What do you notice about the way the author writes?
  - How does it affect you, the reader?
  - How does the author interest/engage/motivate you?
  - Which stylistic devices do you want to try in your own writing?

# Reading Like a Writer: Your Turn (cont.)

- Step 6: Discuss how you charted the text.
  - Summary statements
  - Comments on the author's writing style or craft
  - Specific techniques and stylistic devices to emulate in your own writing

# Discussion Board: Reading Like a Writer

- How will you use the charting strategy in your classroom to improve students' reading and writing? In what ways will you differentiate for students of varying levels?
- Which texts that you currently use are conducive to charting?
- How have you been using mentor texts as models in your classroom?



# Using Models to Teach Written Conventions in Context

- Learning how writers create text that readers want to read
- Understanding the thinking processes necessary to create and communicate meaning
- Showing powerful models (sentences) within mentor texts, rather than marking errors and correcting weak or wrong examples
- Noticing the writers' use of language and conventions, rather than "hunting" for errors
- Facilitating student thinking as they experiment with language and conventions in their own writing

# Teaching Conventions in Context: Model Sentences

- “Zooming in to the sentence level helps novice writers understand the connections between mechanics, craft, style, and meaning.”

*(Anderson, 2005; page 19)*

- Focusing on model sentences written by published authors, teachers, students
- Associating correct use of written conventions (grammar, usage, and mechanics) as part of an author’s style/craft/technique
- Noticing and analyzing how the writer achieves the technique, rule, or pattern and then trying it in their own writing

# Instructional Practices for Teaching Conventions in Context Using Model Sentences

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## Brief, frequent instruction

- focuses on one grammatical point within the model sentence(s),
- involves thinking about the grammatical point's effect on meaning and the author's intent (why it is necessary),
- has teachers and students imitate the use of the grammatical point in their own sentence(s), and
- moves beyond writing individual sentences to incorporating the grammatical point within one's own writing/essays.

# Teaching Conventions in Context: Your Turn

15

## NOTICE

- “When reading about extended families, I am reminded of my mom and her family living together with her grandparents.”
- As a table group, discuss the following questions:
  - What do you notice? What else?
  - What’s working with the text?
  - Where’s the good writing?
  - What is the effect?
  - What is the punctuation doing?
  - What changes if we remove it? Use something else?

# Teaching Conventions in Context: Your Turn

16

## IMITATE

- “When our class visits the city aquarium, I am reminded of my childhood vacations at the beach.”
- “When \_\_\_\_\_, I am reminded of \_\_\_\_\_.”

# Teaching Conventions in Context: Your Turn

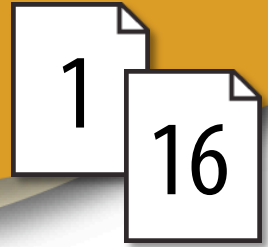
17

## COLLECT

Find model sentences in reading selections that correctly use a comma after introductory words, phrases, and clauses.

- Read the essay “The Only Faithful Human Institution.”
- Locate two model sentences that you could use to teach this grammatical point.

# Teaching Conventions in Context: Your Turn



## WRITE/REVISE

Revise one of your quick writes from Handout 1 on Handout 16:

- Add an introductory word, phrase, or clause to one of your sentences; **or**
- write a new sentence that begins with an introductory word, phrase, or clause.

# Teaching Conventions in Context

## BREAK APART/COMBINE

Break a model sentence into a set of smaller sentences.

“Although children may resist trying new vegetables, eating real food is more nutritious than only taking vitamins.”

- “Children may resist trying new vegetables.”
- “Eating real food is more nutritious.”
- “Only taking vitamins is not as nutritious.”



# Teaching Conventions in Context: Your Turn

## **BREAK APART/COMBINE**

Break apart the model sentence into three sentences.

“When the weather was nice, the two women would drink their aunt’s peach tea and sit in the garden having long, meandering conversations.”

# Teaching Conventions in Context

## BREAK APART/COMBINE

Combine shorter sentences into one sentence that includes the targeted grammatical point.

- “The web is finished.”
- “The spider waits for insects.”
- “Insects fly into its web.”

“After the web is finished, the spider waits for insects to fly into its web.”

# Teaching Conventions in Context: Your Turn

## BREAK APART/COMBINE

Combine the following sentences into one sentence.

- “Some people argue that pets are a waste of time and money.”
- “Pets can actually alleviate stress.”
- “Pets can increase the longevity of their owners.”

# Providing Editing Feedback to Students

- Establish specific grammar goals based on previously taught lessons (targeted grammatical points).
- Mark the end of a line and ask students to find and correct the error.
- Ensure that all feedback is specific to the levels of the students (including ELLs).
- Distinguish between editing feedback and deep-revision feedback that focuses on ideas and craft.

# Discussion Board: Zooming in on Sentences

18

- Do you agree with Anderson's argument that using model sentences is the most effective way to teach written conventions (i.e., grammar, usage, mechanics) in context?
- What are the major differences between this approach and exercises that focus on finding and correcting all errors?
- How do you teach written conventions in your classroom?

# Essay Structure

- Driven by topic/focus, purpose, and audience
- No predetermined number of paragraphs (e.g., does not need to be a “five-paragraph essay”)
- Consistent structure:
  - Beginning
  - Middle
  - End

# Teaching Essay Writing

19

- Build upon and extend the understanding and analysis derived from strategies that focus on “reading like a writer” and using models and mentor texts.
- Help students to become thoughtful and process-oriented, rather than product-oriented, writers.

# Expository Essays

TEKS (17)(A): Students are expected to create multiparagraph essays to convey information about the topic.



# Expository Essay Elements

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- Clear, concise, and defined thesis statement
- Clearly organized structure
- Strong introduction
- Specific supporting details
- Strong conclusion
- Purposeful and precise word choice
- Varied sentence structure

# Expository Essay Elements: Model Lesson

22

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EXPOSITORY ELEMENTS	ANALYSIS/RESPONSES
<b>What is the author's main thesis or central/controlling idea?</b>	
<b>Which approach (make a connection, refute an accepted idea, find something new, define, evaluate, propose a change) did the author use in building this thesis? Elaborate.</b>	
<b>Is this approach effective? If so, what makes it effective? If not, why not?</b>	

# Modeling Expository Essay Elements

23

EXPOSITORY ELEMENTS	ANALYSIS/RESPONSES
<b>What is the author's main thesis or central/controlling idea?</b>	Newman's overall thesis seems to both observe a trend and argue that the trend is positive: "That stigmatized view [of adult children living at home] has faded fast during the recession."
<b>Which approach (make a connection, refute an accepted idea, find something new, define, evaluate, propose a change) did the author use in building this thesis? Elaborate.</b>	Newman reveals her plan to refute an accepted idea in the second paragraph when she chooses her side in the debate. She writes: "Sure, there are potential complications and emotional minefields left over from the parenting years, but once the kinks are sorted out, the benefits for young and old are clear." So, in a sense, she is dismissing what some people expect to come out of living under one roof ("complications and emotional minefields") and arguing that, in reality, "the benefits for young and old are clear."
<b>Is this approach effective? If so, what makes it effective? If not, why not?</b>	I do think this approach is effective. The author takes a topic that many people feel anxiety about and gives reasons for hope.

# Analyzing Expository Essays Tool: Your Turn

17

24

- Form pairs/triads.
- Read “A Sensible Use of Spare Rooms” from Handout 17.
- Complete Handout 24.

# Reading and Understanding Prompts

25

Prompts help to identify the following:

- Topic
- Purpose
- Audience
- Logistics (i.e., deadlines, grading criteria)

# Reading and Understanding Prompts: Your Turn

17

“If you’re like many Americans, you have just spent a few days in close quarters with your parents, grandchildren, siblings, etc. You’re ready to go home, or ready for them to go home. But for a growing number of families in which adult children can’t afford to live on their own, this is the new normal.

These ‘boomerang’ children have been the butt of jokes on late-night television and even in commercials, but what’s so bad about moving back in with your parents? Could extended families under one roof—a common arrangement in years past—be the way of the future?”

*The New York Times, December 26, 2011*

# Reading and Understanding Prompts: Your Turn

17

25

- Locate the guidelines on Handout 25 labeled “Read and Understand the Prompt or Assignment.”
- Use these guidelines to help you read and understand the introduction, or prompt, on Handout 17. (You may write on the handout.)

# Reading and Understanding Prompts: Your Turn

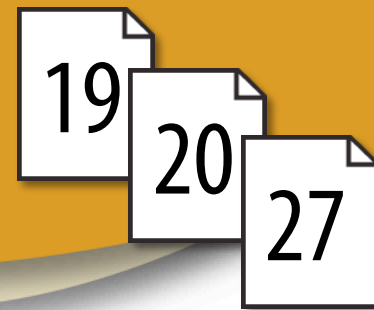
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26

- Read the model lesson and compare it to how you and your partner applied the guidelines to the same prompt.
- Discuss how you would explicitly model for your students how to use these guidelines to read and understand the prompt.



# Modeling: Writing an Introductory Paragraph



READ the following:

“If you’re like many Americans, you have just spent a few days in close quarters with your parents, grandchildren, siblings, etc. You’re ready to go home, or ready for them to go home. But for a growing number of families in which adult children can’t afford to live on their own, this is the new normal.

These ‘boomerang’ children have been the butt of jokes on late-night television and even in commercials, but what’s so bad about moving back in with your parents?”

THINK carefully about the following question:

Could extended families under one roof—a common arrangement in years past—be the way of the future?

WRITE (the introductory paragraph of) an essay explaining whether extended families living under one roof will become a common arrangement for most Americans or remain a temporary solution for only a few. Be sure to

- clearly state your controlling idea;
- organize and develop your explanation effectively;
- choose your words carefully for the purpose and audience; and
- use correct spelling, capitalization, punctuation, grammar, and sentences.

# Revising and Editing: Peer Conferencing and Rubrics

28

- Help students to focus on the development of a piece of writing that reflects thinking, rather than just editing for spelling and grammatical errors.
- Establish peer conferencing as part of your routine for class writing assignments.
- Use teacher modeling to demonstrate procedures, appropriate responses, and questions to ask.
- Incorporate rubrics for students to use as they draft and evaluate writing.

# Revising and Editing Activity: Expository Writing

1729

- Read the questions on Handout 29.
- Select one of the essays from Handout 17.
- Conduct a peer conference using the Peer-Conferencing Tool for Expository Essays.
- Determine strengths and weaknesses using the Grade 7 Expository Writing Rubric.

# Discussion Board:

## Revising and Editing Peer Groupings

- How do you currently pair or group students for revising and editing activities?
  - What student characteristics do you consider when pairing students?
  - What role does language proficiency play in your grouping decisions?
  - What role does the activity play in your grouping decisions?
- How do you teach students how to effectively participate in peer revising and editing?
- How do you support ELLs?
- How do you support struggling writers?
- How would you like to improve student groupings in your classroom?

# Persuasive Essays

30

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Persuasive Essays	Personal Narrative Essays	Expository Essays
Clear, concise, and defined thesis statement	Narrow, clearly defined focus	Clear, concise, and defined thesis statement
Clearly organized structure	Logical sequence (does not need to be chronological)	Clearly organized structure
Strong introduction	Strong introduction	Strong introduction
Well-developed argument with strong evidential support	Interesting details Character description Dialogue Setting description	Specific supporting details
Strong conclusion	Strong conclusion	Strong conclusion
Purposeful and precise word choice	Purposeful and precise word choice	Purposeful and precise word choice
Varied sentence structure	Varied sentence structure	Varied sentence structure

# Personal Narratives

TEKS (16)(A) Students are expected to write a personal narrative that has a clearly defined focus and . . .

- (6th & 7th) . . . communicates the importance of or reasons for actions and/or consequences.
- (8th) . . . includes reflections on decisions, actions, and/or consequences.

# Personal Narratives

A narrow, clearly defined focus

- makes a point (central idea) and
- communicates the significance to the writer's life (meaning, insight, or lesson[s] learned)—what is important about the event that makes it worth writing about.
  - This is important to me now because it...
  - I will always remember this experience because it...
  - This experience is worth writing about because it...

# Personal Narratives: Prewriting Graphic Organizers Activity

32

33

**Brainstorming Chart for Personal Narrative**

<b>Special Places, Trips, or Vacations</b> class trip to museum	<b>Trials &amp; Tribulations</b>	<b>First Time/Day</b>
<b>Triumphs/Proud Moments</b>	<b>Friendships</b>	<b>Family Traditions</b> look at holiday lights
<b>Growing Up</b>	<b>Mistakes</b>	<b>Other Ideas</b>



# Personal Narratives: Prewriting Graphic Organizers Activity

## Narrowing the Focus of an Idea

### **Brainstorming idea:**

class trip to museum

### **List specific things that you remember:**

long bus ride to city

lots of exhibits

picnic lunch at the park

IMAX movie

the snake on the bus

# Personal Narratives: Prewriting Graphic Organizers Activity

## Developing the Central Idea of a Personal Narrative

### Narrowed Focus/Topic

the snake on the bus

### Important Details

1. Out-of-town class field trip to the museum; halfway home with an hour more to go
2. Several girls start screaming; a snake is somewhere on the bus
3. Eric had caught a grass snake at the picnic in the park; snake had escaped from his backpack
4. Everyone had to get off the bus
5. Searched for 45 minutes
6. Found it "hiding" inside paper bag under my seat

### Significance

I will never forget this experience because it was both scary and funny. It also taught me a valuable lesson. I learned that, as a teacher, I should never assume anything and always be prepared for the unexpected. I should always clarify expectations, including what qualifies as a souvenir!

### Central Idea

Be prepared for the unexpected and clarify expectations on out-of-town field trips.

# Personal Narrative Elements

34

35

- Narrow, clearly defined focus
- Logical sequence
- Strong introduction
- Interesting details
- Character description
- Dialogue
- Setting description
- Strong conclusion
- Purposeful and precise word choice
- Varied sentence structure

# Identifying Personal Narrative Elements in Mentor Texts Activity

34

36

- Read the sample personal narrative essay on Handout 36.
- With a partner, identify the personal narrative elements. (Use Handout 34 as a resource.)
  - Write the element in the left column.
  - Highlight or mark corresponding text in the essay.

# Discussion Board:

## Are You Hiding Behind a Curtain?

37

- Why is it important for us to come out from behind the curtain and demonstrate/model the difficult steps and processes (the confusion, the messiness, the stopping and starting, the hesitation) that we go through as we try to write?
- Would you describe yourself as a "Wizard of Oz" writing teacher? Give reasons to support your answer.
- What are the challenges of using impromptu writing to model writing?

# Model Lesson Activity: Drafting a Strong Introduction

32

38

## Developing the Central Idea of a Personal Narrative

### Narrowed Focus/Topic

the snake on the bus

### Important Details

1. Out-of-town class field trip to the museum; halfway home with an hour more to go
2. Several girls start screaming; a snake is somewhere on the bus
3. Eric had caught a grass snake at the picnic in the park; snake had escaped from his backpack
4. Everyone had to get off the bus
5. Searched for 45 minutes
6. Found it "hiding" inside paper bag under my seat

**BODY**

### Significance

I will never forget this experience because it was both scary and funny. It also taught me a valuable lesson. I learned that, as a teacher, I should never assume anything and always be prepared for the unexpected. I should always clarify expectations, including what qualifies as a souvenir!

### Central Idea

Be prepared for the unexpected and clarify expectations on out-of-town field trips.

# Model Lesson Activity: Drafting a Strong Introduction

- Tone: light and humorous; want readers to laugh as they read about my experience
- Hook: gets the reader interested and motivated to read more
  - Foreshadowing
  - Action
  - Dialogue
  - Character description
  - Setting description

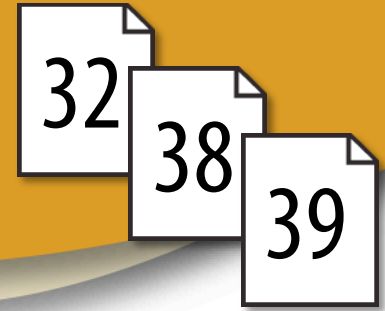
# Model Lesson Activity: Drafting a Strong Introduction

## Personal Narrative Essay Draft 1

"Help, Ms. Smith! There's a snake on the bus!" These are words that no first-year teacher wants to hear. But, I did. There was no doubt that my first out-of-town field trip was about to teach me a valuable lesson: Be prepared for the unexpected and clarify expectations on out-of-town field trips. It's too bad that my college professors had not covered these important principles before I landed my first job in the classroom.



# Modeling and Drafting a Strong Introduction: Your Turn



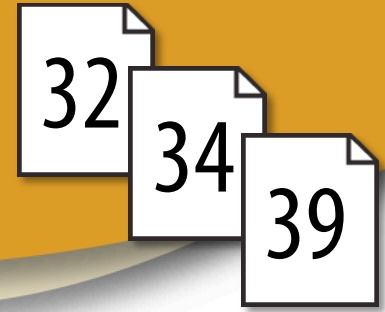
- With a partner, take turns modeling how to draft/write the introduction for a personal narrative (based on the central idea you developed on Handout 32).
  - Follow the model lesson procedures on Handout 38.
  - Think aloud, describing how you approach the process of composing an introduction (development of your ideas and thoughts).
  - Draft your own introduction on Handout 39.

# Teaching Conventions in Context: Your Turn

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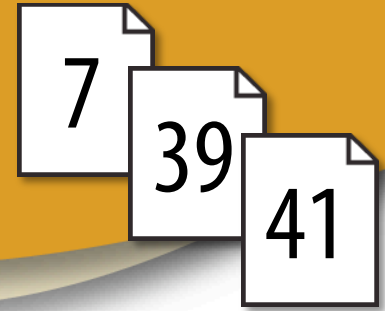
- Work in small groups of three or four at your table.
- Select mentor sentences from the personal narrative on Handout 36 that includes a well-written example of
  - dialogue (use of quotation marks); and
  - strong action verbs.
- Write each sentence in the appropriate boxes on Handout 40.
- Take turns being the teacher: Practice the four routines for teaching grammar in context using each mentor sentence.

# Drafting a Personal Narrative: Your Turn



- Revisit the introduction you wrote earlier; you may revise it.
- Finish drafting your personal narrative (beginning, middle, and end) on Handout 39.
- Try to emulate modeling an actual lesson by focusing on
  - your approach for including key elements (use Handout 34 as a resource); and
  - your thought processes (idea development and writing style).

# Revising and Editing a Personal Narrative: Your Turn



- Read the questions on Handout 41.
- Using the questions as a guide, reread and revise your own personal narrative on Handout 39.
- Use the rubric on Handout 7 to determine strengths and weaknesses.
- With a partner, share your strengths and discuss how you could revise and improve your personal narrative based on the areas of weaknesses that you identified.

# Writing Reflects Thinking

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Read like a writer.

Communicate with others.

Develop ideas.

STANDARDS-BASED WRITING INSTRUCTION

TALA