

Candidate's Name: Ericka Demberg  
Grade Level: 4th grade  
Title of the lesson: Writing Process  
Length of the lesson: several Lessons

**Central focus** of the lesson: Students will focus on going through each step of the writing process carefully in order to create a final story project to share with the class.

Key questions:

- How will students individuality come out in their writing?
- Will students be able to follow through with each part of the writing process.

Knowledge of students to inform teaching (prior knowledge/prerequisite skills and personal/cultural/community assets)

Key questions:

- Students will be familiar with the writing expectations and the writing process.
  - Students will be well versed in how to use word processing software.

Common Core State Standards

CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

CCSS.ELA-LITERACY.W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Support literacy development through language (academic language)

- Students will get short but in depth lessons about the writing process, making them familiar with what is expected at each step

#### Vocabulary

- Prewriting, drafting, revising, editing, and publishing.

#### Discourse

- Students will engage in editing the work of their peers in order to help other students with the writing process.

## Learning objectives

### Sample:

1. Students will learn how to develop their ideas into full narratives using the writing process.
2. Students will work on brainstorming and using graphic organizers to ensure that they are creating a narrative that contains a beginning, a middle and an end.
3. Students will gain further still in using word processing software and using a blog to share their work with peers

## Formal and informal assessment (including type[s] of assessment and what is being assessed)

- Students will be assessed informally with this activity; Using a rubric, to ensure that students are hitting each step of the writing process and that their story has the elements it needs to exist as a complete narrative.

## Instructional procedure:

To Start this lesson, as a class we will read a few short stories and talk about the story elements and the process in which the writers go through to make the stories the way they are by the time they get to us.

From there I will invite students to begin brainstorming on their own about the story that they would like to write and I will begin to explain to them prewriting. I will introduce a graphic organizer which will ask them to write out character names and traits as well as major plot points.

In the next part of this lesson I will have students go back to their graphic organizer and begin the next step of the writing process, drafting. I will give students time to type of their first draft of their story. We will then print out copies of their stories, the student will revise their own stories as well as one other students story.

In the next part the students will take their story back and work on the revision step of the writing process. Students will also work editing and on incorporating the changes other students made to their writing and include the revisions they found for themselves.

Once the student feels like their story is ready they can upload it to the class blog and other students will have the opportunity to read the final result.

Instructional resources and materials used to **engage students in learning**.

Students will have the opportunity to complete a majority of the project using technology.

Reflection

Dr. Hui-Yin Hsu Spring 2014