Unit of Study: STAAR Revision and Editing

Cypress-Fairbanks Independent School District
Elementary Language Arts Department, Grade 4
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LESSONS INCLUDED IN THE UNIT OF STUDY:

The following is a list of minilessons and/or mid-workshop teaching points that are included in the *STAAR Revision and Editing* unit. Each lesson has been assigned a number that correlates to a number found in the upper right corner of each lesson card, which signifies a suggested sequence or progression of the lessons. After analyzing the grade level expectations, district curriculum, and student needs, teachers should customize the minilessons for their students. The minilessons are based upon the grade-level expectations found in the English Language Arts and Reading TEKS objectives.

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Minilesson: Understanding the Expectations for STAAR Revision

Materials:
- STAAR Revision slide show
- STAAR Revision Passage & Questions (1 per student)
- STAAR revision practice passage (1 per student)
- Fancy Nancy poster – optional
- Chart paper and markers

Note: Teachers may also wish to use the Grade 4 STAAR Released Revision Questions to reinforce the types of questions students will answer on STAAR.

Purpose: Writers revise drafts by improving the organization, development of ideas, sentence structure, and word choice using strategies that match the purpose.

TEKS: 4.15 C, 4.18 Ai, 4.18 Aii, 4.18 Aiii

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Remind students that good writing is engaging, well-crafted, and has a pleasant “hum” that is similar to what we find in music.

Writers, we know that good writing has a rhythm and flow that sounds pleasant to the ear when we read it aloud. Good writing is like a well-played song where each sentence blends together in harmony to create a melody that expresses the author’s message. The revising section of STAAR has specific questions aimed at improving the sentence fluency of first draft compositions. It also has questions to help us focus on the way all the sentences work together to achieve the author’s purpose. There are even questions that help us improve the writer’s word choice and organization so that we clearly understand what the writer is trying to say. Today, we’re going to take a closer look at those questions and use what we know to improve our own writing.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Show the poster of Fancy Nancy or slide 1 of the STAAR Revision slide show. Remind students that revising is improving the development of ideas, organization, word choice, and sentences in a draft. The important work of preparing our writing for readers is similar to what Fancy Nancy does when she dresses up. She puts on her fancy clothes and accessories to look her best.

Explain to students that on STAAR Writing, there is a multiple-choice section with a total of 28 questions. 9 of those questions focus on revision strategies. The revision items are separate from the editing questions. The test makers understand that revising and editing require different kinds of thinking and skills. Tell students that they will examine the types of questions in this lesson that will appear on the STAAR Revision section. Furthermore, they can use what they learn about the questions to strengthen their own drafts.

Provide students with a copy of the STAAR Revision Passage & Questions featured in the slide show. Ask students to turn and talk to a partner about the text and genre features they notice about STAAR revision passages and questions. Create an anchor chart with your students to summarize their observations about the text features. Some of the elements are shown below.

Next, closely examine the directions at the top of the passage. Tell students that this important text provides them with the task (revising) and gives information about the author’s purpose, central idea, &/or message. It’s important that they do not skip it as it will help them answer some of the questions. Explain to students that they will now read the passage as a whole to understand what the author is trying to say about the topic. After the passage is read aloud, explain that you will now examine the questions. Tell students that one of the distinguishing characteristics of a revision question is that the items are similar to the kinds of questions you might ask during a writing conference to help them improve the organization, progression of ideas, development of ideas, word choice, and sentence fluency within a first draft. All of these attributes are found on the STAAR Writing Rubric.

Next, introduce the different kinds of questions using the slide show. Students may follow along on their handout. Read each question and discuss why an answer choice is correct or incorrect. Share any tips for answering the different kinds of questions. Teachers may choose to model answering questions 1-4 as a group.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Students can work with partners to answer questions 5-7. Debrief after students respond to each question and share the tip for answering the type of question. To sum up what students have learned about the revision section on STAAR, ask students to turn to a partner and share how the strategies that they have learned about revision can help them improve their own writing.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Writers, when we understand how the revising section of the STAAR writing test is organized, it helps us prepare for the different challenges found on this kind of test. We can also select and use more effective revision strategies to help us improve our own drafts.

Explain that students will work with a partner to revise and edit a sample first-draft passage. They should note the strategies they use to revise the passage.

Possible Conference Questions:
- What is the central idea of the student draft?
- What transitions help the reader move from one idea to the next?
- Do any details need to be inserted, deleted, or rearranged?
- Are any words or ideas repeated?
- What words can be replaced with more precise ones?
- Which sentences can be combined to more clearly express the writer’s ideas?
Minilesson: Revising for the Organization, Progression, and Development of Ideas in Expository Writing

Materials:
- STAAR Expository Writing Rubric Score Point 4 (1 per student)
- Sample Revision Questions and Strategies (1 per student)
- Text Structures for Personal Narratives & Expository Writing (1 per student)
- Expository writing mentor text - Seeing the Needs of Others: Guide Dog Puppy Raiders by Angela Schultz
- Enlarged copy of 2011 Released STAAR Grade 4 Writing Revision Sample - Cookie Season - for modeling (1 per student)
- An Unusual Plant Revision Practice for Expository Writing (1 per student)
- Chart paper and markers

Note: Prior to the minilesson, it is recommended that the mentor text for expository writing be read aloud so that students are familiar with the text, which will be referenced as a model for the effective use of revision strategies. This lesson focuses on the revision strategies for expository writing. Narrative writing (lesson 3) can be taught in a separate minilesson and/or as mid-workshop teaching point.

Purpose: Writers revise drafts using organizational structures appropriate to the expository writing purpose by inserting, deleting, rearranging details to create a unified, logical progression of ideas.

TEKS: 4.15 C, 4.18 Ai, 4.18 Aii, 4.18 Aiii

Connection:
- connect today’s work with our ongoing work
- tell a personal or class story linked to teaching point
- explicitly state my teaching point

Tell students that they will continue their study on revision strategies to help them strengthen their own writing and their ability to revise student drafts on the multiple-choice section of STAAR Writing. Relate a brief example that explains the importance of thoughtful organization in well-written essays and narratives.

Writers, good writing pulls the reader into an experience and makes them reflect on an author’s ideas. It’s almost as if the author invites them along for a ride, and he shares one idea and explains how it’s connected to the next idea. The author moves the ideas forward as he paints a scene of action or creates a rich picture of thoughtful ideas. Sometimes, though, we hit a rough spot in a piece of writing. It’s like we’re riding on a smooth bike trail. When all of sudden, your tire hits a rock, throwing you off balance, causing you to crash into a messy heap on the ground. The rough spots in our writing are caused when we lose focus and include extra details that don’t quite make sense. We might even repeat ideas, which causes us to stay stuck in the same place instead of moving the story or essay forward. Sometimes we forget to include details that help the reader connect and make sense of our ideas. Today, we will look closely at the way writers organize well-written essays, and we will use those strategies to revise and improve student drafts.

Teach:
- restate my teaching point
- think aloud & point out things for students to notice

Remind students that revision is improving the ideas, organization, word choice, and sentence structure of a draft. Explain that on STAAR the test creators expect students to read a draft of a student paper and revise for those elements. Reiterate the idea that effective writing is well-organized and moves the reader forward by presenting ideas that are connected. Use the mentor text to point out the specific ways that expository writing is organized. Create an anchor chart describing the revision skills implied in the organization/progression and development of ideas sections on the STAAR Expository Writing Rubric Score Point 4. As you review the different ways expository writing is organized, point them out using the handout Text Structures for Personal Narratives & Expository Writing.

Active Engagement:
• involve students by asking them to turn and talk
• listen, observe, and coach active involvement
• share an example of what you heard or observed

Ask students to turn and talk to a partner about one important idea they learned about the revision questions found on STAAR Writing. Listen in on conversations and coach as needed. Debrief by stating some of the important ideas you heard students share.

Link:
• restate the teaching point
• explain how the learning can be used in the future

Remind students that they can use these same strategies to improve their own writing. During independent writing, have students work with a partner to answer the organization, progression, and development of ideas questions on An Unusual Plant Revision Practice for Expository Writing.

Writers, today and everyday, we can use what we know about well-organized writing to strengthen our own writing by rereading our drafts and revising by inserting, deleting or rearranging details to create a focused, thoughtful progression of our ideas.

Possible Conference Questions:
• What is this writing mostly about? What clues do the title and italicized text at the top of the page provide you with about the writer’s central idea?
• How does the writer organize the ideas? Does the writer use topic sentences in the paragraphs?
• What transition words or phrases does the writer use to link ideas?
• Are there any places in the draft that don’t make sense? How could the draft be improved by inserting, rearranging, or deleting details? Show me a place in the text you could improve and explain what you would do to make it better.
• How does the writer close the paper? What could you do to improve the conclusion?
Minilesson: Revising for the Organization, Progression, and Development of Ideas in Narrative Writing

Materials:
- Personal narrative mentor text - Teeth by Ralph Fletcher
- STAA Primary Narrative Rubric Score Point 4 (1 per student)
- Enlarged copy of Dr. Cobra’s Visit - Revision Practice for Narrative Writing for modeling (1 per student)
- Brent’s Vacation: Revision Practice for Narrative Writing (1 per student)
- Chart paper and markers

Note: On STAAR, students are expected to revise personal narratives as well as fiction stories on the multiple-choice section.

Purpose: Writers revise drafts using organizational structures appropriate to the narrative writing purpose by inserting, deleting, rearranging details to create a unified, logical progression of ideas.

TEKS: 4.15 C

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Remind students that yesterday they worked on strengthening the organization as well as the progression and development of ideas in expository writing. Tell students that they will use similar revision strategies to help them analyze and revise student drafts of personal narratives and fiction stories found on the multiple-choice section of STAAR Writing. Relate a brief example of a time that you felt “lost” in a well-written story to the multiple-choice section of STAAR Writing. Relate in or conversations and coach as needed. Debrief by stating some of the important ideas you heard students share.

Active Engagement:
- restate the teaching point
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to turn and talk to a partner about one important idea they learned about the revision questions found on STAAR Writing. Listen in on conversations and coach as needed. Debrief by stating some of the important ideas you heard students share.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Remind students that they can use these same strategies to improve their own writing. During independent writing, have students work with a partner to answer the organization, progression, and development of ideas questions on Brent’s Vacation: Revision Practice for Narrative Writing.

Writers, today and everyday, we can use what we know about well-written personal narratives and fiction stories to strengthen our own writing. Rereading our drafts and revising by inserting, deleting or rearranging details will help us create focused and engaging stories that our readers will enjoy.

Possible Conference Questions:
- What is this writing mostly about? What clues do the title and italicized text at the top of the page provide you with about the writer’s topic and/or message?
- What transition words or phrases does the writer use to create sentence-to-sentence links? paragraph-to-paragraph links?
- Are there any places in the draft that don’t make sense? How could the draft be improved by inserting, rearranging, or deleting details? Show me a place in the text you could improve and explain what you would do to make it better.
- How does the writer close the paper? What could you do to improve the ending?

Materials:
- Personal narrative mentor text - Teeth by Ralph Fletcher
- Sample Revision Questions and Strategies (1 per student)
- STAA Primary Narrative Rubric Score Point 4 (1 per student)
- Enlarged copy of Dr. Cobra’s Visit - Revision Practice for Narrative Writing for modeling (1 per student)
- Brent’s Vacation: Revision Practice for Narrative Writing (1 per student)
- Chart paper and markers

Note: On STAAR, students are expected to revise personal narratives as well as fiction stories on the multiple-choice section.

Purpose: Writers revise drafts using organizational structures appropriate to the narrative writing purpose by inserting, deleting, rearranging details to create a unified, logical progression of ideas.

TEKS: 4.15 C

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Remind students that yesterday they worked on strengthening the organization as well as the progression and development of ideas in expository writing. Tell students that they will use similar revision strategies to help them analyze and revise student drafts of personal narratives and fiction stories found on the multiple-choice section of STAAR Writing. Relate a brief example of a time that you felt “lost” in a well-written story to the multiple-choice section.

Active Engagement:
- restate the teaching point
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to turn and talk to a partner about one important idea they learned about the revision questions found on STAAR Writing. Listen in on conversations and coach as needed. Debrief by stating some of the important ideas you heard students share.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Remind students that they can use these same strategies to improve their own writing. During independent writing, have students work with a partner to answer the organization, progression, and development of ideas questions on Brent’s Vacation: Revision Practice for Narrative Writing.

Writers, today and everyday, we can use what we know about well-written personal narratives and fiction stories to strengthen our own writing. Rereading our drafts and revising by inserting, deleting or rearranging details will help us create focused and engaging stories that our readers will enjoy.

Possible Conference Questions:
- What is this writing mostly about? What clues do the title and italicized text at the top of the page provide you with about the writer’s topic and/or message?
- What transition words or phrases does the writer use to create sentence-to-sentence links? paragraph-to-paragraph links?
- Are there any places in the draft that don’t make sense? How could the draft be improved by inserting, rearranging, or deleting details? Show me a place in the text you could improve and explain what you would do to make it better.
- How does the writer close the paper? What could you do to improve the ending?
Materials:
- Sample Revision Questions and Strategies (1 per student)
- Enlarged copy of 2011 Released STAAR 4 Writing
  Revision Sample - Cookie Season - for modeling
- Enlarged copy of Dr. Cobra’s Visit: Revision Practice for Narrative Writing for modeling (1 per student)
- Brent’s Vacation: Revision Practice for Narrative Writing (1 per student)
- An Unusual Plant: Revision Practice for Expository Writing (1 per student)
- Chart paper and markers

Purpose: Writers revise drafts by replacing words with specific, well-chosen words that contribute to the quality and clarity of a narrative or essay.

TEKS: 4.15 C

Connection:
- connect today’s work with our ongoing work
- tell a personal or class story linked to teaching point
- explicitly state my teaching point

Tell students that they have been working on improving the meaning of expository and narrative writing by inserting, deleting, or rearranging details. Explain that another important quality of well-written stories and informational writing is the use of precise words.

Writers, we have learned that revision strategies help us strengthen our own writing as well as other students’ drafts. Well-chosen, specific words enhance the meaning and add to the quality of stories and essays, too. We know that common words like “said” or “nice” are overused, and they don’t really tell the reader how a particular line of dialogue was spoken or the specific qualities of the person or thing that is being described.

Relate a brief story that shows the importance of the use of vivid words.

Teach:
- restate my teaching point
- think aloud & point out things for students to notice

Tell students that on the multiple-choice revision section of STAAR, students are expected to revise a draft for precise word choice and indefinite pronoun references. Briefly highlight the language found on the STAAR Personal Narrative and Expository Writing Rubrics regarding word choice. In expository writing, the words need to be purposeful and precise. All words should contribute to the quality and clarity or meaning of the paper. In narrative writing, the words need to be vivid and expressive to help convey the experience in a way that shows the importance of it to the writer. Specific nouns, verbs, and other parts of speech are essential to convey an author’s ideas.

Introduce the word choice question found on STAAR using the Cookie Season passage. Read aloud question 3 and use a think aloud process to help students understand how a test taker determines what a question is asking them to do. Then model how to answer the question by going back into the passage and showing them how to look back at the paragraph to determine the most effective word choice. Model how you would think of another word that might better express the meaning before looking at the answer choices. Then show students how to substitute the answer choices and ask themselves whether the word expresses the meaning the author intended. Explain that choosing a synonym such as “improve” for the original phrase in the question stem “get better” makes sense, but it does not significantly enhance the meaning. Rather, the word “mature” better describes how Girl Scouts gain important skills as they grow up. Point out the tips for answering the question as they are described in the word choice section on the handout, Sample Revision Questions and Strategies.

Tell students that another kind of revision question occurs when a writer uses pronouns, and the reference to a person, place, or thing is unclear. Remind students that a pronoun is a replacement for a noun, which is a person, place, or thing. Explain that pronouns are helpful, because they allow a writer to refer to a person, place, or thing without using the same word over and over in a paper. However, sometimes a writer overuses a pronoun, and the reader is unclear as to what word the pronoun is replacing. A general rule of thumb to prevent overuse is to use a pronoun in every other sentence, so that the reader can connect the pronoun back to the noun it is replacing in the previous sentence. Next, read question 8 on Dr. Cobra’s Visit and unpack the thinking processes that a test taker would use to answer the question. Begin by modeling how readers ask questions such as, “What is the author talking about in this sentence? I am not sure what word “them” is referring to?” Model how to go back to the previous sentences and use text clues to infer what the author is likely referencing in sentence 7. Then show students how to substitute the answer choices in the sentence and reread it with the previous sentence to check for understanding. Refer to the tips on the handout, Sample Revision Questions and Strategies.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Tell students that it is their turn to practice what they have learned about effective word choice by working with a partner to answer questions 7, 9, and 10 on Dr. Cobra’s Visit. Listen in on the conversations and provide coaching as needed. Debrief by explaining the answers to each question.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Remind students that they can use these same strategies to improve the word choice in their own writing. During independent writing, have students work with a partner to answer the word choice questions on Brent’s Vacation and An Unusual Plant.

Possible Conference Questions:
- What is the author trying to say in this sentence? What clues from the paper or paragraph help you understand those ideas?
- What word or phrase would better express the author’s ideas in this sentence? What clues from the text did you use to form your opinion?
- What person, place, or thing is the author talking about in this sentence that uses an unclear pronoun reference? Which sentence(s) in the paragraph helped you figure this out?
**Minilesson: Revising for Sentence Structure**

**Materials:**
- Personal narrative mentor text - *Teeth* by Ralph Fletcher
- Teacher copy of *Repetition in Sentence Beginnings Using “Teeth”* Excerpt
- Enlarged copy of *Cookie Season* (Released STAAR Revision Sample) for modeling (1 per student)
- Enlarged copy of Dr. Cobra’s Visit: Revision Practice for Narrative Writing (1 per student)
- *Brent’s Vacation: Revision Practice for Narrative Writing* (1 per student)
- An Unusual Plant: Revision Practice for Expository Writing (1 per student)
- Chart paper and markers

**Purpose:** Writers improve sentence structure by combining simple sentences and revising awkward sentences.

**TEKS:** 4.15 C

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Remind students of the revision strategies that they have learned thus far and discuss the importance of thoughtful, well-chosen sentences. Explain that students will examine and revise student drafts to improve the sentence structure.

Writers, we have been revising student drafts to improve the organization and development of ideas as well as the word choice. We have learned that writers reread and study their drafts many times and make thoughtful decisions about adding, removing, or rearranging details in order to create an essay or story that allows readers to clearly understand the ideas. Revision is hard work!

Another important part of effective writing is creating thoughtful, well-chosen sentences that link ideas together in a purposeful way. Good writers use a variety of sentence types and lengths in an essay or story, and they begin their sentences in different ways, so that the ideas flow together with a rhythm that sounds pleasing to a reader’s ear. Today, we will revise drafts to improve the sentence structure within student drafts.

**Teach:**
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Tell students that the multiple-choice revision section of STAAR Writing will include questions that ask them to improve the sentence structure found in student drafts. Remind students that all of the sentences in the revision passages are technically correct. However, the sentence structure can be improved by combining sentences that are short and choppy or those that include repeated ideas. A draft may also include awkward sentences that need to be revised to help a reader better understand what the writer is trying to say. Share the description of effective sentences found on the STAAR Expository and Narrative Rubrics: Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay/narrative.

Use Ralph Fletcher’s *Teeth* to review the different kinds of sentences and examine the use of effective and varied sentence structure. As you point out the different kinds of sentences, create an anchor chart with the definition of each type and an example from the text. Begin with the first paragraph and draw students’ attention to the way it starts with a simple sentence followed by a complex sentence. Record the definitions and sample sentences onto the chart. Next, share the compound sentence found in paragraph 5, and then add it to the chart along with the definition.

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<th>Types of Sentences</th>
<th>Definition</th>
<th>Example</th>
</tr>
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<tbody>
<tr>
<td>Simple Sentence</td>
<td>A sentence with a <strong>subject</strong> and predicate that expresses a complete thought</td>
<td>Mom had a “tooth bank” shaped like a coconut.</td>
</tr>
<tr>
<td>Complex Sentence</td>
<td>A sentence formed with an independent clause (complete sentence) and one or more dependent clauses (phrase that often starts with a subordinating conjunction that does not express a complete thought)</td>
<td>When one of our teeth came out, she washed off the blood and deposited the tooth into that bank.</td>
</tr>
<tr>
<td>Compound Sentence</td>
<td>A sentence formed with an independent clause (complete sentence) and one or more dependent clauses (phrase that often starts with a coordinating conjunction that does not express a complete thought)</td>
<td>Great Grandma had a slow walk, and I liked to secretly follow her as she moved through the house or out in the yard.</td>
</tr>
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</table>

Using paragraph 6 or 7 in *Teeth*, point out the varied sentence beginnings and lengths of the sentences using the handout. Discuss how they move the ideas forward in a pleasing manner.

Contrast it to the lack of varied sentence beginnings and types of sentences found in a revised version of those paragraphs on the handout, *Repetition in Sentence Beginnings Using “Teeth”* Excerpt. Next, explain to students that on the multiple-choice revision section of STAAR, they are expected to combine sentences that are short and choppy or have repeated ideas to create more effective sentences. Use question 5 on *Cookie Season* to model how to combine sentences using a think aloud process. Then explain to students that sometimes sentences are technically correct in revision passages, but they may be awkwardly phrased. Model how to revise an awkward sentence with question 11 on Dr. Cobra’s Visit and unpack the thinking for each answer choice.

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Provide the opportunity for students to revise an awkward sentence and combine sentences using questions 12 and 13 on Dr. Cobra’s Visit. Have students work with a partner to answer each question and discuss why each answer choice is correct or incorrect. Listen in on the conversations and provide feedback as needed. Debrief by reviewing the questions and discussion the reasons why the correct answers are the best choice.

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Recap what students have learned about revising awkward sentences and combining short and choppy sentences or sentences with repetition.

Writers, today and everyday, we can use what we know about effective sentence structure to create well-written compositions that move our ideas forward in a manner that is pleasing to our reader’s ear.

**Possible Conference Questions:**
- How does varying the sentence beginnings improve your writing?
- What sentences can be combined because they are short and choppy or have repetition?
- How does rearranging the words in awkward sentences improve author’s ideas?
Minilesson: Understanding the Expectations for STAAR Editing

Materials:
- STAAR Editing slide show
- STAAR Editing Passage & Questions (1 per student)
- Handy Manny poster – optional
- “Secrets to Good Writing”: Strategies for Editing and/or Revising – optional (1 per student)
- Chart paper and markers

Note: Prior to the lesson, teachers may wish to enlarge a copy of the STAAR Editing Passage & Questions, or they may want to use the highlighting pens in PowerPoint to model how to edit a draft as you read it. Additionally, teachers may also wish to use the Grade 4 STAAR Released Editing Questions to reinforce the types of questions students will encounter on STAAR. The STAAR Editing slide show has several editing resources that teachers can use to review the different conventions that students need to proofread. They can be used in this lesson as well as other minilessons focusing on editing strategies. Teachers may opt to use the handout, “Secrets to Good Writing”: Strategies for Editing and/or Revising as a resource for pointing out why some answer choices are incorrect. The “nip and tuck” strategy is a tip for correcting run-on sentences.

Purpose: Writers edit drafts using proofreading strategies to correct errors in capitalization, usage, punctuation, and spelling.

TEKS: 4.15 D

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Display the poster of Handy Manny or show slide 1 of the STAAR Editing slide show. Relate the idea of editing to the construction work that a carpenter or handyman does when he chooses the right tool for a fix-up job. Remind students that editing is proofreading for errors in usage and mechanics.

Writers, we have added many strategies to our revising and editing toolkit. When a handyman repairs something that is broken, he chooses the right tools for the job. As writers, we need to choose the right tool when we are editing our work and preparing it for readers. A strong command of conventions helps a reader focus on the author’s ideas. If a draft has several errors in punctuation, spelling, capitalization, or usage, readers can lose their focus on the meaning because they are trying to figure out where a sentence ends or what word a writer is trying to use. We have learned many tricks to help us learn how to “spot” those kinds of errors.

Remind students that there are 28 questions on STAAR and explain that the editing section has 19 questions. These items are in passages that are separate from the revision passages.

The editing section of STAAR tries to mimic what we do as real writers by having us look for ways to proofread student drafts. Today, we will take a look at some of the different editing questions you will encounter on STAAR, and we will discuss the tools and strategies you can use to help you fix those errors. We can also use these same strategies to proofread our own writing.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Show slide 3 of the STAAR Editing slide show and remind students that editing is the proofreading work that writers do when they are correcting errors in capitalization, usage, punctuation, and spelling. The CUPS acronym can help us remember the different kinds of mistakes we might find in an editing passage. Teachers may opt to highlight some of the common usage errors found on slide 4 as well as some of the specific punctuation and capitalization errors found on slide 5. The editing section also has students correct sentence structure errors, including run-on sentences and fragments.

Otherwise, continue with the lesson by examining the text features found on the STAAR Editing Passage & Questions. Students should notice that it has similar text features to those found on STAAR Revision: directions & information at top of page, numbered sentences, etc.

Slide 1 reminds students that when we are proofreading passages, it helps to read aloud the passage. As we read an editing passage, we can also mark the different kinds of errors that we find in the passage before we look at the questions. Slide 6 shows several of the common editing marks.

Show slide 7 and remind students that it is important to read the information and directions at the top of the page. This helps us understand the writer’s purpose and the type of work that we are expected to do - editing. Read the information at the top of the page and use a think aloud process to discuss what you have learned about the author’s draft.

Read aloud the student draft and model how to edit errors in conventions. Continue to think aloud as you share why a particular convention needs correction. After you have read aloud the draft, move on to the questions. Inform students that many of the editing questions are written in the same way. There are a few tricks that students can use to help the correctly identify errors in CUPS as well as sentence structure. Read the sample questions and go back into the text to locate the errors. Discuss why each answer choice is correct or incorrect.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to turn and talk to a partner about one of the important tips they learned about editing. Listen in on the conversations and provide feedback as needed. Share a few of the ideas that student discussed with the whole group.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Recap the important ideas learned about the editing section on STAAR Writing by reviewing the tips found on slide 10. Explain to students that they will work with a partner to edit a student draft for errors in conventions. They should use what they know about editing to help them polish their writing for readers.

Possible Conference Questions:
- Are there any sentence fragments or run-on sentences?
- What spelling, usage, capitalization, and punctuation errors did you find?
Minilesson: **Editing for Punctuation & Capitalization**

**Materials:**
- Caving Released STAAR editing passage for modeling
- Joeys editing practice passage (1 per student)
- Enlarged copy of a fiction mentor text with dialogue that uses a variety of capitalization & punctuation marks
- Proofreading Strategies anchor chart
- Punctuation Checklist anchor chart
- Capitalization Checklist anchor chart
- Chart paper and markers

**Note:** It is recommended that teachers review various punctuation and capitalization skills in several short sessions over a period of time.

**Purpose:** Writers proofread drafts using strategies to correct errors in punctuation and capitalization.

**TEKS:** 4.21 B, 4.21 Bi, 4.21 Bii, 4.21 Biii, 4.21 C, 4.21 Ci, 4.21 Cii

**Connection:**
- connect today's work with our ongoing work
- explicitly state my teaching point

Remind students that editing passages involve the use of proofreading strategies and looking for errors in the use of conventions. Explain that today students will specifically focus on proofreading strategies involving errors in capitalization and punctuation.

**Writers, we have learned several strategies that help us proofread our writing for errors in conventions. It’s important that we use these strategies to ensure that our drafts are written accurately, so that readers can clearly understand our ideas. When we proofread our work, we need to read slowly by looking at each word and punctuation mark one sentence at a time. Today, we will focus on using strategies that help us recognize and correct errors in punctuation and capitalization.**

**Teach:**
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Explain to students that throughout their school years they have learned how to use a variety of punctuation marks in their writing. Using the familiar mentor text and an anchor chart similar to the one shown below, review with students how the various punctuation marks are used in writing.

Using a similar process, review with students what they have learned about capitalization by finding examples in the mentor text.

**Possible Conference Questions:**
- Why is it important to go back into the passage and check a sentence for errors in CUPS?
- How does the correct use of capitalization and punctuation help a writer express his ideas?

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to answer question 2 on the Joeys passage by working with a partner. Have them go back into the passage and use CUPS to check for errors in the sentence. Then remind them to look at each answer choice and tell their partner why it is correct or incorrect. With the whole group, explain that “Insert a comma after blind” is the correct answer, because the author uses a series of three words to describe the Joeys. Then have students answer question 3 independently and ask them to compare their work with a partner. Listen in on the conversations and then review the answer choices by explaining that sentence 15 is question. Therefore, “Change the period to a question mark” is the correct answer.

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Review with students what they have learned about proofreading drafts for conventions and explain that they will complete questions 4 and 5 during independent writing.

**Possible Conference Questions:**
- Why is it important to go back into the passage and check a sentence for errors in CUPS?
focus on the message of a piece of writing. Today, we will proofread student drafts for spelling errors using our experience as good readers, our knowledge of high frequency words, and the rules and common patterns of the English language.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Remind students of how they have been working all year with Words Their Way to learn spelling patterns and rules. They are also good spellers because good readers recognize some words just by the way they look and the rules they already know. Tell students that the multiple-choice editing section of STAAR writing will include questions that ask them to read over a paper and look for any edits that need to be made. When they read the draft for meaning the first time, they look for errors and use proofreading marks to correct all the convention mistakes that they notice. This includes errors in capitalization, usage, punctuation, and spelling. Correcting the errors during their first reading will help them answer the multiple-choice questions at the end of the passage.

Read question 2 from Caving and model out loud how to go back into the passage and read the sentence by looking for errors in CUPS. Then review the answer choices and share how you notice that one of the words does not “look right” based on your spelling knowledge. Work through what you know about doubling letters and what you know about silent letters and explain why B – Change until to until – is the correct answer. Continue the modeling process with question 6 and repeat the modeling process of checking the sentence for CUPS in the passage. Review the answer choices and discuss what you know about plural words and using apostrophes in possessives. Explain why D – Change wall’s to walls is the correct answer.

Using a partially created anchor chart with the rule on the left hand side, add the spelling examples from the Caving passage to the anchor chart.

Tell students that together you will find examples of common spelling patterns and rules from other authentic writing. Using the story “Game Day” or a familiar text, point out examples of the spelling rules and patterns listed on the anchor chart. Use the manual advancement of slides on Tumblebooks so that you can highlight and explain each word. Guide students to find patterns and have them turn and talk to a partner by explaining how the word matches a pattern or rule. Add the example words from the text onto the anchor chart.

Provide students with a copy of the Joeys passage. With a partner, have the students answer question 6 and ask them to explain to each other why they would choose “Change stretches to stretchs” as the correct answer. Add the example words to the plural section of the anchor chart.

Independently, have students answer question 7 and think through the reason why they would choose “Change knew to new.” Add the homophone to the anchor chart. Independently, have students answer question 8 and explain the reasoning why they would choose “Change kangaroo’s to kangaroos.” Add the plural s to singular noun example to the anchor chart.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Recap what students have learned and practiced about editing for spelling in student drafts. Remind them to use the rules they have learned this year in Words Their Way and to make a mental picture of the way a word looks to help them recognize the correct spelling of a word.

Writers, today and everyday, we can use what we know about spelling patterns and rules to help us edit writing, so that is easy for the reader to understand our message.

Possible Conference Questions:
- How does writing down a word in a variety of ways help you recognize which word is spelled correctly?
- How does correct spelling help communicate an author’s ideas more clearly to the reader?
- What spelling rules and patterns can you use when you are editing a writing piece?
**Materials:**
- School Excuse Notes & Kinds of Usage Errors PowerPoint
- Caving Released STAAR editing passage for modeling
- Joey's editing practice passage (1 per student)
- Chart paper and markers

**Note:** This lesson incorporates the kinds of usage errors into the School Excuse Notes slide show. Teachers may copy the Kinds of Usage Errors onto chart paper and record the corrections in a different color. The sentences in the slide show are color-coded for the parts of speech used in multisensory grammar.

**Purpose:** Writers reread drafts and edit for grammar errors by checking for the correct use of parts of speech and subject-verb agreement.

**TEKS:** 4.15 D, 4.20 A, 4.20 Aii, 4.20 Av, 4.20 Aiv, 4.20 Avii, 4.20 viii, 4.20 C

**Connection:**
- Connect today's work with our ongoing work
- Explicitly state my teaching point

Review with students the proofreading work that they have done to edit student drafts for convention errors and discuss the importance of using correct grammar in spoken and written sentences. Explain that students will examine and edit drafts to reflect correct grammar usage and parts of speech.

**Teach:**
- Restate my teaching point
- Tell a personal or class story linked to teaching point
- Think aloud & point out things for students to notice

Display a copy of the School Excuse Notes & Kinds of Usage Errors PowerPoint. Relate the idea that a writer's use of correct or incorrect grammar affects the way that a reader perceives him. Explain that correct grammar usage allows a writer to express his ideas more clearly. As a result, the reader forms a positive opinion about the writer who has shown clear thinking and quality work. As a result, the reader is more likely to find the writer's work credible. In contrast, poor use of grammar makes it more difficult to understand a writer's ideas. Error-filled writing can cause a reader to form a more negative opinion about the writer who appears careless and apathetic about doing quality work. Consequently, the reader may think that the writer's work is not as credible as a well-crafted, edited composition. Tell students that you have some examples of poorly written excuse notes that parents sent to school for their child. Share one or more of the excuse notes from the School Excuse Notes slide show and discuss the parent's intended meaning as well as the literal meaning. Explain to students that although these notes have a silly meaning, the quality is inferior and leaves the reader with a poor impression. Therefore, it is important that students do their very best to proofread their writing for errors in grammar usage.

Next, tell students that the multiple-choice editing section of STAAR Writing will include questions that ask them to correct the grammar errors found in student drafts. Remind students that an effective way to check for errors in grammar usage is to read aloud your writing.

**Writers, when we read aloud our writing we hear the way the words play to the reader's ear. We also hear when words are missing or repeated. If a word, phrase, or sentence sounds awkward or unclear, we can check to see that we have used the parts of speech correctly.**

Display the Kinds of Usage Errors as you provide a brief review of the different parts of speech and how they should be used correctly in written sentences. Next, display question 3 on the Caving passage and use it to model how to answer a grammar usage question. Read aloud the question and share your thinking about what the question is asking you to do. Remind students that it is important to go back into the passage and check to see if you identified any errors in CUPS in sentence 15. Read aloud the sentence and point out any errors that you notice. Explain that this sentence is tricky. Everything looks correct, but you are not sure if one of the words sounds right in this passage. Review each of the answer choices and point out that the rest of the sentences in the paragraph are written in past tense. Tell students that it is important that we even check the sentences around the sentence we are checking to help us spot any errors in the use of verb tense. Remind students that a writer chooses a particular verb tense (e.g., past, present, or future), and they need to use verbs that match that same tense throughout a selection. Point out to students that answer A – Change shown to showed – is the correct answer.

**Active Engagement:**
- Involve students by asking them to turn and talk
- Listen, observe, and coach active involvement
- Share an example of what you heard or observed

Inform students that they are going to give it a try. Give students a copy of the Joey's passage and questions 9-12. Read question 9 aloud and direct students to refer back to sentence 12. Have them go back into the passage and look for errors in CUPS in the sentence. Invite them to turn and talk to their partners about the convention error. Make sure they provide the reason why their answer is correct. Listen in on the conversations and provide coaching as needed. Debrief by sharing that a kangaroo is singular, so we have to use a singular pronoun reference. Therefore, the correct answer is B – Change their to its. Repeat the same process with question 10, if time permits.

**Link:**
- Restate the teaching point
- Explain how the learning can be used in the future

Recap what students have learned about editing sentences for correct use of grammar and parts of speech. Remind them that they can use their knowledge of correct grammar to edit their own writing as well as student drafts. It is important for students to use correct grammar in their writing, because it impacts a reader's understanding. It also sends a message to the reader about whether the writer thinks that it is important or not to do their best work. During independent writing, students may complete the remaining Editing for Parts of Speech questions independently or with a partner.

**Possible Conference Questions:**
- How does reading aloud a piece of writing help to identify any grammar usage errors?
- How does deciding what the answer is before you look at the answer choices help you on a test?
Minilesson: Editing for Sentence Structure

Materials:
- Yellow, orange, & brown Legos (optional)
- Caving Released STAAR editing passage for modeling
- Joos editing practice passage (1 per student)
- Understanding Sentence Structure PowerPoint
- Types of Sentences anchor chart from lesson 5
- Chart paper and markers

Note: This lesson incorporates the colors for the different parts of speech found in multisensory grammar. Colored Legos can be used to symbolize the main parts of the different types of sentences: yellow (subject or “noun part”), orange (predicate or “verb part”), and brown (conjunction for joining compound sentences).

Purpose: Writers reread drafts and apply strategies to correct run-on sentences and sentence fragments.

TEKS: 4.15 D, 4.20 B, 4.20 C

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Recap what students have learned thus far about proofreading strategies and discuss the role that thoughtful, well-constructed sentences play in allowing an author to convey his message. Tell students that they will use what they know about sentence structure to proofread student drafts to ensure that an author’s ideas are clearly communicated.

Writers, we have been using our eagle eyes to spot many different kinds of convention errors. We have trained our eyes to look closely at the capitalization, punctuation, spelling, and parts of speech in student drafts as well as in our own writing. We have also trained our ears to listen for missing words and repeated ideas as we reread our work and check for errors. We know that well-constructed sentences play an important role in helping us to express our ideas and message in a way that is clearly understood by our readers. Sometimes, our ideas flow so quickly onto our papers that it’s easy to let them run together, or we may even leave out a sentence part. When we reread our drafts, we may discover that it has run-on sentences or sentence fragments, which makes it more difficult for a reader to understand what we’re trying to say. Therefore, it is important to reread our drafts to see that we have written complete sentences throughout our stories. Today, we will use what we know about sentence structure to proofread student drafts for run-on sentences and sentence fragments.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Review for students that every sentence has two important parts. Hold up the yellow Lego and explain that it symbolizes the subject or “noun” part of the sentence. Remind students that every sentence has a subject or topic. Then hold up the orange Lego and tell students that every sentence also has a predicate or “verb” part. Put the two together and remind students that complete sentences have both parts. Pull the two Legos apart and tell students that if we only have a subject, or if we only have a predicate, then we do not have a complete sentence.

Remind students that there are three types of sentences using the Understanding Sentence Structure PowerPoint or the previously created anchor chart from lesson 5. As you point out the different types of sentences, tell students that the sentences found in the editing portion of STAAR will include fragments, run-on sentences, and sentences with incorrect subject-verb agreement. Next, use the Caving passage to model how to answer question 5 and discuss what the question is asking you to do using a think aloud process.

This question wants us to rewrite these two sentences by combining the ideas into one sentence. We need to use what we know about sentence structure to correctly write our new sentence.

Show students how to go back into the passage and reread the sentences in the question. Use a think aloud process to share what you notice about the sentences. Remind students that we first check to see that the sentence has both a subject and a predicate. Sentence 19 appears fine. However, sentence 20 starts with the word “and” which suggests it is the middle of a sentence. In general, sentences using correct grammar do not begin with conjunctions. Reread sentence 20 and tell students that this is an “itty bitty baby part” or a sentence fragment that is incomplete. Discuss how you would fix it, and then model for students how to determine whether an answer choice is correct or incorrect.

Possible Conference Questions:
- How can you tell that this sentence is not a complete sentence?
- How would you combine these two sentences and would you need a comma?
- Is a conjunction enough or do you need a conjunction and a comma in this sentence?
Minilesson: What to Expect on STAAR Writing

Materials:
- Sample prompt & lined paper marked with a symbol
- Chart paper and markers

Note: This lesson focuses on the general expectations for STAAR Writing, excluding accommodations for qualified students. Teachers may wish to embed the review of STAAR Writing in other minilessons throughout the unit of study.

Purpose: Writers understand the requirements, procedures, and organization of STAAR Writing.


Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell students that soon they will participate in a practice test for STAAR Writing called the district CBA or Curriculum-Based Assessment. It will help them simulate the conditions for the real test, so that they are better prepared for it.

Writers, we have been working hard on using what we know about the qualities of good writing to revise and edit student drafts. Not only will this help us in our everyday writing, but it will also help us practice for the multiple-choice revision and editing section of STAAR writing. Soon, we will be taking a practice test that spans over two days just like the STAAR Writing test. The district CBA helps us practice the directions and expectations that will happen on the real test later this year. Today, we will discuss the expectations for STAAR Writing, so that you are well-equipped to show what you have learned about good writing.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Relate a personal story about practicing an activity before a performance such as a dress rehearsal for a play. Connect this to the idea that simulating the conditions of STAAR Writing will familiarize students with what they can expect on the actual test, which will allow them to better demonstrate their writing skills.

Next, discuss the general expectations for STAAR Writing and create anchor charts to highlight key points. Tell students that the STAAR test takes place over two days. Each day, students will complete revision and editing questions, along with a prompt-based composition during the 4-hour period. Explain to students that they may choose which part of the STAAR Writing test – written composition or multiple-choice section – that they will complete first. Remind students that both parts play an important role in showing how much they’ve learned as a writer. Therefore, it’s important for students to do their very best work at all times and to use strategies that work best for them.

<table>
<thead>
<tr>
<th>STAAR WRITING GENERAL EXPECTATIONS</th>
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<tbody>
<tr>
<td>Test spans 2 days</td>
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<tr>
<td>Students have 4 hours each day to complete both the revision &amp; editing as well as the composition sections</td>
</tr>
<tr>
<td>Teacher will read general directions for completing both parts of STAAR Writing at the beginning of the test</td>
</tr>
<tr>
<td>Students may choose which part of the test they want to work on first – revision or writing or written composition</td>
</tr>
<tr>
<td>No sample items are provided</td>
</tr>
<tr>
<td>Students may write in the test booklet</td>
</tr>
<tr>
<td>Students must bubble in the answers to the multiple-choice section on the answer document using dark, neat marks</td>
</tr>
<tr>
<td>Erase stray marks on the answer document</td>
</tr>
<tr>
<td>Students will write the compositions on the answer document in the designated locations for each type of writing</td>
</tr>
</tbody>
</table>

Discuss the revision and editing section. Explain to students that one field-test passage will be used on a future STAAR Writing test. Students need to treat all questions equally important. Tell them that the multiple-choice section will not have practice items. Teachers can only help them understand the directions. They cannot answer any questions about individual test items.

<table>
<thead>
<tr>
<th>STAAR REVISION &amp; EDITING</th>
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<tbody>
<tr>
<td>2 – 3 revision &amp; editing passages per day</td>
</tr>
<tr>
<td>1 revision &amp; editing passage is field test</td>
</tr>
<tr>
<td>A total of 28 multiple-choice questions count – 9 revision &amp; 19 editing questions</td>
</tr>
<tr>
<td>No practice items are included</td>
</tr>
<tr>
<td>Teacher is only able to assist students in understanding the directions; no help can be given regarding test content</td>
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</tbody>
</table>

Tell students that they will not know which kind of writing they will do each day. However, the type of writing will be labeled on the prompt page in the test booklet, and it will be marked with a symbol such as a star or triangle. Tell students that they need to write their final draft on the lined section of the answer document that has a symbol that matches the one on the prompt page. For example, if the personal narrative has a star on it, they will look for the lined section on the answer document that has a matching star. This is the place where they will write the personal narrative. The expository writing prompt will have a different shape on it, and students will write their expository writing on the lined section that has a matching symbol. Next, explain that students will have some extra pages in their test booklet immediately after the prompt that they can use to make a plan for their writing. They can even write a first draft in the booklet. However, they will have to copy the final draft onto the answer document in the designated location.

<table>
<thead>
<tr>
<th>STAAR WRITTEN COMPOSITION</th>
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<tbody>
<tr>
<td>Students may raise their hand &amp; request that the teacher read aloud the prompt</td>
</tr>
<tr>
<td>Prompt will be labeled for the kind of writing that students are expected to compose</td>
</tr>
<tr>
<td>Each prompt will have a symbol such as a geometric shape, which is matched to the lined pages on the answer document where students will write their composition</td>
</tr>
<tr>
<td>Students must write their composition on the lined paper, which has a maximum of 26 lines</td>
</tr>
<tr>
<td>Students may create a plan and first draft on the designated blank pages in the test booklet</td>
</tr>
</tbody>
</table>

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Have students turn and talk to a partner about an important idea that they learned about STAAR Writing and how it will help them be more successful in showing their writing skills. Listen in on the conversations and provide feedback as needed.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Reassure students that they have the strategies and skills necessary to successfully demonstrate what they know about effective writing in a testing situation. During independent writing, students may work on a prompt-based piece or practice revision and editing skills.

Possible Conference Questions:
- How will understanding the expectations for STAAR Writing help you do your best work?
- What other questions do you have about STAAR Writing?
Minilesson: Reviewing Expectations for Prompt-based Personal Narrative

Materials:
- Gretchen Bernabei’s Planning Sheet (1 per student)
- Responding to a Personal Narrative Prompt chart (1 per student)
- Grade-level personal narrative writing prompt and lined paper marked with symbols
- Chart paper and markers

Note: This lesson focuses on the strategies students have learned to apply to prompt-based personal narratives.

Purpose: Writers analyze a prompt to determine the purpose and use strategies to plan for the organization and drafting of a one-page personal narrative.

TEKS: 4.15 B, 4.15 C, 4.15 D, 4.17 A

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Relate a personal experience about preparing for a “game day” event and make a connection to all the work that students have been doing as they learn effective strategies to improve their writing. Tell students that all the work will pay off when the time for the STAAR Writing “Game Day” arrives. Inform students that today they will focus on the strategies that they have learned to help them respond to personal narrative prompts.

Writers, preparing for a game day involves a lot of practice and specially designed workouts to help an athlete grow stronger, faster, and more flexible. They run through lots of repeated drills and exercises to help them perform their game plan at the highest level possible. The skills we are learning and practicing during writing workshop each day are helping us prepare for our own game day – STAAR Writing. Today, we will take some time to rehearse what we have learned about writing to a personal narrative prompt, so that we are well-prepared to show what we know about good writing on any given “game day” assessment.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Display a personal narrative prompt and review with students what they have learned about responding to a personal narrative prompt using the steps on the Responding to a Personal Narrative Prompt chart. Model each step on the chart and discuss the kind of planning that you would do.

1) Read & Reflect – Read aloud the entire prompt and think aloud about the topic by describing what you already know about it.

2) Determine Task – Reread the “Write to” portion of the prompt and remind students that this statement tells us our task. Explain what the prompt is asking them to do by telling students that it asking them to write about a personal experience related to the topic. Remind students that they do not write about the picture found on the prompt page. It is only there to help them brainstorm ideas.

3) Connect Ideas – Tell students that an important part of preparing for the writing task is finding an interesting idea to write about related to the prompt. Model how to make connections by creating a jot list of personal experience topics associated with the prompt.

4) Consider Audience – Remind students that their audience is the people who will read and evaluate their writing. These individuals read hundreds of compositions, so it’s important to choose a topic that is different from their peers.

5) Select Topic – Model the process of eliminating the more ordinary topics and describe your rationale. Show students how to select a unique topic that will appeal to your audience. Explain why the topic will make the best personal narrative and describe the message you hope to convey.

6) Make a Plan – Review and model for students the various strategies that they have learned to help them plan a one-page personal narrative.

Next, model how to create a kernel essay for the prompt using the memory text structure. Record the details on the Planning Sheet. Then explain that students can do this same kind of work on the blank pages in the STAAR Writing test booklet.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to turn and talk to a partner about the key steps that they need to use when they are responding to a personal narrative prompt. Listen in on the conversations and provide feedback as needed. Debrief with the group by sharing a few of the ideas you heard and point out to students how responding to a personal narrative prompt is different than responding to an expository prompt.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Review the key ideas shared in the minilesson. Explain that during independent writing students will practice responding to the prompt using the steps found on the Responding to a Personal Narrative Prompt chart. At the end of the workshop, have students share the process they used to develop a plan for the personal narrative.

Possible Conference Questions:
- Why is it important to carefully read and think about what the prompt is asking you to do?
- How is responding to a personal narrative prompt different from responding to an expository prompt?
Minilesson: Reviewing Expectations for Prompt-based Expository Writing

Materials:
- Gretchen Bernabei’s Planning Sheet (1 per student)
- Responding to an Expository Writing Prompt chart (1 per student)
- Grade-level expository writing prompt and lined paper marked with matching symbols
- Infoshots handout (optional)
- Chart paper and markers

Note: If teachers have already introduced infoshots as a way to develop a central idea statement and/or ideas in expository writing, they will want to incorporate it in the review of how to respond to an expository prompt. Otherwise, infoshots can be taught during the first lesson of the STAAR Crunchtime Prompt-based Essays unit of study.

Purpose: Writers analyze a prompt to determine the purpose and use strategies to plan for the organization and drafting of a one-page essay.

TEKS: 4.15 B, 4.15 C, 4.15 D, 4.18 A, 4.18 Ai, 4.18 Aii, 4.18 Aiii

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Activate students’ schema by summarizing the kinds of work that they have been doing to ready themselves for successfully completing all parts of STAAR Writing. Explain that they will run one more drill today to help them review what they know about responding to an expository prompt.

Writers, we have been working out our writing and thinking muscles by running through a series of “drills” to help us prepare for all aspects of STAAR Writing. Little by little, we are getting stronger and more flexible in our ability to use the writing process and what we know about good writing to compose engaging personal narratives and thoughtful essays. We are also more skilled at using our revising and editing skills to improve and proofread student drafts. Today, we will use what we know about analyzing an expository writing prompt to organize and plan a one-page essay.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Display an expository writing prompt and review with students what they have learned about responding to an expository prompt using the steps on the Responding to an Expository Writing Prompt chart. Model each step on the chart and discuss the kind of planning that you would do to organize a one-page essay.

1) Read & Reflect – Read aloud the entire prompt and think aloud about the topic by describing what you already know about it.
2) Determine Task – Reread the “Write to” portion of the prompt and remind students that this statement tells us our task. Explain what the prompt is asking them to do by telling students that it asking them to explain an idea about the topic.
3) Connect Ideas – Tell students that an important part of preparing for the writing task is finding an interesting idea to write about related to the prompt. Model how to make connections by creating a list of personal topics associated with the prompt.
4) Consider Audience – Remind students that their audience is the people who will read and evaluate their writing. Since these individuals read hundreds of compositions, students should try to choose a topic and/or organizational approach that is different from their peers.
5) Select Topic – Model for students how to select an engaging topic that will allow you to explain an idea about the topic. Discuss why the topic will appeal to your audience.
6) Make a Plan – Review and model for students the various strategies that they have learned to help them plan a one-page essay.

Show students the Planning Sheet and discuss what they have learned about creating a central idea statement related to the prompt topic. Record a possible central idea statement onto the planning sheet. Then remind students that they have also learned how to use a text structure to organize and develop a kernel essay based on a central idea. Remind students that they can use different text structures to create a customized essay. Show them an example of a basic essay text structure and how it might look with this particular prompt. Review the two most common text structures for expository writing.

Materials: My Thoughts about an Idea
- Truism about the topic
- Part 1 1st feature Cause Compare Problem
- Part 2 2nd feature Effect Contrast Solution
- Restate truism about the topic

OR What’s So Special about a Person, Place, or Thing
- My opinion about the person, place, or thing
- One way I know this
- Another way I know this
- My (more zesty) opinion about the topic

Next, model how to create a kernel essay for the prompt using the text structure pattern. Record the details on the Planning Sheet. Then remind students that they can do this same kind of work on the blank pages in the STAAR Writing test booklet.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to turn and talk to a partner about the key steps that they need to use when they are responding to an expository writing prompt. Listen in on the conversations and provide feedback as needed. Debrief with the group by sharing a few of the ideas you heard and point out to students how responding to an expository writing prompt is different than responding to a personal narrative prompt.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Review the key ideas shared in the minilesson. Explain that during independent writing students will practice responding to the prompt using the steps found on the Responding to an Expository Writing Prompt chart. At the end of the workshop, have students share the process they used to develop a plan for their essay.

Possible Conference Questions:
- Why is it important to carefully read and think about what the prompt is asking you to do?
- How is responding to an expository prompt different from responding to a personal narrative prompt?