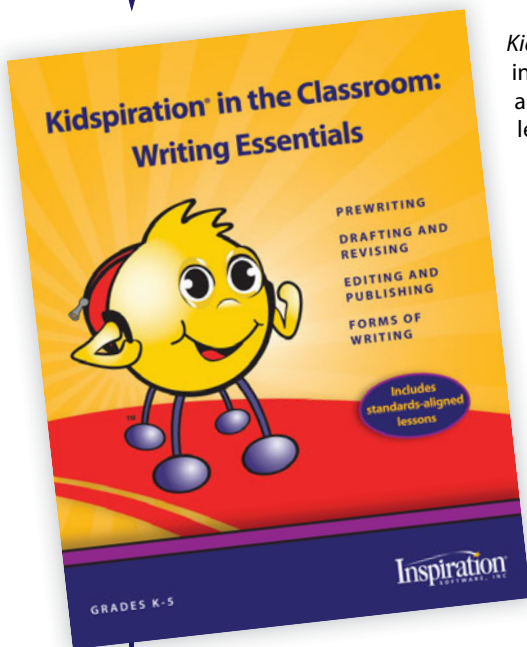


Excerpts from *Kidspiration® in the Classroom: Writing Essentials*

Kidspiration® in the Classroom: Writing Essentials supports teachers as they help K-5 students learn the importance and the process of writing well.

Aligned to McREL standards, the book offers chapters and lessons on prewriting, drafting and revising, editing and publishing, and forms of writing. Utilizing activities created in *Kidspiration*, the standards-based lessons are designed specifically to support K-5 writing instruction using *Kidspiration 3*.



Kidspiration® in the Classroom: Writing Essentials also includes references to suggested reading materials and other resources for teaching students how to learn the nuances of quality writing.

This preview of *Kidspiration® in the Classroom: Writing Essentials* contains:

- Complete table of contents from *Kidspiration in the Classroom: Writing Essentials*
- Four complete lesson plans from *Kidspiration in the Classroom: Writing Essentials*
- Ordering Information



Kidspiration® in the Classroom: Writing Essentials

Inspiration Software®, Inc. strives to support improvements in education and make a positive difference in students' lives. This book is part of our family of K-12 software tools and curriculum materials that help students learn to think and master key skills. We value teachers, their time, and their commitment, and we strive to partner in their success.

Writers of all ages use writing to communicate and share experiences with others, to explore and expound on topics of interest, and to learn about the world. For students to become effective writers, they need to learn the process of writing well. *Kidspiration® in the Classroom: Writing Essentials* supports teachers as they help K-5 students learn the art of writing.

With standards-aligned chapters and lessons on prewriting, drafting and revising, editing and publishing, and forms of writing, students will learn that writing is a fluid process—that writers weave between the steps, and return to various stages or steps throughout the course of writing. Students will also learn to consider audience and purpose, and that no two writers follow the same path to a “finished” piece.

Writers who read, and appreciate another writer’s craft, learn the nuances of quality writing. For this reason, *Kidspiration in the Classroom: Writing Essentials* provides references to suggested reading material throughout. Finally, in the appendix, you’ll find additional resources for teaching students how to write well.

Writing Essentials Resources


- Atwell, Nancie. 2002. *Lessons That Change Writers*. Portsmouth, NH: Heinemann.
- Bromley, Daren D'Angelo. 1996. *Webbing with Literature: Creating Story Maps with Children's Books*. 2nd ed. Boston, MA: Allyn and Bacon.
- Fountas, Irene C. and Gay Su Pinnell. 2001. *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.
- Hill, Bonnie Campbell. 2001. *Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8*. Norwood, MA: Christopher-Gordon.
- Kendall, J.S. and Marzano, R.J. 2008. *Content knowledge: A compendium of standards and benchmarks for K-12 education*. Denver, CO: Mid-continent Research for Education and Learning. Online database: <http://www.mcrel.org/standards-benchmarks/>
- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.
- Spandel, Vicki. 1997. *Seeing With New Eyes, A Guidebook on Teaching and Assessing Beginning Writers*. Portland, OR: Northwest Regional Educational Laboratory.



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Lesson: Audience, Purpose and Form

Standards

★ **McREL Standards – Language Arts**

(<http://www.mcrel.org/standards-benchmarks/>)

- Uses prewriting strategies to plan written work
- Writes in a variety of forms or genres
- Writes for different purposes
- Uses strategies to write for different audiences
- Uses a variety of sources to gather information

★ **Grade Levels: K-5 (Ages 5-11)**

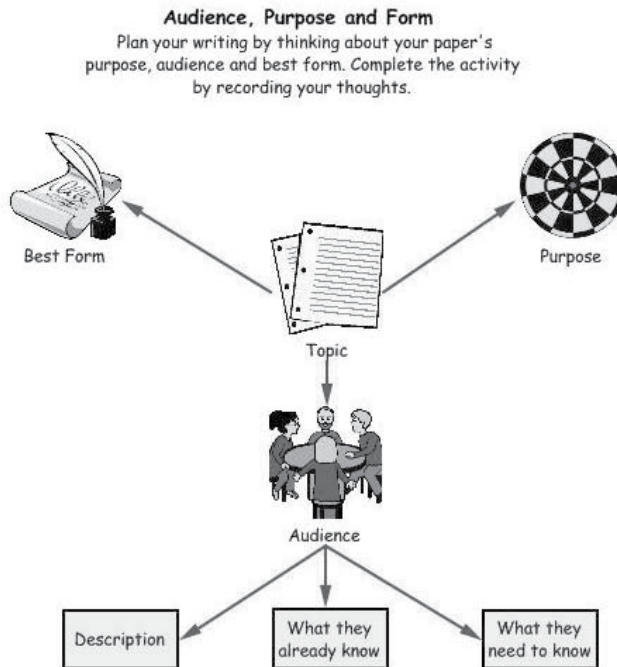
Description

The reason a student writes and for whom helps to determine not only the form of the writing, but also whether the language of the piece needs to be formal or informal. This Kidspiration® activity supports students in learning to consider the audience, the purpose and the best form for their writing, before they begin to write.



Instructions

1. Prior to beginning the lesson, decide upon an authentic reason for writing with which to model it. Invitations and letters work well, as students of all ages can easily understand the form, purpose and audience for this type of writing. In this example, an invitation to a school play will be used.
2. Open the *Audience, Purpose and Form.kia* activity, as shown below, from the following location: **Kidspiration 3 Teacher menu>Teacher Resources Online>Lesson Plans>Grades K-2 or Grades 3-5>Reading and Writing>Prewriting**. Save the Zip file and open the activity. Review it with students.



Audience, Purpose and Form.kia

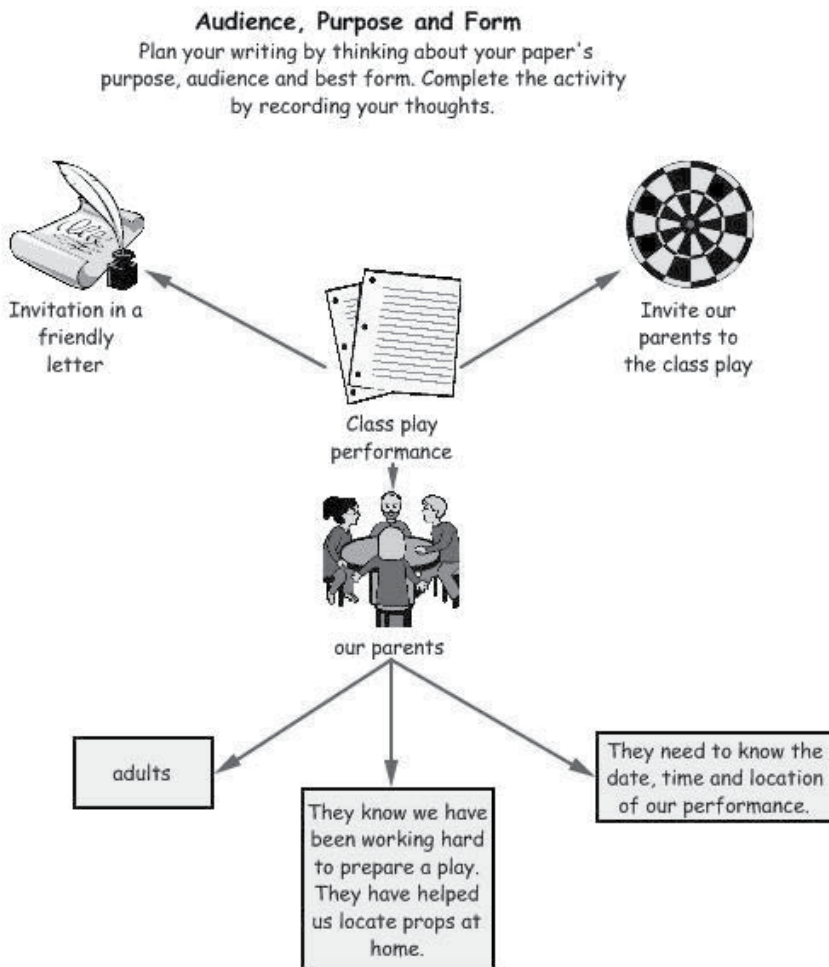
3. Share with students that writers consider more than just the content, or what it is they want to communicate, in their writing; writers need to think about why they are writing and what form will work best. Writers also need to consider their audience; to whom are they writing and what knowledge does the audience already have about the topic? What knowledge does the audience need to gain from the writing? Knowing the audience, form and purpose



CHAPTER 1

for writing also helps writers decide whether formal or informal language needs to be used. Explain that they will be using this activity to consider audience, form and purpose while creating an invitation for “parents” to attend the class play.

4. Model completing the *Audience, Purpose and Form.kia* activity. An example of a completed activity, *Audience, Purpose and Form.kid*, as shown below, can be located here: **Kidspiration 3 Teacher menu>Teacher Resources Online>Lesson Plans>Grades K-2 or Grades 3-5>Reading and Writing>Prewriting**. Save the Zip file and open the exemplar.



Audience, Form and Purpose.kid



5. After completing the activity, remind students that writers have more to think about than just the content or what it is they want to communicate in their writing. They also need to think about their audience. What does the audience already know about the topic? What do they need to know about the topic? What is the purpose for writing? What is the best form to use? Have students use the activity independently before beginning their next piece of writing.



Assessment

- Confirm that the purpose identified for the writing is correct.
- Confirm that students have identified the correct audience and the information about the audience is accurate.
- Confirm that the form is appropriate to the audience and purpose.



Adaptations

- This activity may begin shared writing lessons that target other writing objectives. For example, if you plan to teach students to consider word choice when writing, you can begin with the *Audience, Form and Purpose.kia* activity to provide students with shared background knowledge and center the writing lesson.

Lesson: Opening Hooks

Standards

★ **McREL Standards – Language Arts**

(<http://www.mcrel.org/standards-benchmarks/>)

- Uses strategies to draft and revise written work
- Uses strategies to organize written work
- Writes in a variety of forms or genres
- Writes for different purposes
- Uses the stylistic and rhetorical aspects of writing
- Uses strategies to write for different audiences

★ **Grade Levels: K-5 (Ages 5-11)**

Description

Students are often at a loss when coming up with fun and interesting leads for their writing. This Kidspiration® activity familiarizes students with two types of leads, either “astounding statements” or “daunting data,” and provides a workspace to practice and refine the craft of hooking the audience.



Instructions

1. Prior to the lesson, select a piece of writing, either written by yourself or a previous student, with which to model the lesson. Also, gather several books that begin with great leads. Consider titles by Gray Paulson, Cynthia Rylant and Eve Bunting.
2. Share with students that great leads hook the audience in the first few sentences of a piece, and make them want to continue reading. Writing great leads is part of the author's craft. Read the leads from the books you selected prior to the lesson, and discuss with students how they impact the reader.
3. Open the *Opening Hooks.kia* activity, as shown below, from the following location: **Kidspiration 3 Teacher menu>Teacher Resources Online>Lesson Plans>Grades K-2 or Grades 3-5>Reading and Writing>Drafting and Revising**. Save the Zip file and open the activity. Review it with students and tell them that they will use this activity to craft different types of leads for a piece of their writing.

Opening Hooks

1. Try to "hook" your audience. Think about your writing topic and audience. Record your topic.
2. Write a lead for each way to "hook" your audience.
3. Select the best lead and use it to start your first draft.



Topic:



Astounding Statements

	!	Outrageous comment
	?	Question without answer
	💡	Startling quote



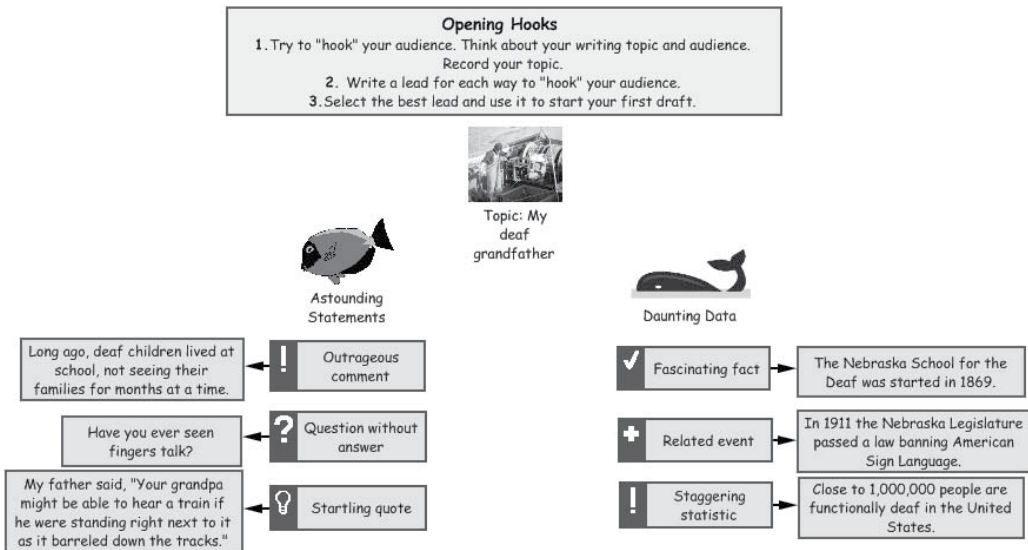
Daunting Data

✓	Fascinating fact	
+	Related event	
!	Staggering statistic	

Opening Hooks.kia

CHAPTER 2

4. Share with students the piece of writing you selected prior to the lesson. Explain that you are going to model writing leads for this piece using the Kidspiration activity. To view an example completed activity, as shown below, open *Opening Hooks.kid* from the following location: **Kidspiration 3 Teacher menu>Teacher Resources Online>Lesson Plans>Grades K-2 or Grades 3-5>Reading and Writing>Drafting and Revising**. Save the Zip file and open the exemplar. (Note: Some categories of leads may require research. For examples of leads that required research in the *Opening Hooks.kid* activity, see the leads written under the Daunting Data category. For these leads, the Internet was utilized.)



Opening Hooks.kid



5. Have students complete the activity independently, using a piece of their own writing. Remind them that great leads hook the audience and make them want to continue reading the text. Also, remind them that all types of writing, even informational writing, can hook the audience if the author has practiced the craft of writing interesting leads. Following the activity, encourage students to use the lead they like best for their selected piece of writing.



Assessment

- Confirm that students' leads are the correct type.



Adaptations

- Students may write more than one lead for each category by adding additional symbols.
- After students complete the activity, have them form small groups and discuss which leads best grab the audience's attention.
- Prior to teaching the lesson, have students record leads from books that they find especially well-written.

Lesson: A Good Title

Standards

★ **McREL Standards – Language Arts**

(<http://www.mcrel.org/standards-benchmarks/>)

- Uses strategies to edit and publish written work
- Uses conventions of capitalization in written compositions
- Uses conventions of spelling in written compositions
- Uses conventions of punctuation in written compositions

★ **Grade Levels: K-5 (Ages 5-11)**

Description

This Kidspiration® activity supports writers of all ages in learning to develop good titles that move beyond working titles and catch the audience’s attention.



Instructions

1. Gather several books that have catchy titles to share with students. Also select a piece of text, either your own or by a previous student, to read to the class and use to model completing this activity.
2. Open *A Good Title.kia*, as shown below, from the following location: **Kidspiration 3 Teacher menu>Teacher Resources Online>Lesson Plans>Grades K-2>Reading and Writing>Forms of Writing>Editing and Publishing**. Save the Zip file and open the activity. Review it with students. Share with students that today they will use this activity to brainstorm titles for a piece of writing.





A Good Title

1. Read about catchy titles below.
2. Write the working title of your piece in the book symbol.
3. Brainstorm possible titles that would grab the reader's attention.
4. Select the best title and use it for the piece you're publishing.



Working
Title:

Catchy titles...

 have strong word choice	 fit the entire piece
 leave the audience wondering	 hint at the big idea

Possible
titles:

A Good Title.kia activity



CHAPTER 3

3. Close the *A Good Title.kia* activity and open a new Kidspiration activity in **Picture View**. Explain to students that we can learn how to write good titles by studying the titles of other authors. Read to students the catchy titles you selected previously. Discuss why each title catches the readers' attention. On the new activity workspace, record each title and record why the titles caught the students' attention.
4. Save and close the new activity. Reopen *A Good Title.kia*. Compare and relate the students' comments from the above discussion to the key points found in the "Catchy titles" symbol.
5. Read the previously selected text to the students. Explain that you will now brainstorm titles for the piece keeping in mind the key points found in the activity. As the titles are brainstormed, record them in the rectangular symbols. Add more rectangular symbols as needed.
6. After brainstorming, select the best title for the piece. Discuss the merits of the selected title based on the key points found in the "Catchy titles" symbol.
7. Prior to students completing the activity independently, remind them that though titles are composed of only a few words, they are as important to the piece as its content. Explain that good titles need to leave the audience wondering, have strong word choice, fit the entire piece and hint at the "big idea." Tell students that after completing the activity, they are to submit a copy of the activity to you as well as the writing piece they used.

To view an example completed activity, as shown on the next page, open *A Good Title.kia* from the following location: **Kidspiration 3 Teacher menu>Teacher Resources Online>Lesson Plans>Grades K-2>Reading and Writing>Forms of Writing>Editing and Publishing**. Save the Zip file and open the activity.



A Good Title

1. Read about catchy titles below.
2. Write the working title of your piece in the book symbol.
3. Brainstorm possible titles that would grab the reader's attention.
4. Select the best title and use it for the piece you're publishing.







Working
Title: My
Deaf
Grandfather

A Gift Found
in Silence

A Soaring
Eagle

Catchy titles...

 have strong word choice	 fit the entire piece
 leave the audience wondering	 hint at the big idea

A Nesting
Fledgling

Possible
titles:

Coming Home
to Nest

And the
Words Flew

Dancing Words,
Dancing Heart

A Good Title.kid



Assessment

- Evaluate the students' titles. Titles should fit the piece of writing as well as incorporate the key points.
- Use each key point as a point on a rubric and score students' selected titles on a four-point scale.



Adaptations

- Students may work in pairs, collaborating and brainstorming with each other.
- Select the work of a few students and discuss the strength of the titles based on the activity's key points.
- Utilizing the four-point rubric mentioned above, have students evaluate their peers' titles.

Lesson: Main Character Resume

Standards

★ **McREL Standards – Language Arts**

(<http://www.mcrel.org/standards-benchmarks/>)

- Uses strategies to write for different audiences
- Uses strategies to write for a variety of purposes
- Writes in response to literature

★ **Grade Levels: 3-5 (Ages 8-11)**

Description

A fun, creative response to literature for upper elementary students is the Kidspiration® activity *Main Character Resume.kia*, in which students create a resume for the main character of a book based upon the character's traits and interactions with other characters in the text. Students synthesize what they have learned about the character and apply the synthesis in a new, creative form. Teachers are easily able to understand the depth of a student's understanding and synthesis based upon the information contained in the character's resume.



Instructions

1. Prior to the lesson, select a picture book to use in modeling the activity. Title suggestions are: *The True Story of the Three Little Pigs* by Jon Scieszka or *The Paper Bag Princess* by Robert Munsch.
2. Show students several examples of resumes and explain their purpose. Many examples can be located and downloaded from the Internet.

Open the *Main Character Resume.kia*, as shown below, from the following location:

Kidspiration 3 Teacher menu>Teacher Resources Online>Lesson Plans>Grades 3-5>Reading and Writing>Forms of Writing>Response to Literature. Save the Zip file and open the activity. Review it with students.

<input type="radio"/> <p>Main Character Resume A resume gives education, personal, and job history information about a person who is applying for a job. Write a resume for the main character from a book you've read using the activity below. Think about the character's traits and actions with other characters in the book. Have fun and be creative!</p>
<input type="radio"/> <p>Title and Author:</p>
<input type="radio"/> <p>Character:</p>
<input type="radio"/> <p>Character's mailing and email address:</p>
<input type="radio"/> <p>Education, school attended and dates attended:</p>
<input type="radio"/> <p>Starting with most recent job, provide work experience below. Add lines for additional jobs if needed.</p> <p>Title of job: _____</p> <p>Company name: _____</p> <p>Responsibilities of job: _____</p> <p>Start date-end date: _____</p>
<input type="radio"/> <p>Title of job: _____</p> <p>Company name: _____</p> <p>Responsibilities of job: _____</p> <p>Start date-end date: _____</p>

Main Character Resume.kia



CHAPTER 4

- Using the previously selected text, model completing the activity. Explain the entries made in the resume by providing examples and rationale from the text you selected. For example, as shown below in *Main Character Resume.kid*, which was completed using Jon Scieszka's *The True Story of the Three Little Pigs*, the character's mailing and email address are result of the reader being familiar with the original story and genre.

<input type="radio"/> Main Character Resume A resume gives education, personal, and job history information about a person who is applying for a job. Write a resume for the main character from a book you've read using the activity below. Think about the character's traits and actions with other characters in the book. Have fun and be creative!
<input type="radio"/> Title and Author: The True Story of the Three Little Pigs by Jon Scieszka
<input type="radio"/> Character: Mr. Wolf
<input type="radio"/> Character's mailing and email address: 785 Huff N Puff Lane Fairyland, PA 87523 goodwolf@mail.org
<input type="radio"/> Education, school and dates attended: Fairyland High School, 2000-2004 Green Giant Detective School, 2004-2006
<input type="radio"/> Starting with most recent job, provide work experience below. Add lines for additional jobs if needed. Title of job: Babysitting and day care Company name: Parents of Three Bears Responsibilities of job: Cared for and feed Baby Bear, supervised his play and nap time Start date-end date: Summers of 2000-2004

Main Character Resume.kid

Main Character Resume.kid can be found at the following location: **Kidspiration 3 Teacher menu>Teacher Resources Online>Lesson Plans>Grades 3-5>Reading and Writing>Forms of Writing>Response to Literature**. Save the Zip file and open the exemplar.

- After you have finished modeling the activity, have students complete it, reading text at their independent reading levels.



Assessment

- Upon reading the completed resumes, determine if students' entries are relevant to the main character's traits.
- Assess the students' writing relative to form, purpose, grammar and mechanics. Make instructional decisions based on the assessment.



Adaptations

- Students may work in pairs.
- After the resumes are completed, have students form small discussion groups and share their rationale for the resume entries, having them provide examples from the text.
- Publish the class' resumes, binding them together, and house the completed book in the school library for other students to read.
- Have students write a job-posting to accompany the resume.

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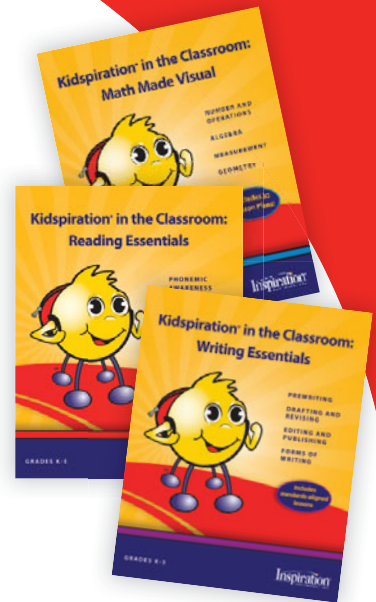
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