Writing Unit of Study
1st Grade- Informational Books: Personal Expertise

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Resource Materials Section
See Separate Packet
**Writing Unit of Study**  
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**Abstract**

“Nonfiction texts govern as much as 90% of the reading and writing done by literate adults and comprise more than 70% of standardized assessments. For our children to succeed in school and beyond they need to know how to plan, compose, revise, edit, and publish a range of nonfiction texts.” (Tony Stead and Linda Hoyt, 2010). Teachers need to assist students in discovering what the different types of informational text look like and the structures and features proficient writers utilize when writing for various purposes.

Therefore, students need multiple opportunities across the year to study and write informative/explanatory texts (common core state writing standard #2). It is suggested that teachers consider at least 2-3 units of study in informative/explanatory writing. This is in addition to extensive informational writing students engage in during social studies, science, math, reading, and other areas. This unit is similar to the “Writing All-About Books” section from Nonfiction Writing: Procedures and Reports (Calkins and Pessah, 2003, Units of Study for Primary Writing: A Yearlong Curriculum. Students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge. This type of writing starts in kindergarten and progresses in sophistication and concepts from first grade to second grade and beyond.

In 1st grade, the first informative/explanatory unit is a How-To that focuses on teaching others to do something the writer knows how to do well. The second unit, this one, focuses on students sharing an area of personal expertise. The third unit centers on a whole-class shared topic. It is referred to as a hybrid unit in that reading, writing and science are all integrated in the quest to learn more about a particular science concept and subsequently share and write findings similar to how a scientist would.

The MAISA units are following the recommendation and resources of Teachers College Reading and Writing Project in that children begin writing about topics of personal expertise before advancing to topics requiring research. Although this following quote specifies second grade writers, it does provide a direction in which first grade writers will be headed. As stated in A Quick Guide to Teaching Informational Writing (Wiesen, 2012),

“...in our experience working with a huge range of student writers, we’ve observed that the process of research-reading about a topic, developing questions and looking for answers, synthesizing information, and paraphrasing what’s been learned in one’s own words—requires a complex set of skills, many of which are only tangentially related to writing. Most second grade writers first need the opportunity to grow their informational writing muscles—learning to organize information into categories and use a variety of elaboration strategies to teach—before undertaking the complexity of research. This way, we can first help them focus on lifting the quality of their nonfiction writing without having to teach research skills extensively.”

To assist students in this endeavor, this unit focuses on six main concepts:

1) immersing students in text to study the purpose, structure and characteristics of informational writing and generate possible writing ideas;  
2) choosing topics by considering areas of expertise and audience  
3) planning and drafting information in an organized way;  
4) rereading and revising content using a toolbox of elaboration strategies;  
5) adding nonfiction features and structures; and  
6) preparing to publish by doing further revision and editing.

The unit culminates with students engaging in some type of celebration activity (e.g. expert share fair).
Important Point:

At the start of the unit, encourage students to write a variety of books on areas of personal expertise. This will provide them repeated opportunities to practice how to generate ideas and plan the organization of information. They will learn to organize their books with tables of contents and chapter headings. As the unit progresses, students will shift toward lifting the level of their work as they write new books that are more elaborated and revise previously written books to apply new skills they’ve gained. Near the end of the unit, students will chose one of their books to revise and edit more extensively for purposes of sharing with a wider audience.
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Resources and Materials Needed

Mentor or Teaching Text

- Mentor – See Resource Materials Packet for suggestions
- Mentor text that has the following text features: label, zoom in, action lines and arrows, captions (Session 4)
- Mentor text for modeling purposes (Session 5)
- Stacks of books from the Immersion Phase that students can study for text features (Session 5)
- Mentor Text that has a table of contents (Session 7)
- Stack of mentor texts with headings (Session 8)
- Mentor text, Snakes, by Tracey Crawford or another similar book that has precise words - e.g. all, some, many (Session 11)
- Teaching text, All-About Honeybees by Michele Dufresne, or other similar book that has text features (Session 12)
- Mentor text from Immersion that partnerships can explore (Session 12)
- Mentor text that includes exclamations and wonderings; comments and tips (MWTP) – could also be in teacher book
- Teacher text that includes a page of fact after fact after fact (Session 14)
- Mentor text that includes comparisons (Session 15)
- Mentor text – any to demonstrate with (Session 19)
- Informational books with text features that students can look through in partnerships

Resources and Materials

- Paper Templates – duplicate stacks for students to use as needed – See Resource Materials Packet
- Enlarged Teacher Tiny Topic Notepad or enlarged Teacher Topic List Paper
- Teacher personal expertise topic list, teacher generated personal expertise book/s (used throughout unit). See individual lessons for various teacher pages needed.
- Chart paper, poster board, or blank big book for anchor charts
  - Anchor Charts:
    - “Writers Revise By...”
    - How Do Informational Books Tend to Go (created in Immersion)
- Post-it notes – regular size and mini, colored
- Idea Chart with picture clues (Created in immersion, see resource packet.)
- Tiny Topic Notebooks (See resource packet—Session 1)
- Booklet paper with approximately 7 lines
- Personal Topic Template (Session 3)
- Teacher sample text of a topic teacher knows a lot about and one that teacher knows little about
- Teacher All-About Book – page where a picture and caption can be added (Session 4)
- Caption Page (See Resource Packet—Session 4)
- Class created information book or teacher created information book
- Sort into categories page (Resource Packet—Session 6)
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Resources and Materials Needed - continued

- Copies of Table of Contents template (Resource Packet—Session 7)
- Picture of grocery store aisle signs, if possible (Session 7)
- Teacher created All-About Book (Session 11)
- Teacher All-About idea (Session 12)
- Diagram Paper (Session 12)
- Teacher created book about snakes or another topic (Session 13)
- Diagram paper with caption (See resource packet—Session 13)
- 3 x 5 index cards – some with exclamation points and some with questions marks (one per student) Session 14
- Writers Revise By student checklist (Session 16)
- Teacher created “best attempt” (chosen in Session 16) All-About book that includes mistakes (used in Session 17)
- Copy of Editing Checklist for each student (See resource materials packet—Session 18)

Professional Resources

**Writing Unit of Study**  
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**Why a Script?**

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a “writing coach” by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

**Additional lesson information:**

**Share Component**

Each lesson includes a possible share option. Teachers may modify based on students’ needs. Other share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

**Mid-Workshop Teaching Point**

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

**Assessment**

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)
Assessing Writers at the Start of the Unit

It is suggested that teachers engage in an on demand informational writing assessment prior to starting this unit. See xxxxx for directions, prompt, and scoring information.

This section is presently being developed by the MAISA K-2 assessment sub-committee. For Pilot and Review purposes, please see K-2 Formative-Assessment Packet for MAISA Writing Units on Atlas Rubicon under Assessment Tasks, Unit #1.
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Overview of Sessions – Teaching and Learning Points

Immersion Phase See explanation and lesson suggestions

Concept I: Writers select things they know all about so they can teach others.

Session 1 Writers think about topics in which they are experts, things they know all about, so that they can teach others.
Session 2 Writers consider their audience when choosing a topic.
Session 3 Writers try on topics to see if they have enough facts to support the topic.
Session 4 Writers revise by adding more to their pictures to teach more about their topic.

Concept II: Writers plan and write information in an organized way.

Session 5 Writers plan how their books are organized.
Session 6 Writers learn to sort information into categories, or table of contents.
Session 7 Writers reread to revise to make sure information is grouped together in an organized way.
Session 8 Writers use headings to help organize their writing.

Concept III: Writers reread and revise by elaborating to make books longer.

Session 9 Writers reread and revise by asking, “What else can I add?”
Session 10 Writers reread and revise based on questions from self and partner.
Session 11 Writers reread and revise by revisiting mentor text to add precise words.

Concept IV: Writers draft and revise longer chapter books with increasing independence.

Session 12 Writers study mentor text to get ideas of which text features to include.
Session 13 Writers carefully choose the text feature that best matches what they want to teach.
Session 14 Writers wonder and exclaim to make their writing more interesting!
Session 15 Writers reread and revise by adding comparisons.

Concept V: Writers select and “fancy up” a piece to share with others.

Session 16 Writers choose their best piece of writing and add even more revisions.
Session 17 Writers reread and revise with partners to make sure their books make sense and sound right.
Session 18 Writers reread and make their writing readable for an audience.
Session 19 Writers ‘fancy up’ their informational books.
Session 20 Writers celebrate in an Expert Share Fair.
Immersion Phase

Background Information

The purpose of the immersion phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from explorers of the text type to writers of it. Through studying mentor text primarily though read aloud student will develop a greater understanding of:

A. Definition and Purpose
B. Characteristics (What makes a good xxx?)
C. How do these texts tend to go?
   1. General Noticings
   2. How do introductions tend to go? What is included?
   3. How does the middle section (body) tend to go? What is included?
   4. How do conclusions tend to go? What is included?
   5. Author craftsmanship
D. Various components of text type (e.g. text features and structures)

The immersion phase should be completed before starting the mini-lesson sequence. It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of the text type and started collecting possible writing ideas. Teachers may want to keep their own Writer’s Notebooks or Ideas Page so they can model leading a “Writerly Life.”

It is suggested that immersion activities take place during reading. These should be done primarily during read aloud, but could also be addressed via shared reading, reading workshop, and/or independent reading time. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available in writing workshop, immersion activities may be conducted during that time too. Text selection should include published work as well as student authored work. (Please note: If it is not possible at this time to conduct immersion during reading time, add days to the writing unit of study prior to session 1).

Immersion lessons typically follow an inquiry approach; therefore, there may not be specific mini-lessons. Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of this text type.
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Immersion Phase - Continued

Suggested Activities and/or Discussion Points

- Highly recommend reading Immersion information in chapter one from *A Quick Guide to Teaching Informational Writing, Grade 2* by Marika Paez Wiesen (2012, Heinemann). “The time and care we take in immersing our student in the structure and sound of nonfiction through read-aloud and shared writing will be critical to their ability to write informational texts. By carefully selecting mentor texts, planning focused read-aloud experiences, and providing modeling and practice through shared writing, we can be sure that we have provided a strong foundation for the wide variety of writers in our classes, putting them on a sure path to success in informational writing. (p. 20)”


- Based on Common Core State Standards and Teachers College Reading and Writing Project, some essentials when teaching informational writing:
  - Nonfiction writers write to teach their readers a lot of information as well as to make readers interested in their information.
  - Nonfiction writers use both text and additional features to teach information.
  - Nonfiction has a predictable structure of topic and subtopics.
  - Nonfiction texts use domain specific vocabulary.

- **Immersion study during Read Aloud and/or Shared Reading**
  - Identify and discuss purposes of nonfiction text features (e.g. table of contents, labels, captions, glossaries, headings, bold print, diagrams, etc.) Develop a class booklet or chart that includes text feature, definition/purpose, examples.
  - Explore a variety of layouts in nonfiction texts (e.g. descriptive, question and answer format, facts, how-to, different-kinds-of-something, list, parts of something, etc.)
  - Discover and understand the typical structure of topic and subtopics in non-fiction texts; analyze how “chunks of information” are organized by topics and subtopics; study and predict how books will be organized; discuss different types of subtopics, study table and contents and note different ways authors wrote them, etc.
  - Analyze the language and sound often found in informational texts; discuss how the writer shares information; etc.
  - Develop an anchor chart of words and phrases that are particular to nonfiction texts (e.g. *one example, sometimes, almost, as many as, some, xxx is called xxx, also, there are*) comparison language such as *on the other hand, similarly, but, etc.; cause and effect language such as since, because, this led to, etc.*
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Immersion Phase - Continued

• **Shared Writing** (These sessions may be done prior to the unit or in small groups once the unit has begun. Shared writing is in addition to writing workshop. Shared class text will be used through the unit.)

  ➢ Sample sequence of shared writing lessons:
    o Day 1 – Choose a topic and begin a table of contents (Select a topic that all students are familiar with such as All About the Cafeteria, All About the Playground, All About Summer, All About 1st Grade.)
    o Day 2 – Finish the table of contents and start writing one of the chapters
    o Day 3 – Finish one of the chapters
    o Etc.

  ➢ Think and talk together about different pages that could be added to the class or teacher text. Discuss what to write next and how to write it.

• **Generate Possible Topic Areas** - Develop a class list and individual student lists of possible personal expertise areas. Students should write books on a variety of topics drawn from their own life experiences. Guiding questions:
  o What do I know a lot about?
  o What could I teach other people?
  o Who will my reader be? Who would benefit from reading my book?
  o 

Pilot and Review:

Add examples of possible Immersion charts.

What should we call Immersion chart:
Information Books Often Have or How Do Informational Books Tend to Go or Other?
# Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept I</strong></td>
<td>Writers select things they know all about so they can teach others.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers think about topics in which they are experts, things they know all about, so that they can teach others.</td>
</tr>
</tbody>
</table>

## Materials

- Topic IdeaChart with picture clues (Created in immersion)
- Tiny Topic Notebook *(or Personal Topic Template)*  (See Resource Packet)

## Tips

- Use Tiny Topic Notebooks in resource packet or make notebooks half sheets of paper

## Connection

- “Today I want to teach you that when informational book writers such as us get started, we think about topics in which we are experts on, things we know all about, so that we can teach others. We think about people we know all about (people in our lives and famous people), places we go (to eat, to play, to shop), things that we do (at home, at school and outdoors). Then we choose a topic, say everything we know across our fingers, grab a booklet and write, write, write.”

## Teach

- “Today you are going to begin writing your own informational books just liked the ones we loved (show some of the books from immersion).... One of the first things writers do is think of an idea they know a lot about and could teach others. “
  - We could think about **people** we know all about, people in our lives and famous people. I know a lot about my mom and I could tell you all about her. I know a lot about my best friend, and I could teach you all about him.”
  - Another topic I could be an expert on is **places** people go. These places might be where people eat, play, shop or visit. I think I know a lot about our school cafeteria and I could teach someone new to the school all about it or I could write about the water park I visited last summer.”
  - A third topic we could teach others about is an activity or thing we **do at home, at school and outdoors.** I love gardening and I could teach people all about it.....”
  - A final topic I could write about to teach others is a ‘**thing**’, like an animal or a truck, that I know a lot about.
Lesson Plan – Session 1, Continued

<table>
<thead>
<tr>
<th>Teach, Continued</th>
<th>“Writers did you hear how I thought of one person I could write about, one place, one activity I do, and one ‘thing’? (Teacher touches one finger for each possible topic.)</th>
</tr>
</thead>
</table>
| Active Engagement | “Writers, you are going to turn and talk to your partner and tell him/her one person you could teach someone about (Teacher holds up first finger), one place you could teach someone about (teacher holds up second finger), one activity you do at home, at school or outdoors (teacher holds up third finger), and one thing you know a lot about” (teacher touches fourth finger).  
If you need help remembering the four possible topics, look at these pictures to help remind you (show picture of a person, place, activity, and thing). |
| Link | “Writers, we thought about something we know a lot about, and we shared it with a partner. I’m going to take one of my ideas and say everything I know about it across my fingers.” Demonstrate.  
“Then I’ll grab a booklet and write, write, write. Writers, choose a person, place, activity, or ‘thing’ you know the most about, tell what you know across your fingers, grab a booklet and go.” |
| Mid-Workshop Teaching Point | Select a student who told multiple things about his/her topic and share (e.g. person told what his/her brother looked like, told what his/her brother liked to do, and shared what he/she liked most about the brother, etc.) |
| After-the-Workshop Share | “Writers, today you thought about people, places, activities, and things in which you know a lot. Let’s add some of these ideas to our Idea Chart.” (People, places, activities, and things idea anchor chart was started in immersion.)  
Teacher distributes Tiny Topic Notebooks. Explain how they can use the notebooks to collect ideas about people, places, activities and things they know a lot about for possible book ideas. Spend a few minutes having students jot their ideas in their notebooks. |

Add sample chart.
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## LESSON PLAN

<table>
<thead>
<tr>
<th>Session</th>
<th>2</th>
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<tbody>
<tr>
<td>Concept I</td>
<td>Writers select things they know all about so they can teach others.</td>
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<tr>
<td>Teaching Point</td>
<td>Writers consider their audience when choosing a topic.</td>
</tr>
</tbody>
</table>

### Materials

- |

### Tips

- |

### Connection

- “Writers, yesterday we began writing about topics we think we know a lot about. Some of you chose to write about a person, some of you chose to write about a place, and others of you chose to write about an activity.”
- “Today, I want to teach you that writers not only choose a topic, but they also think about who would like to read the book.”

### Teach

- “All of us have many topics we would like to teach others about. When writers choose a topic to write about, they also consider who would like to read the book. This is the audience. For example, I want to write a book about cats and I am going to write the book for my friend Tyrone because he does not have a cat. He would like to get a cat someday.”
- “My topic is cats and my audience is my friend, Tyrone.”

### Active Engagement

- “Select a topic, think about who might learn from your book. Turn to your partner. Partner A tell your partner your topic and who might like to read this book or who would be your audience.”
- Partners reverse roles and complete routine.

### Link

- “When you go off to write today, remember to think about who your audience might be and what you would like to teach them.”

### Mid-Workshop Teaching Point

- “Remember, writers not only think about who they are going to teach about their topic, they also think about what information they would need to teach that person.”
- Share a student’s work that is specific for the person he/she has chosen.
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**LESSON PLAN – Session 2, Continued**

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th>“I noticed that when some of you finished your book you had trouble remembering what to do next. Remember, when you finish you can add to your pictures, add to your words, or start a new piece.”</th>
</tr>
</thead>
</table>
**Writing Unit of Study**  
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**LESSON PLAN**

<table>
<thead>
<tr>
<th>Session</th>
<th>3</th>
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<tbody>
<tr>
<td>Concept I</td>
<td>Writers select things they know all about so they can teach others.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers try on topics to see if they have enough facts to support the topic.</td>
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</table>

**Materials**

- Personal Topic Template (See Resource Materials Packet)
- Teacher samples of a topic teacher knows a lot about and one that teacher knows little about

**Tips**

- Students will need their writing folders with them

**Connection**

- “Writers, yesterday I noticed that some of you wrote looooooong about your topic. Others of you only had a page. You didn’t have a lot to teach your audience about your topic.”
- “Today, we are going to learn how to rehearse or plan our possible topic for an informational piece. This will help us decide if we have enough information or know enough facts to teach our audience and turn it into a whole book.”

**Teach**

- “A fact is something you know to be true because you have seen, heard, or read about it. Let’s revisit one of our mentor texts (hold up book, restate title and author). XXX (Author) taught us facts such as: (blank) and (blank) and (blank) and (blank) and (blank) about the topic. (Put up one finger for each item mentioned). This author picked a topic in which he knew a lot of facts.”
- “We first think of a possible topic. Then, we rehearse to see if we know enough facts about the topic. We should know at least five facts, things we know are true because we have seen, heard, or read them in order to write a book about the topic.”
- Teacher demonstrates one topic option that has five facts by telling what she knows across her fingers, keeping the audience in mind, (this would be a “go”) and one that only has two (this would be a “no go”).
- “Writers write, write, write about topics they know five or more facts they could teach. If you don’t know five facts to teach your audience about a topic, then you have to choose a new item to be an expert.”
**LESSON PLAN – Session 3, Continued**

| Active Engagement | “Partner A, select a topic and audience from your tiny topic notebook, turn to your partner and list across your fingers the facts you could teach your audience about your topic. When you get done, discuss with your partner if you had five or more facts. If yes, then you can write a book on this topic. If no, you’ll need to choose a new topic to be an expert.”
| Switch roles. |
| Link | “When you go off to write today, you are going to be like (author stated above) and decide if you know enough facts about a topic to write, write, write a book. There were times when (author) had an idea but didn’t know enough facts and had to think of something else. There were other times he knew enough facts. If you think of an idea and have five or more facts to teach your audience, you can write a book.” |
| Mid-Workshop Teaching Point | “Writers, I noticed that Kayla’s facts are things to be true because they are things that she has seen, read, or heard. Kayla’s facts are not just information she thinks she knows might be true.” Give examples. |
| After-the-Workshop Share | Share the work of two or three students who were successful in applying today’s teaching point. |
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LESSON PLAN

<table>
<thead>
<tr>
<th>Session</th>
<th>4</th>
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<tbody>
<tr>
<td>Concept I</td>
<td>Writers select things they know all about so they can teach others.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers revise by adding more to their pictures to teach more about their topics.</td>
</tr>
</tbody>
</table>

| Materials |
|-----------------|--------------------------------------------------|
| ● Chart paper to create a “Writers Revise By...” chart |
| ● Anchor Chart - How Do Informational Books Tend to Go (created in Immersion) |
| ● Mentor text that has the following text features: label, zoom in, action lines and arrows, captions |
| ● Teacher Book – page where a picture and caption can be added |
| ● Informational books with text features that students can look through in partnerships |
| ● Post-it notes to flag pages |
| ● Caption Page (See Resource Packet) |

<table>
<thead>
<tr>
<th>Tips</th>
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<tbody>
<tr>
<td>● The discussion of things we can add to our pictures should be a review from the Immersion Phase</td>
</tr>
<tr>
<td>● Put a visual next to each item on the anchor chart so students can match words with pictures</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Connection</th>
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<tbody>
<tr>
<td>● “Writers, yesterday many of you discovered you know a lot about some topics. I am really looking forward to learning from your books. We have some people writing about xxx, xxx, xxx...</td>
</tr>
<tr>
<td>● “Today, I want to remind you that writers sometimes decide to go back to revise all of their books, rather than starting a brand-new one on a new topic. One way we might revise our books is to think of ways that we can add to our pictures to teach more about our topics. Teaching pictures have labels and other stuff in them to help readers learn not just from the words of the book, but also from the picture.”</td>
</tr>
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<table>
<thead>
<tr>
<th>Teach</th>
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<tbody>
<tr>
<td>● Review the concept of revision; re-seeing and re-thinking our work and importance for doing so.</td>
</tr>
<tr>
<td>○ Discuss and review with students different ways we can add to our pictures and teach more about our topic. Use anchor chart -How Do Informational Books Tend to Go, as a reference.</td>
</tr>
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</table>
## LESSON PLAN – Session 4, Continued

### Teach, Continued

- For example:
  - label (show a mentor text example and discuss purpose of labels)
  - zoom in an important part of your picture so reader has a close view (show a mentor text example)
  - show action lines and arrows to show the reader direction (show a mentor text example)

(Please note: These text features were studied in the kindergarten informational writing unit and should have been discussed during Immersion.)

- “Writers, we have already learned that we can add more to our pictures by adding labels, zooming in, and showing actions by using lines and arrows. Let me show you one more way writers can add to their picture to teach more about their topic.”
- “Another way writers can teach others even more about their topic is by adding a caption under their picture. A caption is at least one sentence that tells more about the picture.”
- Teacher models by adding a caption to teacher created All-About book.

### Active Engagement

- Distribute books to partnerships. Have them flag pages where the author used one of the features listed above to teach more about their topic.
- Share class discoveries.

### Link

- “Writers, when you go off today, think about something you want to teach more about and how adding to your picture will help you to do so. Writers can add labels or captions, zoom-in, or show action arrows to help teach the reader even more about the topic.”

### Mid-Workshop Teaching Point

- “Writers you have been revising your books by adding to your pictures. As you are adding to your pictures you might think of a specific word you would like to use. For example, Joe is writing about trucks and wants to label the lift as a hydraulic lift. Instead of just wring ‘lift’ he is going to tackle the tricky word ‘hydraulic’ by saying the word slowly and writing the sounds he can hear.”

### After-the-Workshop Share

- “Today we learned that writers can revise their Informational Book by adding labels or captions to their pictures, zooming in, or showing action arrows to help teach the reader even more about the topic. Let’s create a chart called “Writers Revise By” so that we can remember the strategies writers use when they want to teach their reader more by adding to the pictures.”
- Create a “Writers Revise By....” chart.
Lesson Plan – Session 4, Continued

Sample Anchor Chart

Writers Revise by...

- Adding to pictures – label, zoom-in, use action lines and arrow, caption

Please note:
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Writing Unit of Study
1st Grade- Informational Books: Personal Expertise

Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and write information in an organized way.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers plan how their books are organized.</td>
</tr>
</tbody>
</table>

**Materials**

- Anchor Chart - How Do Informational Books Tend to Go (created in Immersion)
- Mentor text for modeling purposes
- Stacks of books from the Immersion Phase that students can study for text features
- Optional: give students a list of things they might want to try from the chart

**Tips**

- For additional information, Calkins and Pessah, 2003. Nonfiction Writing: Procedures and Reports, p. 60. Portsmouth, NH; Heinemann

**Connection**

- Display some student work from yesterday that has elaborated pictures. Discuss how the caption, zoom-in, label or action arrow help teach more about the topic.
- “Today we want to revisit our study of how non-fiction text tend to go. We will think about how they are organized and what type of text features are included in them. This will help us think about and plan for what we want to include in our books”.

**Teach**

- Teacher selects a mentor text and models how to go through the book and notice different aspects (e.g. a big ‘All-About’ title, table of contents, chapters, headings, how-to page, etc.)
- Review anchor chart, How Do Informational Books Tend To Go, that was created during the Immersion Phase.
- Cross check book to find things listed on anchor chart.

**Active Engagement**

- “I’m going to give you and your partner another All-About book. Please investigate and see if your informational book has these same features? Check whether, your book has a big All-About title that signals readers that this book will teach them all about a big topic. Check if your book has... (refer to chart developed during immersion).”
- “An informational book is more like a whole hand than a single finger. It’s big and it has parts that go into it. See if you can see the big title. (touch the palm of your hand), and see if you can see smaller sections or chapters. (touch your fingers). How are the sections divided up? (spread your fingers apart., They don’t all glob together. Turn and talk with your partner.” (Calkins and Pessah, 2003. Nonfiction Writing: Procedures and Reports, p. 60. Portsmouth, NH; Heinemann)
Lesson Plan – Session 5, Continued

| Link | “So far today we have looked over examples of the kind of writing we want to do. Now it’s your turn to make decisions as authors as to what kind of features you would like to include in your book that will help teach others about your topic.”  
“Here is a list of possible features you may want to try. Keep it in your folder as a tool for you to use as you work like the pros. Once you have an idea of something you would like to try in a book you have already written or a new one, you may go off. Don’t forget to use mentor books to help you.” List is optional. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Workshop Teaching Point</td>
<td>Select one to two students that added something to an existing book and emphasize that as an author he/she made a decision to include this to help the reader learn more about their topic.</td>
</tr>
</tbody>
</table>
| After-the-Workshop Share | Ask students to bring their folders to the carpet and sit with their partner.  
Explain to students they will be discussing two main things with their partner: 1) count and show how many books they have written so far and 2) pull out their longest book and explain to partner why this particular one is so long.  
Emphasize how important it is that students write, write, write in order to become better non-fiction writers. Like the authors we read, they must continue to write many non-fiction books. |
## Writing Unit of Study

### 1st Grade- Informational Books: Personal Expertise

**Lesson Plan**

<table>
<thead>
<tr>
<th>Session</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept II</strong></td>
<td>Writers plan and write information in an organized way.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers learn to sort information into categories or table of contents.</td>
</tr>
</tbody>
</table>

### Materials

- Class created information book or teacher created information book
- Sort into Categories page (See Resource Packet)

### Tips

- "Yesterday, we worked on putting lots of information into our books. Think about books in the library. They have pages after pages, unlike a poster that has only one page. We are informational authors that write, write, write."
- "Today, writers, I am going to give you a big tip. When you have a lot to tell or teach others, we don’t just want to throw all of the information out to our readers like this, in a jumbled or mixed-up way (Blah...teacher holds out hands) Instead we want to sort the things we want to teach into categories so that it is organized and readers can learn more easily (point to each finger)."

### Teach

- Teacher models, using class created information book or teacher created information book.
- Example: “We wrote our class information book to teach about the cafeteria. Some things we wrote about were how much lunch cost, where to throw your lunch away, who to pay for your lunch, and where to put your tray when you are done.”
- “It would be hard for our reader to understand and remember everything we want to teach them. Instead, we want to sort our items into groups or categories, so the reader can learn more easily.”
- Teacher models by taking a part the class book and sorting the pages into categories “We could put the pages about how much lunch cost and who we pay together, because both go those pages tell the reader about paying for lunch.”

### Active Engagement

- “Turn to your partner and discuss how the other two pages of our book go together.”

### Link

- “Today, writers, when you go off, remember don’t just throw your information out to your readers in a jumbled or mixed-up way. Take out one of your books and see if you can organize the pages in a way that makes more sense. Writers should organize their information into groups or categories so it’s easier for your reader to read and understand.”

### Mid-Workshop Teaching Point

- Teacher uses an example in the classroom as to how certain things are organized and therefore makes it easier to find something (e.g. classroom library, supply boxes, tools, math manipulatives, etc.)
### Lesson Plan – Session 6, Continued

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th>“As you were working, I was revisiting the dog book by xxx and noticed how he organized the book so it was easy for the reader to find things. Look at this page, (show table of contents). It is called a Table of Contents. This is where the author organized information into groups or categories, and named the groups in this list. Read the list. Tomorrow, we will learn how to do the same thing for our books.”</th>
</tr>
</thead>
</table>

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise
### Writing Unit of Study

#### 1st Grade- Informational Books: Personal Expertise

**Lesson Plan**

<table>
<thead>
<tr>
<th>Session</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and write information in an organized way.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers reread to revise to make sure information is grouped together in an organized way.</td>
</tr>
</tbody>
</table>

#### Materials

- Class created book from a shared writing experience
- Table of Contents page (See Resource Packet)
- Picture of grocery store aisle signs, if possible
- Anchor chart -Writers Revise By . . .
- Mentor Text that has a table of contents

#### Tips

- Discuss how grocery stores use signs above each aisle so shoppers can quickly find the items they want to buy. These signs help the shopper know what aisle to go down. Likewise, authors use a table of contents with page numbers so a reader knows what page to turn to in order to find information s/he is looking for.
- “Yesterday, writers we took apart our books and sorted the pages into organized groups. We thought about how the pages go together to make it easier for our audience to read and understand our books.”
- “Once writers, like [name mentor text author and book], organize their writing they create a table of contents to help their readers find information in their book.
- “When we sorted our class book about the cafeteria, we noticed that some of the pages were about how to pay for your lunch and some of the pages were about what to do when you are done eating. We can use this information to create a table of contents.”
- Teacher displays table of contents page.
- “Once we have organized the pages of our books, we can create a table of contents to help the reader quickly find the information and the page it is on. For example, some of the pages of our class book are about how to pay for lunch. To help the reader quickly find the page this information is on, I would write ‘How to Pay’ on the first line of the table of contents.”
- “I can also add on the next line, ‘What to Do When You are Done’ to help my reader quickly find that information.”

#### Connection

- “Yesterday, writers, we learned that you don’t just throw your information out to your readers in a jumbled or mixed-up way. Writers should organize their information into groups or categories so it’s easier for their reader to read and understand.”
- “Today, I want to teach you that we can go back to our informational books that we made earlier in the unit and reread and revise them to make sure that all of the information is grouped together in an organized way.”

#### Teach

- Discuss how grocery stores use signs above each aisle so shoppers can quickly find the items they want to buy. These signs help the shopper know what aisle to go down. Likewise, authors use a table of contents with page numbers so a reader knows what page to turn to in order to find information s/he is looking for.
- “Yesterday, writers we took apart our books and sorted the pages into organized groups. We thought about how the pages go together to make it easier for our audience to read and understand our books.”
- “Once writers, like [name mentor text author and book], organize their writing they create a table of contents to help their readers find information in their book.
- “When we sorted our class book about the cafeteria, we noticed that some of the pages were about how to pay for your lunch and some of the pages were about what to do when you are done eating. We can use this information to create a table of contents.”
- Teacher displays table of contents page.
- “Once we have organized the pages of our books, we can create a table of contents to help the reader quickly find the information and the page it is on. For example, some of the pages of our class book are about how to pay for lunch. To help the reader quickly find the page this information is on, I would write ‘How to Pay’ on the first line of the table of contents.”
- “I can also add on the next line, ‘What to Do When You are Done’ to help my reader quickly find that information.”
Active Engagement

- “Would you help me think of more possible categories for this table of contents? Turn and talk to your partner and think of another possible section for our table of contents.” Are there other pages in the book?
- Students turn and talk. Teacher solicits responses and records best category on the table of contents page.

Link

- “Boys and girls, today when you go off as authors of informational books, we want to go back and remember to reread and revise your earlier pieces of writing to make sure your information is grouped together in an organized way. We can create a table of contents to help our reader quickly find the information in our book.”

Mid-Workshop Teaching Point

- Remind students that they should be rereading and revising, asking themselves these questions: “Which information goes together?” Should I open up the booklet and switch the order of pages, or can I create a table of contents?”

After-the-Workshop Share

- Teacher preselects students who successfully reread and revised their informational books.
- Teacher points out if a book was taken apart, reorganized, and a table of contents created.
- “By rereading and re-seeing, Marcus was able to create a table of contents by taking apart his book and reorganizing the pages. He even decided to leave out a page that did not fit with his new groups. Let’s add this revision strategy to our “Writers Revise By . . . “ chart so that like Marcus, we can all remember to reread and revise to make sure information is grouped together in an organized way.”

Sample Anchor Chart

**Writers Revise by...**

- Adding to pictures – label, zoom-in, use action lines and arrow, caption
- Adding a table of contents

Please note:
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
## Writing Unit of Study
### 1st Grade- Informational Books: Personal Expertise

## Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and write information in an organized way.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use headings to help organize their writing.</td>
</tr>
</tbody>
</table>

### Materials
- Stack of mentor texts with headings
- Anchor chart -Writers Revise By . . .
- Post-it notes or flap for adding a heading

### Tips
- Use line at top of booklet paper of previously written student booklets for heading

### Connection
- "Writers, yesterday we created a table of contents to help readers quickly find the information in our books."
- "Today, I want to teach you that writers add headings to their pages that match their table of contents."

### Teach
- "Yesterday we created table of content pages to help the reader quickly find information in our books. Writers also add headings that match the table of contents to their pages to let the reader know what information is on the page."
- "Looking at the table of contents page we created for our class book yesterday, I see we called the first chapter, ‘How to Pay.’ Now I need to add this heading to the page that tells the reader how to pay for the lunch."
- Teacher adds heading to the class book page.
- "Our second chapter was called, ‘What to Do When You Are Done’. Watch me as I add that heading to the page that tells the reader what to do when they are done eating lunch."

### Active Engagement
- Students work with partners to flag pages in mentor texts that have headings.
- Students share out with the whole group the headings they found. Discuss noticing about headings: e.g. That not every page has a heading, size and location of the headings, etc.

### Link
- "Writers, today you need to reread your writing and add headings to your pages that match your table of contents. If your page does not have a blank line at the top for the heading, you could add a flap, draw a line, or use a Post-it to add your heading."
- This could be modeled if necessary

### Mid-Workshop Teaching Point
- "Remember writers, we noticed that the headings in our mentor texts matched the table of contents. As you are rereading your books and adding the heading, make sure the headings match your table of contents."
- Model example.
Writing Unit of Study
1st Grade- Informational Books: Personal Expertise

Lesson Plan – Session 8, Continued

| After-the-Workshop Share | Hold a share session in which you celebrate the work writers have done thus far. Students can choose a part of the writing they are proud of and put a Post-it on that part. Teacher may choose to have each writer choose a piece to hang in a location for others to enjoy and admire or place at their writing spot and students can walk around and observe everyone’s efforts. |

Sample Anchor Chart

Writers Revise by...
- Adding to pictures – label, zoom-in, use action lines and arrow, caption
- Adding a table of contents
- Adding headings

Please note:
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept III</td>
<td>Writers reread and revise by elaborating to make books longer.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers reread and revise by asking, “What else can I add?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Class created book</td>
</tr>
<tr>
<td>• Colored Post-Its or revision flaps</td>
</tr>
<tr>
<td>• Anchor Chart - Writers Revise By…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One of the purposes of using colored Post-It is to lure kids into wanting to re-read a page and add more information. The Post-It is evidence of their work. Hopefully, the Post-It will make the process of adding feel like carpentry. Flaps off the sides work equally well.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “We have learned one way writers revise their writing is by adding labels, captions, zooming in or showing action arrows in their pictures to teach the reader even more.” Teacher rereads and refers to the Writers Revise By… anchor chart.</td>
</tr>
<tr>
<td>• “Today, we are going to go back and do what author, and author, and author did. They wrote their pieces, read them, and thought, ‘How can I make them even better?’ Good writers always take the time to revise. Today I want to teach you another way we can revise our informational books is to add more information to them. We can read our writing and ask ourselves, ‘What else can I say here?’ Then we can add more to each page.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher models going page by page and asking self, “What else can I add here?” e.g. “On this page we wrote, ‘Throw your trash away when you are done.’ One way we can add more to this page is by stretching out the fact. Stretching out a fact is telling more about it, giving more details or information. For example, we could write, ‘When you are done eating you can throw your plastic in the recycling bin and your paper in the garbage.’ See we explained more. We told where to throw it out.”</td>
</tr>
<tr>
<td>• Teacher writes new information on a colored Post-It and adds it to the page.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Revisit class informational book. Read a page. Have partnerships discuss what they could add to stretch out the fact.</td>
</tr>
<tr>
<td>• Share out several possibilities whole group.</td>
</tr>
<tr>
<td>• Teacher adds new information to a colored Post-It or flap and adds it to the page.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “I’m going to add this new revision strategy to our ‘Writers Revise By’ chart. Today we are going to be like writers from all over the world. We are going to reread and add more information to each page by stretching out our facts. I can’t wait to see all of the Post-Its on each of your pages.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review and model how to use a caret as another way to add more words or a sentence to a page.</td>
</tr>
</tbody>
</table>
Lesson Plan – Session 9, Continued

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Return to meeting area and share with partner some of the additions that were added.</td>
</tr>
</tbody>
</table>

Sample Anchor Chart

**Writers Revise by...**

- Adding to pictures – label, zoom-in, use action lines and arrow, caption
- Adding a table of contents
- Adding headings
- Stretching out facts – explain more, give more information

**Please note:**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
# Writing Unit of Study

1st Grade- Informational Books: Personal Expertise

## Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>Concept III</th>
<th>Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Writers reread and revise by elaborating to make books longer.</td>
<td>Writers reread and revise based on questions from self and partner.</td>
</tr>
</tbody>
</table>

## Materials

- Partner in which teacher can model lesson - Cross grade level student or advanced writer in the classroom
- Class created book
- Anchor Chart - Writers Revise By...

## Tips

- Help students understand how important it is to assume the role of the reader and anticipate questions s/he may have.
- Questions may be due to confusion because something doesn’t make sense (often called clarifying questions) or from a wondering the reader has.
- The Partner routine was introduced in earlier units and will be reinforced and practiced throughout first and second grades

## Connection

- “We have already learned four strategies that writers all around the world use when they want to revise their writing. Writers add to their pictures, organize their ideas in a table of contents, write headings, and stretch out their facts.”
- “Today I am going to teach you a fifth way to revisit and revise our books. We can think about what questions readers will ask us and then answer them.”

## Teach

- “One way writers try to figure out the questions readers might have is to share our books with our writing partners to see if they have any questions about parts of our books that might be confusing or parts they have wonderings about.”
- Teacher models with a partner the following steps (review from previous units):
  - **Working with Your Partner**
    - Listening Purpose – Tell partner what s/he should listen for in your piece.
      - Listen for any confusing parts – where it doesn’t make sense
      - Listen for any parts that get you wondering – where you have a question
    - Read/Listen (Partner A reads book, Partner B listens)
    - Talk
    - Flag spots/s needing changes
    - Reverse roles (Partner B reads book, Partner A listens)
    - Revise - Make Changes

## Active Engagement

- Send partners off to find a quiet spot to work
- Guide students in completing the partnership steps stated above
Lesson Plan – Session 10, Continued

<table>
<thead>
<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Now writers it is time for you to return to your seats and make revisions to your piece based on your partners comments or questions.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Sometimes writers, when I am working at home alone or I am at school and my partner is busy, I become my own partner. I reread a page and ask myself, ‘What questions might my partner have?’ Right now, will you please pick a page, reread it to yourself, and think about, “what questions your reader might have about this information?’ Then add that information.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Today, we learned another way writers can revise their writing. We learned that writers think about what questions readers might have and respond to those questions. Sometimes writers can work with their writing partners, and other times writers have to ask themselves, ‘What questions might my partner have?’”</td>
</tr>
<tr>
<td>“Let’s add this revision strategy to our ‘Writers Revise By’ chart.”</td>
</tr>
</tbody>
</table>

Sample Anchor Chart

**Writers Revise by...**

- Adding to pictures – label, zoom-in, use action lines and arrow, caption
- Adding a table of contents
- Adding headings
- Stretching out facts – explain more, give more information
- Thinking about what questions my reader might have? Fix or add that information (confusing parts or wonderings)

**Please note:**
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept III</td>
<td>Writers reread and revise by elaborating to make books longer.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers reread and revise by revisiting mentor text to add more precise words.</td>
</tr>
</tbody>
</table>

**Materials**

- Mentor text, *Snakes*, by Tracey Crawford or another similar book that has precise words (all, some, many)
- Teacher created book
- Flaps and/or strips for revision

**Tips**

- Study looking for phrases that are particular to nonfiction text during read aloud or shared reading. The focus is not so much about content words as it is looking for general words found in most nonfiction books that make the texts sound like nonfiction (e.g. *some, all, many, sometimes, every, about, most, one example, etc.*).
- In the book by Marika Paez Wiesen, she uses an analogy that some words are the “bricks” in a text while others are the “mortar” holding it together to make a structure. For more information see: Wiesen, Marika (2012). *A Quick Guide to Teaching Informational Writing, Grade 2*. Portsmouth, NH: Heinemann

**Connection**

- “Writers, yesterday we worked with our partners and they helped us to revise our informational books by asking questions.”
- “Today, I want to show you that another way for you to teach your reader even more information is to use precise words. You can do this by rereading your book and asking yourself, ‘How can I make this fact more precise?’”

**Teach**

- Using mentor text, *Snakes*, select several pages to highlight the use of these nonfiction type of precise words: most, all, or many.
- “Writers, I was thinking I could use the words all, some, or most in my own book that I am writing to help make my facts more precise. When I give information, I want to think about if this applies to all, some or most. Let me show you... In my book, I wrote, (teacher reads from her own book) ‘Soccer balls are black and white’. Hmm, are all soccer balls black and white? Some black and white or most black and white? Which best fits? I could add the word ‘most’ to this sentence to make the fact more precise, ‘Most soccer balls are black and white’. Not all of them are because my cousin has one that is blue and yellow. But in the store and on the field most balls are black and white.’” Teacher models by adding the word ‘most’ to her own book.
- Teacher turns the page and reads, “’Soccer teams have a goalie.’ Hmm, do all soccer teams have a goalie, or do some, or do most have a goalie? Which best describes what it is? All. I could add the word ‘all’ to this fact to make the fact even more precise.”
- “Writers, did you see what I did? When I reread my book, I read each page and added words like all, some, or most to make my facts even more precise.”
Writing Unit of Study
1st Grade- Informational Books: Personal Expertise

Lesson Plan – Session 11, Continued

| Active Engagement | ● “Writers, let’s try making this next sentence more precise. Let’s reread the sentence and see what precise word we could add to make the fact even more precise.”
|                  | ● Teacher reads from her own book, “Soccer players are boys. Now writers turn and tell your partner what could be a precise word to add to this fact. Think, ‘Are all soccer players boys, or some are boys, or are most boys?’”
|                  | ● Teacher elicits responses such as; “Some soccer players are boys.”
| Link             | ● “Writers, today when we go off, I want you to reread your book and ask yourself, ‘Where can I add a precise word to make a fact even more exact?’”
| Mid-Workshop Teaching Point | ● “Writers, I have noticed that so many of you are writing as if your hand is on fire and you have so many more words than lines on a page. Don’t forget to use the flaps and strips in our writing center to help you add more space for writing. Don’t stop just because you’ve run out of lines on your page.”
| After-the-Workshop Share | ● “Give me a thumb up if you used the word ‘all’ to make a fact more precise. Give me a thumb up if you used the word ‘sometimes’ to make a fact more precise. Give me thumb up if you used the word ‘most’ to make a fact more precise.”

Sample Anchor Chart

Writers Revise by...

● Adding to pictures – label, zoom-in, use action lines and arrow, caption
● Adding a table of contents
● Adding headings
● Stretching out facts – explain more, give more information
● Thinking about what questions my reader might have? Fix or add that information (confusing parts or wonderings)
● Adding precise words (all, some, many)

Please note:
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Writing Unit of Study
1st Grade- Informational Books: Personal Expertise
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers draft and revise longer chapter books with increasing independence</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers study mentor text to get ideas of which text features to include.</td>
</tr>
</tbody>
</table>

### Materials

- Anchor Chart – Text Features (created in Immersion or reading) See Resource Materials Packet
- Anchor Chart – Writers Revise By...
- Teacher book
- Teaching text, *All-About Honeybees* by Michele Dufresne, or other similar book that has text features
- Text that partnerships can explore
- Diagram with Labels page (See Resource Packet)

### Tips

- Students should have already studied text features during the immersion phase as well as readers workshop. It is important for students to be able to identify the text feature as well as understand the purpose for the features.

### Connection

- “Writers, you have all been doing such a wonderful job writing many informational books. Today and for the rest of the unit, we are going to spend a longer time writing and revising one book using all we know so far about writing informational books.”
- “Today, I want to teach you that as soon as we start thinking about our new book we can study mentor texts to get ideas about which text features to include in our informational books.”

### Teach

- “I have been thinking about writing a new informational book on snakes. I am thinking I will write it for my husband because he is afraid of snakes and I want to teach him that snakes are not that scary.”
- “As I was thinking about this new book I want to write, I thought I could revisit mentor texts to see what text features I might want to use to help teach my husband about snakes.”
- Teacher revisits anchor chart from Immersion – How Do Informational Books Tend To Go. “So far, we have noticed informational books have… (Teacher reads chart). But, we can learn more from our favorite authors.”
- Teacher displays book, All-About Honeybees.
- “As I was looking through this book, I was wondering if there was anything the author did that I might want to try in my work. I noticed a diagram on page 15. I thought I could try putting a diagram in my own book to teach parts of the snake.”

### Active Engagement

- “Writers, stop and think for a second about all of the informational books you have written so far. Think about a new topic you would like to write about and who your audience is going to be. Give me a thumbs up when you have a new idea and audience in mind.”
- “Writers, explore some mentor texts with your partner to gather some ideas about text features that you can include in your new informational book.”
- Teacher distributes books to partners on carpet
- Students explore books
- “Tell your partner one feature you are going to add to your new informational book.”
Lesson Plan – Session 12, Continued

<table>
<thead>
<tr>
<th>Link</th>
<th>“Writers, you all have a plan for writing. Today when you go off, remember you are going to start your new book and include some text feature just like our mentors.”</th>
</tr>
</thead>
</table>
| Mid-Workshop Teaching Point | Stop students and praise them for text features they are trying to use. Point out student examples.  
“Studying mentor text is another great revision strategy writers use to add even more to their informational books. I’m going to add it to our ‘Writers Revise By’ chart while you get back to work.” |
| After-the-Workshop Share | “Writers, today I noticed that Milad used a diagram in her book, but Krissy used a caption. Tomorrow, I am going to teach you that writers carefully chose the text feature that best matches what they want to teach.” |

Sample Anchor Chart

Writers Revise by...

- Adding to pictures – label, zoom-in, use action lines and arrow, caption
- Adding a table of contents
- Adding headings
- Stretching out facts – explain more, give more information
- Thinking about what questions my reader might have? Fix or add that information (confusing parts or wonderings)
- Adding precise words (all, some, many)
- Studying mentor text to get ideas of what text features to add

Please note:
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Writing Unit of Study
1st Grade- Informational Books: Personal Expertise

Lesson Plan

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<tbody>
<tr>
<td>Concept IV</td>
<td>Writers draft and revise longer chapter books with increasing independence.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers carefully choose the text feature that best matches what they want to teach.</td>
</tr>
</tbody>
</table>

Materials

- Anchor Chart - How Do Informational Books Tend to Go (created in Immersion)
- Anchor Chart – Writers Revise By...
- Teacher created book about snakes or another topic
- Diagram with Labels and Caption page (See Resource Materials Packet)

Tips

- Students should have already studied text features during the immersion phase as well as readers workshop. It is important for students to be able to identify the text feature as well as understand the purpose for the features.

Connection

- “Writers, we spent time yesterday studying our favorite authors and noticing all of the different text features they used to help teach the reader even more about the topic. We added this revision strategy to our ‘Writers Revise By” Chart . . . to help us remember this is one more way writers can revise their writing.”
- “Today I want to teach you that when writers want to add more to their writing by adding a text feature they have to carefully decide which text feature would be the best choice to help teach the reader even more. Writers don’t want to include a feature, just because they can.”

Teach

- Teacher models using think-aloud process for choosing an appropriate text feature for teacher created book
- “Writers, I was rereading my book about snakes and was trying to decide what would be the best text feature I could use to help teach my husband more about snakes. Here is a page that I wrote about different kinds of snakes. I know how to draw a diagram, but I wonder if that would make sense to add here. I know that diagrams teach the parts of an object and that is not what I am trying to teach, so I am looking at the chart, ‘How Do Informational Books Tend to Go,’ and I am thinking that a Fun Fact would be a better choice because a Fun Fact will tell him even more about snakes and help him learn that snakes are not scary.”
- “Since I am trying to help him not be afraid of snakes, I think my Fun Fact should teach him that most snakes are afraid of humans.”
- “Writers, did you notice that I thought carefully about which text feature would be the best choice to help teach the reader even more. I didn’t want to include a text feature just because I can. I need to match my text feature to my purpose.”
### Writing Unit of Study

#### 1st Grade- Informational Books: Personal Expertise

#### Lesson Plan – Session 13, Continued

| Active Engagement | “Writers, I was thinking that I want to add another text feature to my book to teach my husband even more about snakes. Let me read to you my page that teaches him that most snakes are not poisonous. I have drawn a picture of a snake and wrote the text, ‘Most snakes are not harmful.’”
| | Teacher refers to anchor chart.
| | “Let’s reread the page again and look at our chart so we can decide which text feature would be the best choice to help teach the reader even more.”
| | Teacher and students reread page and chart
| | “Turn and talk with your partner about which text feature would be the best choice to teach the reader even more about snakes, especially the fact that they are not harmful.”
| | Teacher listens to partnerships discussing the text feature that would be the best choice for the page.
| | “Writers, as I was listening in, I heard many of you discussing which text feature would be the best choice to help teach the reader even more.” Teacher highlights several examples discussing why one text feature would or would not be the best choice to teach the reader even more.
| | Teacher adds a caption to the page that says, “Most snakes are not poisonous.” “A caption is the best choice for this page because it teaches the reader more by giving details about the picture.”

| Link | “Writers, today you are going to go off with your writing partner and reread your informational books. Remember to look at the chart to help each other plan and decide which text feature would be the best choice to teach the reader even more about the topic. Remember we don’t just add any text feature because we can, we carefully think about which text feature would be the best choice to teach the reader even more. Think about the purpose.”

| Mid-Workshop Teaching Point | “Writers, if you have finished adding your text feature, remember writers also revise by adding more to the picture, words, or by adding even another text feature.”

| After-the-Workshop Share | “Writers, you have all been busy adding text features to teach your reader even more. Get with your writing partner and share the text feature you added and why.”
# Writing Unit of Study

## 1st Grade- Informational Books: Personal Expertise

### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>14</th>
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</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers draft and revise longer chapter books with increasing independence.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers wonder and exclaim to make their writing more interesting!</td>
</tr>
</tbody>
</table>

#### Materials

- Mentor text that includes exclamations and wonderings; comments and tips (MWTP) – could also be in teacher book
- 3 x 5 index cards – some with exclamation points and some with questions marks (one per student)
- Teacher text that includes a page of fact after fact after fact
- Instruct students to bring a chapter or two to the meeting area

#### Tips

- ‘Wonder’ and ‘exclaim’ could be changed to ‘reactions and thoughts’ if better fits mentor text studied.

#### Connection

- “Today we will learn another way to make our writing interesting. Writers don’t just tell. Writers wonder and exclaim!”

#### Teach

- “Last night I was rereading one of the chapters on xxxx in my book about xxxx. I noticed that I got caught up telling everything I know – telling one fact, then another, then another. Listen…” (Read in a monotone fashion)
- “As I was reading, I was thinking, ‘This isn’t very interesting.’ I felt like I didn’t have much variety. I just listed fact after fact. Whenever I get stuck in writing I often go to my mentors to help me. I remembered the book, xxx, and how I was so interested in what xxx had to say. I went back and studied some of my favorite pages.”
- Share a page where the author uses questions to say more – posing questions to readers or including some of his or her own questions.
- Show another page where the author exclaimed over something – added a big feeling s/he had about the information on that page
- Discuss how adding wonderings and exclamation bring more variety and interest to the writing

#### Active Engagement

- Pass out index cards with question marks and exclamation points on them.
- “Look at the punctuation mark you have in your hand. Think about the chapter you have in front of you. Ask yourself, ‘Can I add something I wonder or ask the reader a question? Can I exclaim over something – add a big feeling I have about the information on this page?’”
- “Turn and tell your partner what you could add.”
- After ample time to share, have partners switch index cards and ask them to think of more wonderings or exclamations.
Lesson Plan – Session 14, Continued

**Link**
- “We want our readers pouring over our pages. They read one page and can’t wait to go to the next. One way to keep our writing interesting is to add variety. Today work on adding a wondering or a question. You can also add exclamations or your big feelings about some information.”

**Mid-Workshop Teaching Point**
- Discuss another type of inclusion – tips or comments. Think, “What are some important tips or comments I could include for my reader?” If we decide they are important for our readers we can add it into our writing.
- Model with teacher or class book.

**After-the-Workshop Share**
- Share 1 or 2 students that did a good job applying today’s lesson.
- See Resource Materials Packet for other Share options

**Sample Anchor Chart**

**Writers Revise by...**
- Adding to pictures – label, zoom-in, use action lines and arrow, caption
- Adding a table of contents
- Adding headings
- Stretching out facts – explain more, give more information
- Thinking about what questions my reader might have? Fix or add that information (confusing parts or wonderings)
- Adding precise words (all, some, many)
- Studying mentor text to get ideas of what text features to add
- Wondering and exclaiming (?!)
- Adding tips and comments

**Please note:**
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
## Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers draft and revise longer chapter books, with increasing independence</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers reread and revise by adding comparisons.</td>
</tr>
</tbody>
</table>

### Materials
- Mentor text that includes comparisons
- Students bring writing folders to carpet
- Do we want a comparisons page made???

### Tips
- Study and discuss comparison, similes and metaphors, prior to this lesson in reading.

### Connection
- “Writers, remember when we learned from our mentor text, XXXX, that authors help readers learn more about a topic by comparing the topic to something they already know a lot about.”
- “Today I am going to teach you that as we are writing and revising our book, we can include comparisons to help our readers learn more about our topics by comparing the topic to something they already know.”

### Teach
- “Writers can compare what we are writing about to something others already know and in which they may be familiar.”
- “For example, if you were writing an informational book about your dog, you might say that his fur is as black as the night. Most of your readers will know how black night time can be. This comparison will help them to learn about the color of your dog’s fur. Comparing the things you are teaching about with things your reader might already know, can help your reader to really picture what it is you are trying to say.”

### Active Engagement
- “Writers, open up your folders and take out a piece in which you think you can add a comparison. Reread your piece and find the best place that you could use a comparison to help teach your reader more about your topic.”
- Choose two students to share the comparisons they are thinking about adding.

### Link
- “Writers, you are now ready to revise your writing by comparing the thing you are teaching about with things that your reader might already know.”

### Mid-Workshop Teaching Point
- Choose two student examples to share.

### After-the-Workshop Share
- “Writers, we have been working so hard on writing so many informational books. Can you believe that tomorrow it is already time to choose one of your pieces to begin fancying up for when we go public?”
Writing Unit of Study
1st Grade- Informational Books: Personal Expertise

Lesson Plan – Session 15, Continued

Sample Anchor Chart

Writers Revise by...

- Adding to pictures – label, zoom-in, use action lines and arrow, caption
- Adding a table of contents
- Adding headings
- Stretching out facts – explain more, give more information
- Thinking about what questions my reader might have? Fix or add that information (confusing parts or wonderings)
- Adding precise words (all, some, many)
- Studying mentor text to get ideas of what text features to add
- Wondering and exclaiming (?!)
- Adding tips and comments
- Using comparisons

Please note:
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Lesson Plan

Session 16

Concept V
Writers select and “fancy up” a piece to share with others.

Teaching Point
Writers choose their best piece of writing and add even more revisions.

Materials
- Anchor Chart - Writers Revise By . . .
- Optional : Develop a ‘Writers Revise By’ student checklist (pilot and review – need samples)
- Teacher folder containing teacher created writing pieces
- Student folders

Tips
- The piece selected by teacher as “best attempt” should include editing mistakes that can be revised in Sessions 17 and 18.
- Have students bring folders to carpet or meeting area.

Connection
- “Writers today is an exciting day as we are going to be choosing a piece to publish. We have been writing and revising informational books all month. Now it is time to get ready for our celebration.”
- “Before we celebrate we need to choose our best piece of writing and revise it a little bit more. Today I want to teach you that writers can reread the pieces we want to publish, revisit the strategies that we were introduced to, and find places in our writing that we could add to or change.”

Teach
- “Writers, I brought my own writing folder with me to the carpet today. And just like you, I have worked so hard on all of these pieces and I’m ready to reread and choose the one informational book that I think shows my best attempt to teach the reader all about my topic.”
- Teacher models by thinking aloud how to choose the best piece .

Active Engagement
- “Writers, now it is your turn to get your writing folder, reread your informational books, and choose the one book that you think shows your best attempt to teach the reader all about your topic.”
- Students are given time to reread pieces and choose their best piece.
- “Writers now that you have chosen your best piece, let’s revisit strategies we have learned and can use.” Reread anchor chart - Writers Revise By . . .

Link
- “As you go off to work today you may be thinking to yourself, ‘I’m all done’ or ‘I have already taught my reader everything I know about the topic.’ Remember when you think you are done, you have only just begun. Writers you will need to push yourself to revise and add more.”

Mid-Workshop Teaching Point
- “Writers, I have noticed that some of you are having a hard time pushing yourself to revise and add more to your piece. Sometimes as writers we have to ask ourselves, ‘What other parts can I revise and add to?’ Remember to use the charts we’ve made and the books we’ve read to help make your writing even better.”

After-the-Workshop Share
- Partner Share - “Writers, get with your writing partner and share what revisions you made to make your book even better.”
### Writing Unit of Study

#### 1st Grade - Informational Books: Personal Expertise

#### Lesson Plan

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<th>17</th>
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</thead>
<tbody>
<tr>
<td><strong>Concept V</strong></td>
<td>Writers select and “fancy up” a piece to share with others.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers reread and revise to make sure their books make sense and sound right.</td>
</tr>
</tbody>
</table>

#### Materials

- Teacher created “best attempt” (chosen in Session 16) book that includes mistakes
- Revision flaps or sticky notes
- Partner to model with teacher

#### Tips

- Flaps should have been previously introduced as a revision technique
- Students should be familiar with the concept of does it make sense and sound right from reading.

#### Connection

- “Yesterday we chose the pieces we thought showed our ‘best attempt’ to teach the reader everything we know about the topic. We also began making revisions to the piece in order to get it ready to share with others.”
- “Today I am going to teach that you can reread your writing with your partner to make sure what you wrote makes sense and sound right.”

#### Teach

- Have students sit in a “fish bowl” arrangement.
- Teacher selects a student to help model partner revision work.
- “xxx and I are going to work together to reread our writing by pointing to each word to make sure what we wrote makes sense. I am going to start by reading my book to xxxx. I am going to point under each word as I read and ask, ‘Does it make sense and sound right?’ (Teacher reads a page from teacher created book that contains an error.)
- “Ooopps . . .does that sound right? No, that does not sound right. I need to cross out that word. Let me reread it again. Now that sounds right!”
- Teacher turns page and reads another page in teacher created book.
- “Ooopps. . .does that make sense? I think I forgot to add the word --------. I can use a caret to add the word --------. Let me reread it again. Now that makes sense!”

#### Active Engagement

- “Turn and tell the person next to you what you saw xxx and me do and say as we worked together to revise the piece to make sure what I wrote makes sense and sounds right.”
- Teacher selects several students to share what they saw and heard.

#### Link

- “Writers, you are now going to go off with your partner and work just like xxx and I did. You are going to reread your writing, point to each word, and then ask, ‘Does this sound right and does it make sense?'”

#### Mid-Workshop Teaching Point

- “Writers, I see many of you revising your informational books by using carets or crossing out words. Remember, flaps are also available if you need more space to make changes to your writing.”

#### After-the-Workshop Share

- “Writers, tomorrow we will have one last chance to make sure we have done all we can to make our books easy for others to read.”
Writing Unit of Study
1st Grade- Informational Books: Personal Expertise

- Share celebration activity to get students excited and motivated.

Lesson Plan

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<tbody>
<tr>
<td>Concept V</td>
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</tr>
<tr>
<td>Teaching Point</td>
<td>Writers reread and make their writing readable for an audience.</td>
</tr>
</tbody>
</table>

Materials

- Editing Checklist (See Resource Packet)

Tips

Connection

- “Writers, yesterday you worked with your partner to revise your writing to make sure it makes sense and sounds right. You are in the home stretch to publish your informational book. As authors, we want to make sure that our pieces are the absolute best they can be.”
- “Today I want to teach you that it is important to not only reread our writing, but also to look at our writing in different ways.”

Teach

- “One way we can reread our writing, is to see if our book is easy to read. Writers need to reread their books to make sure they have used a capital I when I is a word by itself, used spaces between their words, have spelled word wall words correctly, etc.”
- Teacher uses Editing Checklist (See resource materials packet)
- “This editing checklist will help me make sure I have done everything I can to make my book easy to read. I will read my book the first time to make sure I have used a capital I when I is a word by itself and that the first word in my sentence begins with a capital letter. Then I will check that off on my list. I will reread my book again to make sure I have put spaces between my words. I will then check that off my list. Etc.”

Active Engagement

- Partner turn & talk
- “Writers, turn to your partner and tell them how many times you will be reading your book. Touch your finger and say what you will be rereading for each time. Use your checklist to guide you.”

Link

- “Writers, today will be your last chance to make sure your book is easy to read. Use the checklist and reread your book to make sure you have done everything you can to make your book easy to read.”

Mid-Workshop Teaching Point

- “Writers, when you reread your book the first time, you looked to make sure that you capitalized I when it was a word by itself and the first word in the sentence. Now you need to reread your book and make sure all of the other letters are lowercase and look like the books we have read.”
- Discuss capitalization of proper nouns as appropriate.

After-the-Workshop Share

- “Writers all of the editing work you just did should have helped you make your book easy to read. Your informational book is almost ready to share with others. We not only want our books to be easy to read, but also LOOK the best they can. Tomorrow we will “fancy up” our books by adding...”
### Writing Unit of Study

#### 1st Grade- Informational Books: Personal Expertise

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<th>Session</th>
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<tbody>
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<td>Writers select and “fancy up” a piece to share with others.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers ‘fancy up’ their informational books.</td>
</tr>
</tbody>
</table>

#### Materials
- Mentor text

#### Tips

- **Connection**
  - “We have been working hard on getting our books ready to share with the world.”
  - “Today I want to teach you that writers not only ‘fix-up’ their writing, they also ‘fancy’ it up.”

- **Teach**
  - “One way writers ‘fancy up’ their work is by making it look like a real information book. (Hold up several mentor texts) We have noticed that information books have a cover, title, author/illustrator, colored pictures that teach, and a back cover.”
  - “We can ‘fancy up’ our writing by adding these parts to our own books.”

- **Active Engagement**
  - Partner turn & talk
  - “Writers, turn and tell your partner two things you plan to do to ‘fancy up’ your information book.”

- **Link**
  - “Writers, it is now time to ‘fancy up’ your information book and get it ready to share with others.”

- **Mid-Workshop Teaching Point**
  - “Writers, one more way you can ‘fancy up’ your information book is by adding page numbers to your pages just like real informational books have. Remember we don’t see pages numbers in the middle of the page. They are usually in a corner at the top or bottom of a page.”

- **After-the-Workshop Share**
  - “Writers, you have worked so hard to ‘fancy up’ your pieces and get them ready to share with the world. Tomorrow we will get the chance to share our “fancied” up pieces with others!”
## Writing Unit of Study

### 1st Grade- Informational Books: Personal Expertise

### Lesson Plan

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<tr>
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<th>20</th>
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<tbody>
<tr>
<td><strong>Concept V</strong></td>
<td>Writers select and “fancy up” a piece to share with others.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers celebrate in an Expert Share Fair.</td>
</tr>
</tbody>
</table>

**Pilot and Review:**
1. Add information on Expert Share Fair.
2. Share other possible ways to celebrate – please write up description