

<p>Mini Lesson: Personal Narrative 1 (20) Introduction to Readable Writing</p> <p>Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events. CC1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> - Capitalize dates and names of people. - Use end punctuation; use commas in dates and words in series. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions <p>CC1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence.
<p>Materials:</p> <ul style="list-style-type: none"> • A student folder with writing samples that are hard to read and easy to read OR teacher makes up own writing samples, some readable and some unreadable stories • Students' folders with writing samples from previous and present unit • Pre-established partnerships • "What makes writing easy to read?" chart (sample at end of unit) [optional]
<p>Connection: "Writers, yesterday we talked about how to make our good writing even better – how to make our writing easier for others to read. I showed you this great story that I was reading and when I got to the end I was so disappointed because I couldn't read the ending. You noticed the letters were all smashed together so it made part of this great story hard to read."</p>
<p>Teach:</p> <p>"Today we're going to examine – study – our own writing. We're going to look at our writing and ask ourselves, 'Is this piece easy to read or hard to read?' If a writing piece is easy to read we'll put it in one pile, and if it's hard to read we'll put it in another pile. Take out one student's writing from a previous unit or previous year, or use your own sample. If you're using a student's example, you may want to shield it from the group and hold it close to your face as if you're closely examining it.</p> <p>"Oh, this looks like Becky. It looks like she doesn't feel very well". Pause, then, "Writers, make a movie in your mind of what I just did."</p> <p>"Now I'm going to try and read the words. I copied them so you all could see them and watch what I do as I try to read the writing." Show enlarged version of words. 'I had a...' Hmm...this word is hard... rely Oh, I got it! 'Really.' Continue to concentrate to sound out the words, and then read, 'I had a bad stumick ake.' Yep, it looks like Becky has a stomach ache."</p> <p>"Will you talk with your partner just for a moment? Tell your partner what I did when I really wanted to read Becky's writing." Students turn and talk for a brief moment.</p> <p>"You're right, I looked at the picture. Then I pointed to the words and used my phonics skills to sound out each word. I can read this writing, so I'm going to put it in the 'Readable' pile. The writing that I have a really hard time reading, I'm going to put in this other pile over here."</p> <p>ELD: Make a sketch on chart paper of dividing papers into two piles. Emphasize in sketch the criteria for categorizing student work ("unreadable" pile has scribbles or illegible words; "readable" pile has neat, orderly text).</p>
<p>Active Engagement:</p> <p>"Writers, you are going to open your folders and reread the writing that is in it. When you're rereading your writing, make two piles like I did – one pile for the readable writing (easy for you to read), and one pile for your writing that is hard to read. If you</p>