

Suggested Classroom Instruction Timeline

excerpted from the CraftPlus Curriculum Guide

Here's a basic timeline to help you begin CraftPlus. Entries for each week assume that you are watching videos and referencing the professional books.

Get Ready to Start CraftPlus

- **Meet** with your study group and watch Video 1.

- **Schedule writing instruction:** Plan time for 10- to 15-minute Target Skill mini-lessons three to five days a week, with additional time allotted sometime during the day for students to practice writing. Scheduling options:
 - Traditional 45- to 50-minute writing workshop (10- to 15-minute Target Skill mini-lesson, 25 to 30 minutes for independent writing and conferencing, 10 minutes for response)
 - Writing across the curriculum: 10- to 15-minute mini-lesson anytime during day or during the language arts block followed by students writing in literacy centers or content areas. (Note: with this model you will need to plan an occasional longer writing workshop type writing lesson into your schedule.)

- **Gather materials:**
 - Decide what type of notebooks you will use and what contents to start with.
 - Picture collections for picture-prompted writing. Choose some to set aside and use yourself during lessons, and prepare others for students to glue on paper. Photographs on calendars and in parenting and nature magazines are good choices. Students love to write about action, people, and animals.
 - Greenbar paper for Target Skill writing.
 - Stickers for "did-it-dots."

- **Become familiar with Target Skills:** During your first school year with CraftPlus most of your mini-lessons will be building students knowledge of:
 - Writing-process Target Skills (See Grade Level Marking Periods Pacing Charts in Section 3)
 - Descriptive Writing Genre Tiers of core writing Target Skills. The number of Descriptive Writing Genre Tiers that you will cover depends on when your school begins CraftPlus. If you begin in the:
 - First or second quarter – Descriptive Writing Tiers 1, 2 and 3
 - Third quarter – Descriptive Writing Tiers 1 and 2
 - Fourth quarter – Descriptive Writing Tier 1

- **Think about integrating** writing resources and lessons you have used in the past with CraftPlus techniques and Target Skill language.

CraftPlus Week 1:

- **Assess students:** Use the appropriate CraftPlus Assessment form. See "Supporting Templates and Forms" download at www.maupinhouse.com/craftplus/templatesandforms.pdf.

- **Review assessment:** Determine writing development level.
 - K Teachers – emergent writing stages; or generally Initial.
 - 1-8 Teachers – writing level of Initial, Developing, Fluent, or FluentPlus (IDFFP)

- **Plan and teach first Target Skill mini-lesson sequence:**
 - Select a Target Skill from Descriptive Writing Genre Tier 1 in Section 3.
 - Look for a sample lesson scaffold in Section 3.
 - Write mini-lessons using the CraftPlus Lesson Plan Template in "Supporting Templates and Forms".
 - Choose a literature model and decide how to present it based on what you learned from the pre-assessment of student writing levels (IDFFP).
 - Plan your lesson using ideas and techniques from the videos, professional resources and this guide. Or, apply CraftPlus techniques and Target Skills-language to a writing lesson you have taught in the past.

❑ **Start Class Target Skills Chart**

- On a wall chart, list Target Skills as you introduce them so all students can see what they are responsible for in their writing.

CraftPlus Weeks 2 through 4

Continue Target Skills-Instruction from Descriptive Writing Genre Tier 1 and integrate writing-process Target Skills into lessons.

❑ **Introduce CraftPlus instructional techniques and tools**

- Picture-prompted writing
- Did-it-dots
- Knee-to-knee sharing

❑ **Begin modeling** how to respond to another writer's piece through Author's Chair (K-5) or peer conferencing (grades 2-8) (Video 2, Segment 3).

❑ **Introduce Student Writing Notebooks** and start building contents *with* students. (See Section 1 and professional books)

❑ **Circulate in classroom**, holding mini-conferences with students as needed to support students and build confidence and independence. (See professional books for specific techniques.)

Weeks 5 through 9

❑ **Continue Target Skills-Instruction** from Descriptive Writing Genre Tiers and integrate writing-process Target Skills into lessons.

❑ **Introduce CraftPlus instructional techniques and tools**

- Editing-by-ear (K-2)

❑ **Collect writing samples** to include with mini-lessons in your Teacher's Writing Notebook

❑ **Establish a conferencing system or cycle to** confer regularly with students about Target Skill-use on practice pieces, content-area writing pieces, or genre pieces. Suggested schedule for conferencing with every student:

- K-2 teachers: once a week
- 3-5 teachers: five to ten days
- 6-8 teachers: five to ten days- conference and/or give written response

❑ **Establish weekly writing homework journals** by assigning a Target Skill for each notebook entry. Send information home about that skill. Occasionally, you can ask parents to try to apply the assigned Target Skill with, or in response to, their child's work. Students often select a picture from home to use as a prompt.

❑ **Integrate writing into content areas**

- **Journals and logs.** In the content-areas of reading, science, math, or social studies, journals and logs give students a way to practice writing with Target Skills. Prompting for specific Target Skill-use is effective.
- **Poetry Notebooks.** These contain a copy of poems read in class through read-aloud or shared reading on charts or overheads. Students sketch (K-1) or write a response to the poem, applying Target Skills and identifying examples of their use by the author.
- **Literature Response Notebooks.** Readers respond in writing to a section of text they read. You can prompt the students to note elements of writing craft found in the reading. Students write in response and apply Target Skills to the piece.
- **Picture-prompted quick quizzes for students in grades 3-8.** Students write a response to a picture related to any idea or theme in a content-area as they apply a practice or review Target Skill. You assess student's use of the Target Skill and comprehension of content.
- **Mini-Reports.** Travel brochures from AAA and other organizations, or two-page spreads from *Ranger Rick* and other nature magazines provide a good format for students to emulate for content-area mini-reports that integrate short pieces of text with text features like photographs and maps.

- **ABC books.** Used during or following a unit of study, these created books integrate Target Skills with writing about a topic. Each student can make his or her own ABC book, or the class can make one as a whole. Often, it is effective to have older students (4-8th grade) write books to share with younger students.

Weeks 10 and Beyond

- **Continue Target Skills-Instruction** from the Descriptive Writing Genre Tiers and other genre tiers as appropriate. Continue to integrate writing-process Target Skills into lessons.
- **Save a writing sample** from each student each quarter in a permanent portfolio to document growth over time. (You can use the CraftPlus Assessment Forms or simply save a representative sample of the student's writing.)

Give post-assessment using Assessment Form A or Form B during the final weeks of school during your implementation year. (See "Supporting Templates and Forms" at the end of Section 1 in the Curriculum Guide)