**Launching the Writer’s Workshop Unit Learning Progression**

| **Grade Level** | **2** | **3** | **4** | **5** |
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| **Text** |  | Personal Narrative Units 1 & 2Mentor Texts:Shortcut; Big Mama’s by Donald Crews or other mentor texts | Raising the Bar: Personal NarrativeMentor Text:Through Grandpa’s Eyes by Patricia McLaughlan,The Summer My Father was Ten byPat Brisson,An Angel for Solomon Singer by Cynthia Rylant,or other mentor texts | Refining the Personal NarrativeMentor Text:Time of WonderBy Robert McCloskeyMr. Peabody’s ApplesBy Madonna RitchieA Day’s WorkBy Eve BuntingOr other mentor texts |
| **Analysis** |  | Crafting a Personal Narrative | **Improving** a Personal Narrative | Improving the **quality** of Personal Narrative |
| **Becoming a Community of Writers** |  | Establishing Routines, Setting Up Writer’s Workshop, Writing a Personal Narrative | Establishing Routines, Setting Up Writer’s Workshop, Writing a Personal Narrative | Establishing Routines, Setting Up Writer’s Workshop, Writing, **revising, editing and publishing** Personal Narrative |
| **Generating a Small Moment Story** |  | * Using strategies to generate story ideas: person, place, object
* Focusing on small moments
* Writing step by step in the moment
* Using timelines or fingers to plan your story
* Writing with small details
* Making a movie in your mind--visualizing
* Generating and experimenting with writer’s notebook entries
* Learning from mentor texts
* Reading like a writer
* Finding the heart of the story
* Understanding our role in a conference
 | * Using strategies to generate story ideas: person, place, object
* Focusing on small moments
* Making a movie in your mind--visualizing
* Writing with tiny details
* Using lists to generate clear, small moments
* Generating and experimenting with writer’s notebook entries
* Learning from mentor texts
* **Writing for readers**
* **Using strong emotions to generate story ideas**
* **Thinking of turning points to generate story ideas**
* **Mining writer’s notebooks**
 | * Using mentor text to generate ideas
* Use notebook to generate and develop ideas to include mentor craft techniques in personal writing
* Analyze mentor text for crafting techniques
* Focus on small moments and elaborating
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| **Drafting** |  | * Finding notebook entries that matter to the writer
* Committing to a topic or idea
* Writing the internal and external story
* Consider external and internal traits of characters
* Use of a story mountain to plan and sequence events
* Consider point of view
* Elaborating on ideas to write longer more meaningful narratives
* Crafting strong story leads: action, setting, description, dialogue, or thoughts
* Using mentor texts to study leads and endings
* Closing with strong endings: action, dialogue, thoughts, images, and whole-story reminders
* Adding sensory words
* Adding dialogue
 | * **Read like a writer.**
* **Using exact details and specific words to recognize and write concrete words and phrases.**
* **Using concrete words, phrases** to create scenes rather than summaries.
* **Using sensory details to help the reader experience the story**
* **Plan stories using a story mountain**
* **Use mentor texts to study the heart of the story or turning point**
* **Develop/consider perspective**
* **Use of line breaks, shape, imagery, literary devices to express clarity of thought (poetry)**
* **Experiment with rhythm of words (poetry)**
 | * Determine the heart of the story
* Organize using a story mountain
* **Describe characters using detail and figurative language**
* Use dialogue, description and **pacing** to develop experiences and events
* Precise word choice and **movement through time** to convey experiences and events
* **Elaborating** beyond one sentence forming paragraphs
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| **Revising and Editing** |  | * Writers create scenes rather than summaries
* Using descriptive details and specific words
* Encourage more sophisticated sentence structure for effect
* Combining short sentences to include variety
* Revising for internal thinking, emotions, reasons
* Revise stories for meaning—reread to make sense
* Use of literary devices such as repetition to emphasize action or idea in story
* Edit for capitalization, end punctuation, and spelling of high-frequency words
 | * Create scenes rather than summaries
* Create alternate leads and **conclusions**
* **Bringing forth the internal story**
* Elaborating ideas
* Revising leads
* Revising conclusions
* Attend to meaning and clarity
* Use of editing/revision checklists
 | * **Eliminate extraneous details** from writing
* Word choice for clarity and meaning to include phrases and clauses
* Improve leads and conclusions based on mentor texts
* Edit for capitalization, end punctuation, and spelling of high-frequency words
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