



Table of Contents



Meeting Standards 3

Chapter 1: Introduction to Guided Writing

Guiding Student Writers 5

Preparing the Students for Writing 7

Using the Powerful P’s 8

 Step 1: Plan 8

 Step 2: Package 8

 Step 3: Pop 9

 Step 4: Polish 9

 Step 5: Publish 9

Writing Process 10

3-Point Scoring Rubric 12

Bloom’s Taxonomy and the Writing Process .. 13

Powerful P’s Mini Posters 14

Chapter 2: Vocabulary Development

Active Vocabulary Development 19

Sensory Vocabulary Chart 20

Writer’s Vocabulary: Sensory Words 21

STAR Vocabulary 23

Transitional Words and Phrases 25

50-Cent Words 26

Color Vocabulary 27

Shape Vocabulary 28

Chapter 3: Sentence Building

Teaching Sentence Building 29

Guided Sentence Building 30

Building Sentences with a Sentence Wheel ... 32

Fixing Fragments 34

Statement Sentences 36

Question Sentences 37

Command Sentences 38

Exclamation Sentences 39

Chapter 4: Writing Paragraphs

Introduction to Writing Paragraphs 40

Prompt-Response Strategy

Cats 42

What I Would Give 44

My Favorite Holiday 46

My Favorite Book 48

A Special Person 50

When I Grow Up 52

Blank Prompt-Response Form 54

COW Strategy

Birds 58

Family Time 60

Insect 62

Mountain Top 64

I’m Happy! 66

Favorite Foods 68

Blank COW Strategy Form 70

Diagram and Write

Comparing Two Pets 72

Comparing Two Things 74

Daily Drawing and Journal 76

Read, Draw, and Write 77

Combining Strategies to Write Multiple Paragraphs

The Circus 80

Human Performers 82

Animal Performers 84

Chapter 5: Story Writing

Introduction to Story Writing 86

Retelling a Story 87

Storyboard 88

Story Planner 90

Story Bus Planner 92

Autobiography 94

Blank Writing Page 95

Ideas for Story Writing 96

Meeting Standards

Each lesson in *Classroom Authoring: Guided Writing (Grade 1)* meets one or more of the following standards, which are used with permission from McRel. (Copyright 2000, McRel, Mid-continent Research for Education and Learning. Telephone: 303-337-0990 Website: www.mcrel.org.)

Language Arts Standards	Page Number
<p>Uses the general skills and strategies of the writing process</p> <ul style="list-style-type: none"> • Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations) • Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus) • Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; uses available appropriate technology to compose and publish work; shares finished product) • Evaluates own and others' writing (e.g., asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions) • Uses strategies to organize written work (e.g., includes a beginning, middle, and ending; uses a sequence of events) • Uses writing and other methods (e.g., using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences • Writes in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experiences, narratives, messages, responses to literature) • Writes for different purposes (e.g., to entertain, inform, learn, communicate ideas) 	<p>7–8, 10, 14, 20, 23–24, 42, 44, 46, 48, 50, 52, 54, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76–77, 80, 82, 84, 88, 90, 92</p> <p>8–11, 15–16, 30–39, 42–55, 61, 63, 65, 67, 69, 71, 73, 75–77, 80–85, 89, 91, 93–95</p> <p>9, 11, 17–18, 42–55, 61, 63, 65, 67, 69, 71, 73, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>9, 11, 17–18, 42–55, 61, 63, 65, 67, 69, 71, 73, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>8, 10, 14–15, 60, 62, 64, 66, 68, 70, 72, 74, 80, 82, 84, 89, 91, 93</p> <p>20, 24, 36–39, 44–55, 58–71, 74–77, 80–85, 88–95</p> <p>45, 47, 49, 51, 53, 55, 61, 63, 65, 67, 69, 71, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>45, 47, 49, 51, 53, 55, 61, 63, 65, 67, 69, 71, 75–77, 81, 83, 85, 89, 91, 93–95</p>

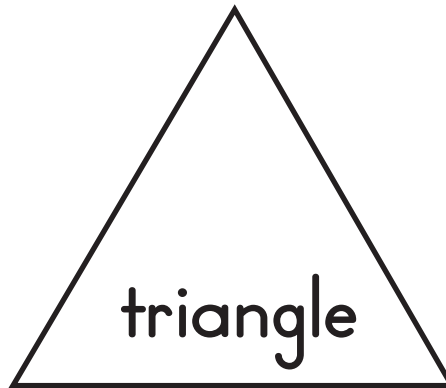
Meeting Standards *(cont.)*

Language Arts Standards	Page Number
<p>Uses the stylistic and rhetorical aspects of writing</p> <ul style="list-style-type: none"> • Uses descriptive words to convey basic ideas • Uses declarative and interrogative sentences in written compositions 	<p>31–39, 44–55, 60–71, 74–77, 80–85, 88–95</p> <p>34–39, 45, 47, 49, 51, 53, 55, 61, 63, 65, 67, 69, 71, 75–77, 81, 83, 85, 89, 91, 93–95</p>
<p>Uses grammatical and mechanical conventions in written composition</p> <ul style="list-style-type: none"> • Uses complete sentences in written compositions • Uses nouns in written compositions • Uses verbs in written compositions • Uses adjectives in written compositions • Uses adverbs in written compositions • Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade level list; spells phonetically regular words; uses letter-sound relationships; spells basic short vowel, long vowel, r-controlled and consonant blend patterns; uses a dictionary and other resources to spell words) • Uses conventions of capitalization in written compositions (e.g., first and last names, first word of a sentence) • Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses question marks after interrogative sentences, uses commas in a series of words) 	<p>31–39, 45, 47, 49, 51, 53, 55, 61, 63, 65, 67, 69, 71, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>31, 45, 47, 49, 51, 53, 55, 61, 63, 65, 67, 69, 71, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>31, 45, 47, 49, 51, 53, 55, 61, 63, 65, 67, 69, 71, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>31, 45, 47, 49, 51, 53, 55, 61, 63, 65, 67, 69, 71, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>31, 45, 47, 49, 51, 53, 55, 61, 63, 65, 67, 69, 71, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>9, 11, 17–18, 42–55, 61, 63, 65, 67, 69, 71, 73, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>9, 11, 17–18, 42–55, 61, 63, 65, 67, 69, 71, 73, 75–77, 81, 83, 85, 89, 91, 93–95</p> <p>9, 11, 17–18, 42–55, 61, 63, 65, 67, 69, 71, 73, 75–77, 81, 83, 85, 89, 91, 93–95</p>

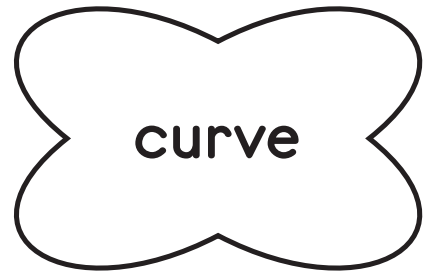
Shape Vocabulary



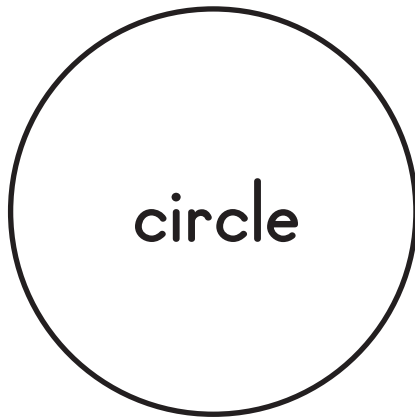
dome



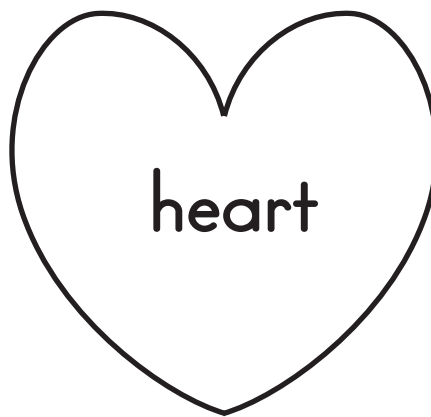
triangle



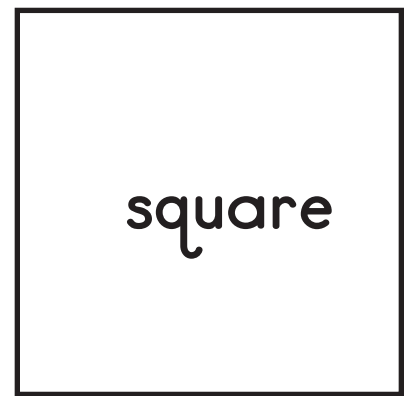
curve



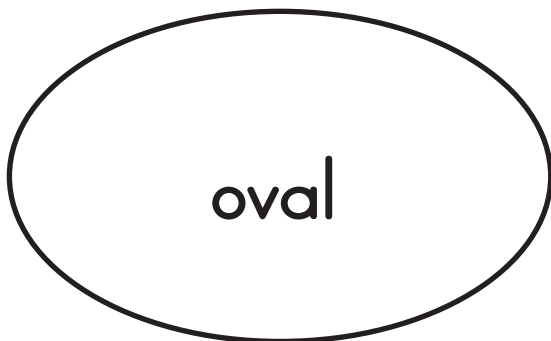
circle



heart



square



oval



rectangle

Teaching Sentence Building

Introduction to Sentence Building

Young writers will gain knowledge and experience about sentence writing from continued practice and application. While the students write sentences, the teacher should reinforce good grammar, punctuation, and sentence structure. Although it is important to study sentence structure and development, the students will also gain experience in sentence writing from using the activities in Chapter 4 (Writing Paragraphs) and Chapter 5 (Story Writing).

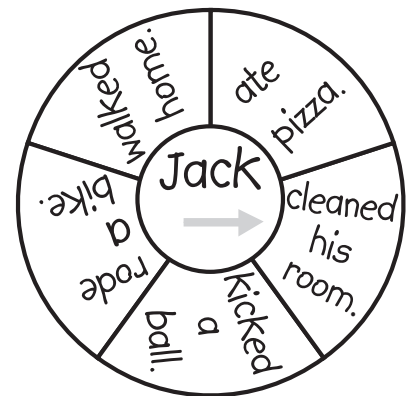
Guided Sentence Building

Make transparency copies of Guided Sentence Building (pages 30–31). Using page 30 on the overhead, show the students how to build a descriptive sentence. Then guide the students through page 31. Begin with two words—a *subject* and a *predicate*. Ask the students to tell more about the subject. Write the description on the line below the subject. Ask for more information about the verb/predicate and write it on the line below. Keep the line that separates the subject and verb to help the students understand that they are adding meaning to each one. By adding words or phrases to the subject or verb/predicate, the writer makes the sentence more interesting and meaningful for the reader.

After several practice sessions using the Guided Sentence Building form (page 31), direct the students to draw their own building sentences frames and guide them in the process. The students will soon be able to do this activity independently.

Building Sentences with a Sentence Wheel

The students use subject and predicate details from a story or generate their own ideas to write on the wheels (see pages 32–33). Then they spin each wheel and read the different sentences. The students will enjoy writing the crazy sentences, and they will also practice building complete sentences.



Fixing Fragments

Have the students read stories in the book *Fox Be Nimble* by James Marshall. Then instruct them to use sentence parts taken from the stories to write new, complete sentences on page 34. (Sentences do not have to match the sentences in the book.) The students can also practice fixing fragments by completing page 35. Choose a story from the library or from the students' reading text. On a copy of page 35, write half a sentence (subject in Part A; predicate in Part B). Use the example to model to the students how to add to the fragment to make a complete sentence. For each fragment, the student should write the remainder of the idea on the corresponding blank.

Four Types of Sentences

It is important for young writers to understand that there are statement, question, command, and exclamation sentences. Pages 36–39 give the students an opportunity to practice forming each type of sentence.

Name _____

Date _____

Fixing Fragments

Read stories from *Fox Be Nimble* by James Marshall. Use sentence parts taken from the stories to write new, complete sentences. (Sentences do not have to match the sentences in the book.)

"Fox the Famous"	
Subject (fragment)	Add a predicate.
Mrs. Ling across the street	
"How nice of you, Fox,"	
But the Ling Kids	
Suddenly he	
Their mom	
"Bye-bye!" the Ling kids	
But the wind	
That night Fox's mom	

"Fox the Brave"	
Add a subject.	Predicate (fragment)
	stepped on one of his skates.
	landed with a bang.
	came running.
	put Fox to bed.
	called Doctor Ed to come over.
	stepped on Fox's other skate.
	ran smack into Mrs. O'Hara.
	didn't cry.

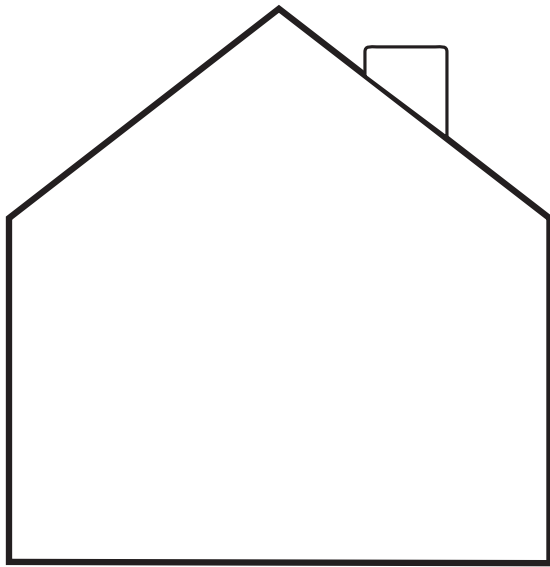
Name _____

Date _____

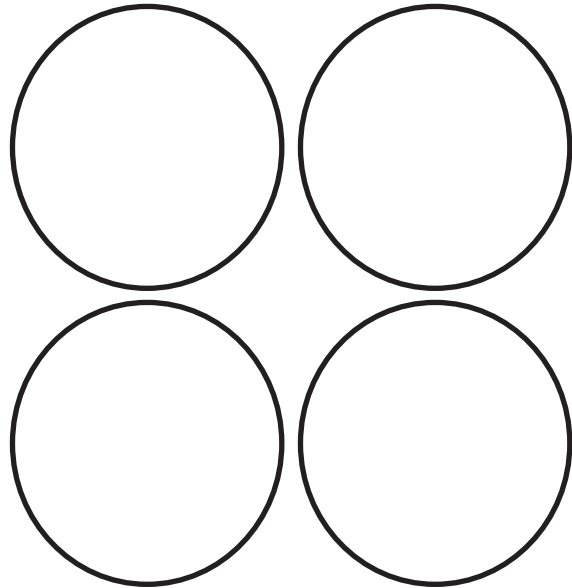
Story Planner

Plan a story using the Story Planner. Draw pictures for each part of your story. Then write your first draft on page 91.

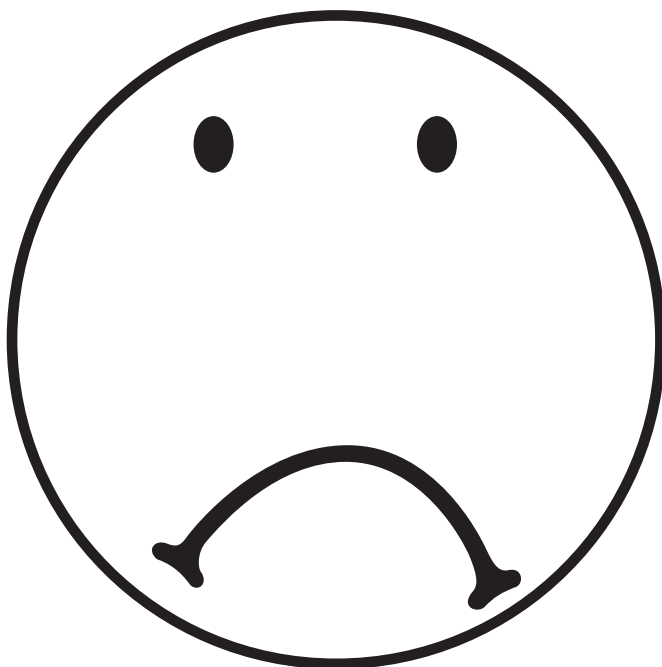
Setting



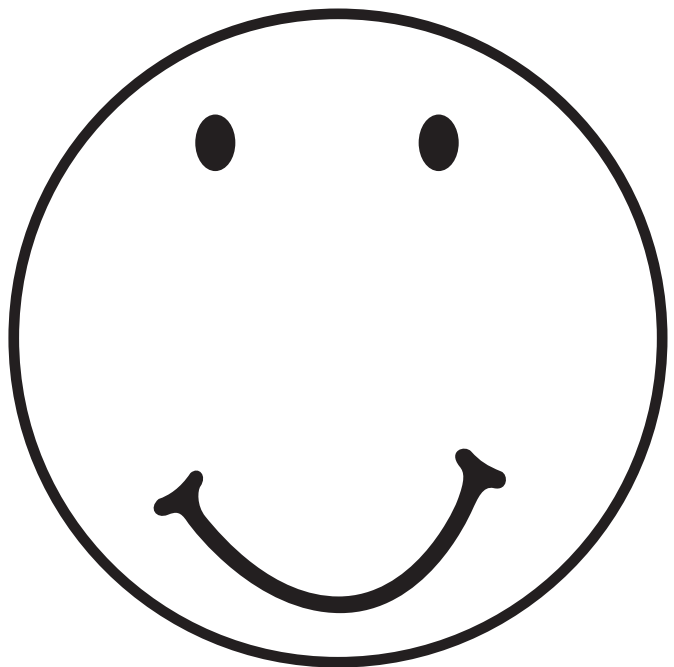
Characters



Problem



Solution



Name _____

Date _____

Story Planner *(cont.)*

Use your plan from the Story Planner (page 90). Write the first draft of your story in the spaces below.

Beginning

Middle

Ending

- A. **Pop** words or ideas in, out, or around.
- B. Hold a peer or teacher conference to **polish** your writing.
- C. Finally, write a neat draft to **publish** your work.