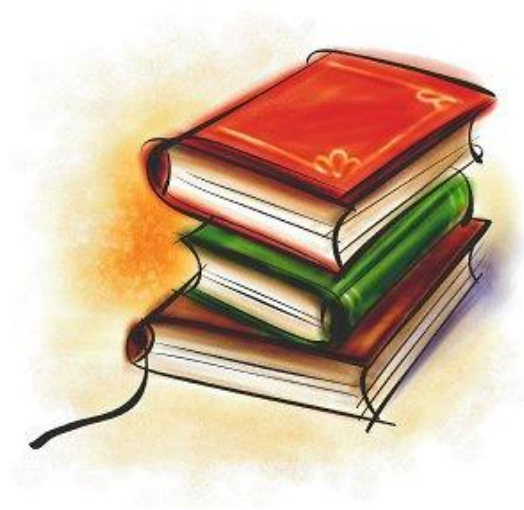


# Author's Craft Unit

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November 22, 2010

Education 4132



## Lesson 1 – Repetition to Show Importance

**Grade Level:** 4<sup>th</sup> grade

**Objective:** Students will create their own piece of writing in which they use repetition to show importance. They will understand what author’s craft is and how they can use the studied craft in their own writing.

### NCSCOS Objectives:

English/Language Arts – (*italicized objective is what is being addressed*)

- Goal 1: The learner will apply enabling strategies and skills to read and write.
  - 1.04 Increase reading and writing vocabulary through:
    - wide reading.
    - word study.
    - knowledge of homophones, synonyms, antonyms, homonyms.
    - knowledge of multiple meanings of words.
    - writing process elements.
    - writing as a tool for learning.
    - seminars.
    - book clubs.
    - discussions.
    - *examining the author’s craft.*
- Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  - 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
    - plot.
    - theme.
    - main idea and supporting details.
    - *author’s choice of words.*
    - mood.
    - author’s use of figurative language.

### Annotated Bibliography:

Polacco, P. (1991). *Appelmando’s Dreams*. New York, NY: Philomel Books.

Appelmando was a young boy who lived in a village in another country. He had this amazing skill that when he daydreamed, his friends could actually see the dreams. His dreams exemplified his imaginative nature because they were full of not only realistic images but also magnificent colors. The villagers always thought he was a little unusual, but he showed the villagers in his community the importance of dreaming and using the skill he was given after a series of challenging events.

**Rationale for Text:** This book serves a twofold purpose: it shows children how important it is to dream, no matter the subject, and it uses multiple author’s crafts that are appropriate for elementary-aged children. Polacco uses crafts in this book that can be

easily explained to children so they can incorporate them into their own writing. Polacco uses repetition in a couple different places in this book to thoroughly explain an idea. This text allows the teacher give a couple strong examples of repetition that is used in the correct way.

**Rationale for Strategy:** Students need a wide variety of strategies to use in their writing. Using repetition is one strategy that is appropriate for fourth grade students. Fourth graders may be inappropriately using repetition in their writing or may not even use it at all. By teaching students the correct way to use repetition, it will enhance their writing. Giving students the opportunity to partner up and share their example with another student gives them a chance to hear ideas from their peers. Sharing an excerpt from the mentor text is the foundation of the lesson, but allowing the students to create their own and then share is how they make the new craft their own.

**Materials:**

- *Appelmando's Dreams* by Patricia Polacco
- Each student's writing notebook
- One pencil per student

**Before:** Have all students gather in an area of the classroom where they can all sit comfortably on the floor. Have each of them bring their writing notebooks or a piece of paper and a pencil with them. Join the students in this area and bring the book *Appelmando's Dreams* with you. Read the story aloud to the entire class and ask them to pay special attention to any sort of repetition they hear in the story.

**During:** Start the class discussion of repetition by asking the students if they noticed any repetition in the book. Reread the following excerpt from the book where the author uses repetition:

“Appelmando enjoyed dreaming just for them.  
He did big dreams.  
He did tall dreams.  
He did little dreams.  
He did middle dreams.”

Ask students to brainstorm about the reasons why an author would use repetition in a story. Have some students share their thoughts with the class. Ask them to think about another time they read a book where the author used repetition. Have a few students share any examples they can think of. Ask them to think of a time they used repetition in their own writing. Have them think about the reason they used repetition. If they've never used repetition before as a way to show importance, encourage them to try at the culmination of the mini-lesson.

Talk about how authors can use repetition in their stories to show importance. In the example from *Appelmando's Dreams*, Polacco is communicating to the reader that his dreams are very important.

Have each student select a topic and create his or her own example of repetition in a way that shows importance. Give them a few minutes to write and ask them to look up once they are finished.

**After:** Have students turn and talk with a partner about the example of repetition they recorded in their writing notebook. Give them a minute or two for each partner to share and discuss how and why they chose the words they did. As a class, talk about how this particular craft could be used in their own writing. Encourage them to try to use repetition in future writings as a way to show importance.

**Assessment:** Collect student work that they wrote during the lesson to determine if they understand how to use repetition to show importance. Use the following rubric to grade their writings. See the explanation of the check system and then use the checks to evaluate each student's work for each component. Any student that receives a 0 or  $\sqrt{-}$  in any area needs additional clarification. It would be best to gather the students together who need the assistance and provide a different book (perhaps nonfiction) to explain this craft in a different way. If they had trouble creating their own example, then give them the opportunity to create another example after reviewing how this craft works.

$\sqrt{+}$  The student understood that repetition could be used in their writing as a way to show importance. They wrote an example using repetition in this way using a topic of their choosing. They explained that we study author's craft to learn from the writers and use their skills in our own writing. They explained that they could use repetition to show the importance of something in their own writing.

$\sqrt{-}$  The student mostly understood that repetition could be used in their writing as a way to show importance. They wrote an example demonstrating repetition but they only partly used it to show importance. They did not exactly use repetition in the way they were asked. They somewhat explained that we study author's craft to learn from the writers but did not include that we can use these crafts in our own writing. They partly explained that they could use repetition in their own writing, but did not explain that they could use it for showing importance.

$\sqrt{-}$  The student showed the beginnings of understanding that repetition could be used in their writing as a way to show importance. They may have written an example where they tried to use repetition but they did not appropriately use it to show importance. They may have identified author's craft as the way an author writes and uses words but they did not explain that we study author's craft to learn from the writers and to use the skills in our own writing. They began to explain how they could use repetition in their writing but they did not fully explain that they could use it to show importance.

0 The student did not understand that repetition could be used in their writing as a way to show importance. They did not write an example using repetition. They did not explain that we study author's craft to learn from the writers and to use the skills in our own writing. They did not explain that they could use repetition to show the importance of something.



## Lesson 2 – Using Words to Paint a Picture

**Grade Level:** 4<sup>th</sup> grade

**Objective:** Students will create their own piece of writing in which they use words that help the reader to visualize what they are explaining. They will discuss the reasons Polacco used specific words in the book as a way to paint a picture, or bring the book to life, for the readers.

### NCSCOS Objectives:

English/Language Arts – (*italicized objective is what is being addressed*)

- Goal 1: The learner will apply enabling strategies and skills to read and write.
  - 1.04 Increase reading and writing vocabulary through:
    - wide reading.
    - word study.
    - knowledge of homophones, synonyms, antonyms, homonyms.
    - knowledge of multiple meanings of words.
    - writing process elements.
    - writing as a tool for learning.
    - seminars.
    - book clubs.
    - discussions.
    - *examining the author's craft.*
- Goal 3: The learner will make connections with text through the use of oral language, written language, and media and technology.
  - 3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

### Annotated Bibliography:

Polacco, P. (1991). *Appelmando's Dreams*. New York, NY: Philomel Books.

Appelmando was a young boy who lived in a village in another country. He had this amazing skill that when he daydreamed, his friends could actually see the dreams. His dreams exemplified his imaginative nature because they were full of not only realistic images but also magnificent colors. The villagers always thought he was a little unusual, but he showed the villagers in his community the importance of dreaming and using the skill he was given after a series of challenging events.

**Rationale for Text:** This book serves a twofold purpose: it shows children how important it is to dream, no matter the subject, and it uses multiple author's crafts that are appropriate for elementary-aged children. Polacco uses crafts in this book that can be easily explained to children so they can incorporate them into their own writing. The storyline of the book is uplifting but also includes a variety of craft lesson ideas. Polacco frequently uses strong adjectives to explain Appelmando's dreams, so it is a great book to show students how using strong words can paint a picture of the scene in their head.

**Rationale for Strategy:** Fourth grade students sometimes write using only words they are comfortable with. They can frequently use tired words that do not add excitement to their writing nor help the reader to understand their writing. Some of these overused and broad, un-descriptive words include good, very, big, and nice. Most fourth graders are at a point in their writing where they can begin to experiment with new words or skills to enhance their writing. By using a created example as well as one from the book, students are better able to understand how to use words to paint a picture. Only using the selected sentences from the book isn't as effective because it doesn't allow the students to see the differences between sentences that paint a picture and sentences that don't. By providing two example sentences that are very different, students can better hear and understand how they could utilize this craft in their own writing by transforming some of their pieces of writing.

**Materials:**

- *Appelmando's Dreams* by Patricia Polacco
- Each student's writing notebook or a piece of paper
- One pencil per student

**Before:** Review what author's craft is from lesson one with the class. Remind them that every author, including each of them, as their own particular way of writing. We call that a craft and we can look at an author's craft to get ideas for our own writing.

Have the class gather together in an area of the classroom where they can all sit comfortably on the floor. Have each of them bring along their writing notebook or a piece of paper and a pencil. Bring *Appelmando's Dreams* and talk a little about the storyline. Using the same book as lesson one will help students to understand the craft lesson better since they're already familiar with the story. Read the following sentence aloud to the class and ask the students close their eyes and picture it in their head:

"For him, dreams were magic chariots pulled through his mind by galloping hues of color."

Talk about how Polacco uses strong words to explain Appelmando's dreams in this sentence. By using these strong words, her description gives the reader a picture in their own mind about what is happening in the story. The reader can create this picture without even needing to see the illustrations in the book.

Read the following example to the class to give them a good example of the differences that word choice can make. Have them again close their eyes and picture what is happening in each sentence.

1. I took a walk today in the park, enjoying the sun and breeze.
2. Today I spent time in the tranquil park. There was a slight breeze that excitedly swept its way through the vibrant, bright red, orange, and yellow leaves.

Sentence 1 is just a regular sentence explaining my walk in the park. Example 2 is a sentence using stronger words that better explain my walk in the park. Sentence 2 gives readers an image in their mind while sentence 1 does not. Ask students which sentence they think is more interesting to read/listen to. Talk about the words used in sentence 2 and why they make it not only more interesting but also paint a better picture than sentence 1.

**During:** Give students a few minutes to select a topic and write a sentence or two using words that paint a picture. When they have each written a sentence, have them pair up with a friend and read their sentences to each other. While one student in the group is sharing, their partner should close their eyes and try to visualize what is being read to them. Then the partners switch their positions, so that they had the chance to listen to each other's sentences.

**After:** Ask for a few students share their examples with the class. Have everyone close their eyes and before each student reads their sentence aloud to help them visualize the description.

Review what author's craft is—remind students that every writer has their own unique way of writing. When we study the craft, or way of writing, of a certain author, we do so in order to gain some new tools to add to our writing. The neat thing about studying other authors is that we can modify the crafts we notice them using to make them our own.

**Assessment:** Use the chart to determine student achievement for this lesson. Use the check system (as explained below) to evaluate each portion of each student's work. Use the comments column to make any necessary comments about a student's product. Any student receiving a 0 or  $\sqrt{-}$  in any category needs additional help in that area. This could be accomplished by sitting down with the group of students that had trouble in the areas and using a different book to address the same author's craft. They may need a different example or another opportunity to experiment with the craft before they can explain it.

$\sqrt{+}$  The student wrote at least one sentence using strong words that paint a picture in the reader's mind. The student explained that Polacco used strong words in her book to explain how Appelemando dreamed. The student explained that they could use strong words in their writing to paint a picture for the reader.

$\sqrt{-}$  The student wrote at least one sentence using words that somewhat paint a picture in the reader's mind. The student explained that Polacco used strong words in her book but only somewhat explained that she did so in order to explain how Appelemando dreamed. The student began to explain that they could use strong words in their writing but did not fully explain that they would do this to paint a picture in the reader's mind.

$\sqrt{-}$  The student wrote at least one sentence using words that did not paint a picture in the reader's mind. The student stated that Polacco used strong words in her book but did not identify that she did so in order to explain how Appelemando dreamed. The student stated that they could use strong words in their writing but did not explain why.

**0** The student did not write a sentence using words that paint a picture in the reader's mind. The student did not explain that Polacco used strong words in her book to



## Lesson 3 – Adding Details

**Grade Level:** 4<sup>th</sup> grade

**Objective:** Students will create their own writing, modeled after a specific author’s craft, where they use details to explain a recent experience. They will explain at least one way in which they can add details to a current or future piece of writing.

### **NCSCOS Objectives:**

English/Language Arts – (*italicized objective is what is being addressed*)

- Goal 1: The learner will apply enabling strategies and skills to read and write.
  - 1.04 Increase reading and writing vocabulary through:
    - wide reading.
    - word study.
    - knowledge of homophones, synonyms, antonyms, homonyms.
    - knowledge of multiple meanings of words.
    - writing process elements.
    - writing as a tool for learning.
    - seminars.
    - book clubs.
    - discussions.
    - *examining the author’s craft.*

### **Annotated Bibliography:**

Polacco, P. (2007). *Ginger and Petunia*. New York, NY: Philomel Books.

Ginger was an eccentric music teacher who lived in a nice home and had a pet pig names Petunia. While Ginger was out of town for a few days, Petunia was supposed to be watched by a house sitter. But the house sitter did not arrive, so Petunia decided to take care of herself by cooking meals and dressing up as Ginger did. She adventured all over town, driving Ginger’s car and attending events as though she were Ginger. The book discusses Petunia’s adventures throughout the week as she tried to play the part of a human.

**Rationale for Text:** *Ginger and Petunia* is a fun book with colorful and engaging illustrations. The storyline is fun and students typically enjoy fiction books that involve animals such as this one. This book has a variety of different crafts that are appropriate for elementary-aged children. The storyline also involves adding the attributes of a person to a pig, so students can see how they could do something similar in their own writing.

**Rationale for Strategy:** Fourth grade students sometimes struggle with writing engaging, interesting pieces. Just simply explaining how to include details in their writing is one way to encourage students, but using an appropriate text makes it easier for them to understand. Just reading a portion of the study text would not provide enough for the students to understand this craft. Rather by reading a few sentences that provide a good example of the craft and comparing it to what the author could have said is more effective. It helps students to see how the author really could have chosen to write either way, but the part in the book where they chose to add details makes for a much better story.

**Materials:**

- *Ginger and Petunia* by Patricia Polacco
- Each student's writing notebook or a piece of paper
- One pencil per student

**Before:** Gather the class in an area of the classroom where all students can comfortably sit on the floor. Have each of them bring along their writing notebook or a piece of paper and a pencil. Bring *Ginger and Petunia* along and introduce the book to the class by showing them the cover. Read the book aloud to them, asking them to pay attention to how Polacco adds details to her writing.

**During:** Talk about the ways Polacco used abundant details to explain particular parts of the book. Read the following example to the class aloud:

"Petunia lives right in Ginger's house, just under the staircase next to the grand piano. Ginger does everything for Petunia. She cooks for her. She sews blankets for her and takes her for rides in her little red car."

Explain that rather than just saying, "Ginger has a pet pig named Petunia," Polacco explains with details where Petunia sleeps and how Ginger cares for her. By adding more details, she is letting the reader know more about the characters and understand them better.

Give this example and ask students what they like about it:

"At the store, Petunia picked only the freshest and firmest fruits and vegetables, just as she had seen Ginger do. She got everything on Ginger's list. The grocery clerk was cheery and referred to her as Mrs. Folsom and even helped her out with the bags of groceries."

Discuss how again, Polacco is adding details to better explain Petunia's trip to the grocery store. Then ask each student to think about a time they recently did something fun. Have them individually write about their experience using as many related details as possible. Give them a couple minutes and ask them to write at least three sentences about this experience.

**After:** After each student has written about a time they did something fun, ask for a few students to share with the class. Have five or six different students share their ideas. Next have each student write in the notebooks about this particular author's craft. Ask them to brainstorm and write ways they think they could use this craft in their writing, current or future.

**Assessment:** Use the chart to evaluate each student's understanding of this craft. Use the check system (as described below) to evaluate portion of each student's work. Use the comments column to make any additional comments about the student's work. Any student receiving a 0 or  $\sqrt{-}$  in any category needs additional clarification. It would be best to gather a group of students who are struggling in a similar area together and teach the




**Inspired by:**

Benchmark Education Company. (2010). *Read About Best Practices in Writers' Craft Lessons*.

Retrieved from: <http://www.benchmarkeducation.com/educational-leader/writing/writers146-craft-lessons.html>

## Lesson 4 – Transition Words

**Grade level:** 4<sup>th</sup> grade

**Objective:** Students will use transition words to explain how to do complete a particular process.

### **NCSCOS Objectives:**

English/Language Arts – (*italicized objective is what is being addressed*)

- Goal 1: The learner will apply enabling strategies and skills to read and write.
  - 1.04 Increase reading and writing vocabulary through:
    - wide reading.
    - word study.
    - knowledge of homophones, synonyms, antonyms, homonyms.
    - knowledge of multiple meanings of words.
    - writing process elements.
    - writing as a tool for learning.
    - seminars.
    - book clubs.
    - discussions.
    - *examining the author’s craft.*

### **Annotated Bibliography:**

Polacco, P. (2007). *Ginger and Petunia*. New York, NY: Philomel Books.

Ginger was an eccentric music teacher who lived in a nice home and had a pet pig names Petunia. While Ginger was out of town for a few days, Petunia was supposed to be watched by a house sitter. But the house sitter did not arrive, so Petunia decided to take care of herself by cooking meals and dressing up as Ginger did. She adventured all over town, driving Ginger’s car and attending events as though she were Ginger. The book discusses Petunia’s adventures throughout the week as she tried to play the part of a human.

**Rationale for Text:** *Ginger and Petunia* is a fun book with colorful and engaging illustrations. The storyline is fun and students typically enjoy fiction books that involve animals such as this one. This book has a variety of different crafts that are appropriate for elementary-aged children. The storyline also involves adding the attributes of a person to a pig, so students can see how they could do something similar in their own writing. The book includes a variety of different transitional words, so it works perfectly with teaching students how to use transitions effectively.

**Rationale for Strategy:** Fourth grade students are still working on adding transition words appropriately to their writing, so this is a good topic for an author’s craft lesson. Because most of them understand the basic mechanics of writing, adding transition words to their writing toolbox is appropriate. Involving the students in the lesson is always a good way to get them more interested. By asking two different students to participate by reading the different examples, the class will gain a better understanding of the author’s

craft. By creating the two different examples using transition words helps students to see the craft being used in situations outside of the book. They can also understand how transition words can be used incorrectly. By providing an abundant amount of examples from Polacco's book, it helps to further teach the craft.

**Materials:**

- *Ginger and Petunia* by Patricia Polacco
- Each student's writing notebook or a piece of paper
- One pencil per student

**Before:** Have the class gather in a place in the classroom where they can all sit comfortably on the floor. Have each of them bring their writer's notebook or a piece of paper and a pencil with them. Join them and bring along *Ginger and Petunia*. Talk a little about the book that was used during lesson 3, reviewing the main parts of the storyline.

Talk about transition words and ask for two students to volunteer to read the following aloud to the class:

Student 1

Today, my Mom taught me how to bake a cake since my Dad's birthday is tomorrow. First, we had to gather the eggs, water, and a large bowl. Then she showed me how to dump the cake mix in the bowl first and then add the eggs and water. Second, we had to mix all the things together, so she gave me a big spoon. I mixed and mixed until the batter was smooth. Third, my Mom got a big cake pan and sprayed it with cooking spray. Then, it was my turn to help her dump the cake mix into the pan. Lastly, we put the cake into the oven and waited until it was done.

Student 2

Today, my Mom taught me how to bake a cake since my Dad's birthday is tomorrow. Last, we had to gather the eggs, water, and a large bowl. Second she showed me how to dump the cake mix in the bowl first and then add the eggs and water. Then, we had to mix all the things together, so she gave me a big spoon. I mixed and mixed until the batter was smooth. First, my Mom got a big cake pan and sprayed it with cooking spray. Then, it was my turn to help her dump the cake mix into the pan. Next, we put the cake into the oven and waited until it was done.

**During:** Talk about how what student 1 read aloud made a lot more sense than what student 2 read aloud. Point out to the students that even though both explanations used good transitions words, the transition words used in student 1's example are in the correct order. The transition words used in student 2's example are not in order, so it is very confusing. Explain to them that when using transition words, they must be sure they are using them in the correct way otherwise it won't make any sense.

Read this example from *Ginger and Petunia* to the class to point out how Polacco uses transition words appropriately:

One day, an engraved invitation arrived for Ginger all the way from England...





## Lesson 5 – Creating a Strong Lead

**Grade level:** 4<sup>th</sup> grade

**Objective:** Students will write a strong, powerful lead for their own original piece of writing by introducing their story rather than just summarizing. They will explain why their revised lead is better suited for their piece of writing than their original lead.

### NCSCOS Objectives:

English/Language Arts – (*italicized objective is what is being addressed*)

- Goal 1: The learner will apply enabling strategies and skills to read and write.
  - 1.04 Increase reading and writing vocabulary through:
    - wide reading.
    - word study.
    - knowledge of homophones, synonyms, antonyms, homonyms.
    - knowledge of multiple meanings of words.
    - writing process elements.
    - writing as a tool for learning.
    - seminars.
    - book clubs.
    - discussions.
    - *examining the author's craft.*
- Goal 4: The learner will apply grammar and language conventions to communicate effectively.
  - 4.08 Focus revision on a specific element such as:
    - *word choice.*
    - sequence of events and ideas.
    - transitional words.
    - sentence patterns.

### Annotated Bibliography:

Polacco, P. (1998). *Thank you, Mr. Falker*. New York, NY: Philomel Books.

This book tells the true story of Patricia Polacco, who struggled with reading all through elementary school. She was frequently teased and made fun of because she had such a difficult time reading and completing math problems. Her fifth grade teacher noticed something about Patricia that made reading so difficult for her, so he spent time after school tutoring her. He just knew that over time, she would be able to overcome her difficulties with dyslexia and dyscalculia. She soon discovered the amazing world hidden within books that she could not read for so long.

**Rationale for Text:** This book is uplifting because it tells the true story of a now very popular children's author and her struggle with reading as a young girl. Many students can

relate to that frustration, so this storyline of this book will resonate with fourth graders. Polacco uses an interesting lead into the book because she begins by telling a story about her grandfather. Rather than diving right into explaining how her fifth grade teacher showed her the love of books and reading, she sets up the background story on her family. This lead serves a great example for students who may struggle with creating unique and interesting ways to begin their writings.

**Rationale for Strategy:** Using a strong example from a mentor text is always important when writing craft lessons. This book uses a strong lead to introduce the story without giving too much away, so it fits perfectly with this author's craft. Reading the lead from the book helps children to understand what a strong lead looks like. But it is also helpful to provide an example where the lead was not so strong. By comparing the two different leads (Polacco's and the created one), students are better able to understand the differences between summarizing and introducing in a lead. Giving students the opportunity to try and revise the lead in their own piece of writing also helps them to understand this craft better. By using something they wrote, they can experiment with different words and phrases in a piece of writing that is already begun rather than beginning from nothing.

**Materials:**

- *Thank you, Mr. Falker* by Patricia Polacco
- Each student's writing notebook or a piece of paper
- One pencil per student

**Before:** Have the students gather in a place in the classroom where they can all comfortably sit on the floor. Have each of them bring their writer's notebook or a piece of paper as well as a pencil with them. Join them in this area and bring *Thank you, Mr. Falker* along. Read the book aloud to the entire class, asking questions periodically throughout the book to check to be sure students are following along.

**During:** Reread the lead from the book aloud to the class:

"The grandpa held the jar of honey so that all the family could see, then dipped a ladle into it and drizzled honey on the cover of a small book.

The little girl had just turned five.

"Stand up, little one," he cooed. "I did this for your mother, your uncles, your older brother, and now you!"

Then he handed the book to her. "Taste!"

She dipped her finger into the honey and put it into her mouth.

The little girl answered, "Sweet!"

Then all of the family said in a single voice, "Yes, and so is knowledge, but knowledge is like the bee that made that sweet honey, you have to chase it through the pages of a book!"

The little girl knew that the promise to read was at last hers. Soon she was going to learn to read."

Ask the students to consider this lead, or introduction, instead:

The little girl was excited to learn to read because her grandpa was excited for her. Her whole family already knew how, so when Patricia turned five, it was her turn to learn next. But she always struggled with reading and hated school because her classmates could make fun of her.

This introduction provides a summary of nearly the entire book in just three short sentences, which is unfortunately what some students do as well. Talk about how Polacco's lead is structured in a way that intrigues the reader to continue reading so they can find out what will happen next with the young girl while not giving away the entire story on the first page.

Discuss the second example and how it is a summary of the story. Summaries are not an effective way to create a strong lead. The purpose of a strong lead is to bring readers into the piece of writing in order to get them interested so they want to keep reading. But by summarizing the story within the first few sentences, readers have no reason to continue on.

**After:** Have each student return to their desk and choose a piece of their writing in which they could improve the lead. Give them some time to work on revising the lead into their writing. Have them keep the original lead on their paper and write the new lead on the next page in their notebooks so they (and you) can see the differences between the leads.

After they have revised their lead, have them briefly write why their revised lead is better suited for their piece of writing.

**Assessment:** Use the chart to determine each student's understanding of this author's craft. Use the check system (as described below) to evaluate each category for each student. Use the comment column to add any additional notes about a student's work. Any student with a 0 or  $\sqrt{-}$  in a category needs additional clarification on this author's craft. It would be best to gather those students with like needs together and teach the craft in a new way using a different book. If the student did not explain why their revised lead was better, have them revisit their original lead and new lead and look at the differences together. Point out some ways they are alike and different and have the student write about those.

$\sqrt{+}$  The student took an original piece of writing and restructured the lead so that it is strong and introduces the story without summarizing. The student completely and logically explained why their revised lead was a better fit for their piece of writing.

$\sqrt{\phantom{+}}$  The student took an original piece of writing and somewhat restructured the lead so that it introduces the story, but still contains some summarizing. The student partially explained why their revised lead was a better fit for their piece of writing.

$\sqrt{-}$  The student took an original piece of writing and restructured the lead but it still summarized the story rather than introducing it. The student began to explain why their revised lead was a better fit for their piece of writing, but their explanation did not match up with their writing.

