

# Includes

# Writing Workshop MINI LESSONS

## Revising, Editing, & Diagnostic

Grades 5-8

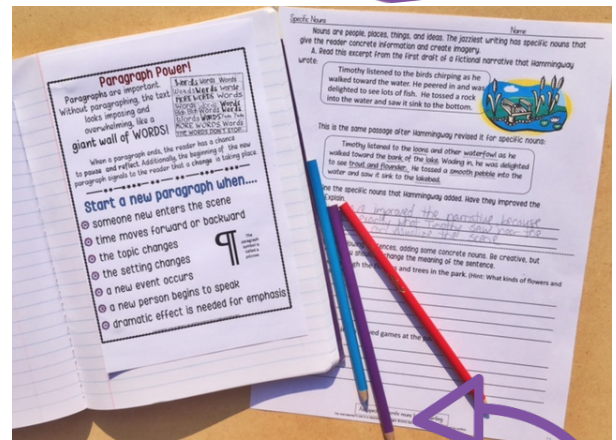
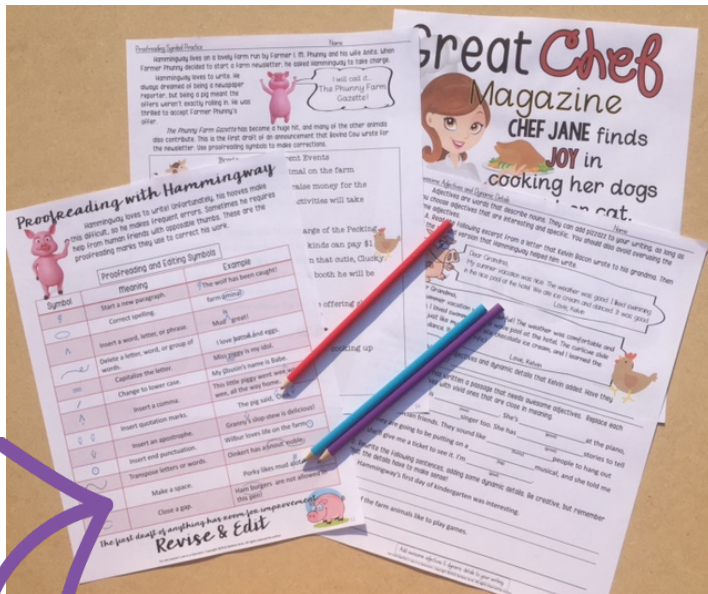
Darlene  
Anne



\*6 Fun Class Posters

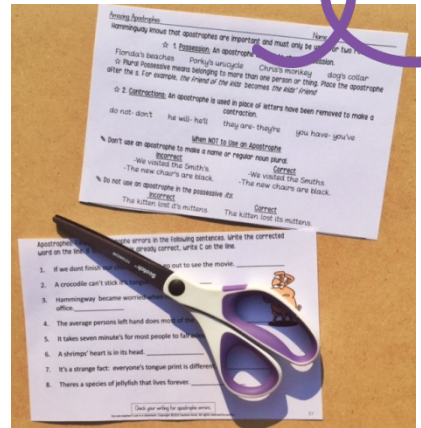
\*3 Diagnostics

\*Student & Class  
Record Sheets



\*Student Notes for  
Reference

\*18 Mini Lessons on  
Revising & Editing



# Writing Mini-lessons for Revising And Editing

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## Common Core Standards

5	6	7	8
W.5.3	W.6.3	W.7.3	W.8.3
W.5.4	W.6.4	W.7.4	W.8.4
W.5.5	W.6.5	W.7.5	W.8.5
L.5.1	L.6.1	L.7.1	L.8.1
L.5.2	L.6.2	L.7.2	L.8.2
L.5.3	L.6.3	L.7.3	L.8.3



May your pencils  
outlast your  
erasers.

# Writing Mini-lessons for Revising And Editing

## Using the Unit

The purpose of this unit is to address common writing problems. It can be used in conjunction with a writer's workshop unit, or it can be used independently.

I'm going to give you several options for every aspect of this unit; I'm sure you can find a way to make it work for you and your students.

You will notice that Hemingway, our porky writer-in-residence, makes frequent appearances throughout. I think you'll find he adds just enough comic relief to make the unit engaging for students of all ages and ability levels.



## Diagnostic Writing Assignments

1. Start by giving students Diagnostic A: pages 6 & 9 back-to-back. (The other two can be used to assess progress during the school year.) The diagnostics are all personal narratives, because that is the writing genre easiest for students to write. I do not allow students to go any longer than the space provided. The shorter, the better. You won't need much to tell you about the student's abilities.
2. As you read the responses, fill out the Class Writing Profile. If you are feeling ambitious, you can also fill out the Student Writing Profile. Sometimes I just don't have time for the Student Writing Profile. I then try to use it while having a conference with the student during a writer's workshop unit.

The Class Writing Profile is very important. You'll use it to record the writing deficiencies of every student. If I notice that most or ALL of the students in a class are lacking in the same area, I will cover a mini-lesson with the entire class. If I notice a deficiency amongst a few students, I will pull those students aside to address the issue while the rest of the class is doing something else.

All students needed help with paragraphing & apostrophes. I check here for whole class lessons.

After I address a topic, I will make a check in the box for each student. If I cover the lesson with the entire class, I check along the top.

-	needs help
+	a strength
✓	addressed

Class Writing Profile													
Name	fragment	run-on	para-raphing	can't easily add words	subject/verb agreement	to use	punctuation	capitalization	adjective	add details	subtract details	add figurative language	other
Billy	✓		-				✓c			-			
Arianna			-				-a				✓		+ vc

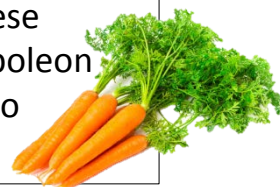
Arianna has voice

So far, I've covered commas with Billy and apostrophes with the entire class. I abbreviate punctuation notes.



Read the 1<sup>st</sup> draft of a piece that Hammingway wrote for the farm newsletter, *The Phunny Farm Gazette*.

Yesterday was the first harvest. It was on our farm. Farmer Phunny wanted to celebrate. We had a delicious dinner. We ate carrot-cheese muffins. We had bean stew. Mama Phunny made Caesar salad. Napoleon insisted we call it Napoleon salad. All of the food was vegetarian. No animals were harmed for our dinner.



Hammingway wants your honest opinion, so write down your observations about the piece.

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This is Hammingway's 2<sup>nd</sup> draft.

Yesterday was the first harvest on our farm. Farmer Phunny wanted to celebrate, so we had a delicious dinner. We ate carrot-cheese muffins and bean stew. Mama June made Caesar salad, but Napoleon insisted we call it Napoleon salad. Because all of the food was vegetarian, no animals were harmed for our dinner.

What do you think of this version? Compare the drafts. What has Hammingway changed?

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You may have noticed that Hammingway's 1<sup>st</sup> draft included short, choppy sentences, and in his 2<sup>nd</sup> draft he used a combination of different sentences.

Draft 1: Yesterday was the first harvest. It was on our farm.

Draft 2: Yesterday was the first harvest on our farm.

Draft 1 sounds stilted and robotic. Draft 2 has better flow. Writers should always try to make their writing more interesting. One way to do this by using a combination of different types of sentences.

There are four types of sentences:  
simple, compound, complex, and compound-complex

In order to understand sentence types, you must understand clauses.

Independent Clause: A group of words that can stand alone as a sentence.

Dependent Clause: A group of words that cannot stand alone as a sentence, because it doesn't make sense alone. Dependent clauses often begin with words like *because*, *although*, *after*, *if*, *when*, *since*, or *as*.

### Simple Sentence:

- Includes a subject and a predicate
- Expresses one complete thought
- Is an independent clause
  - ❖ Ex. The pig wallows in mud.

### Compound Sentence:

- Includes two or more independent clauses
- Clauses can be combined using a comma and a conjunction, such as *and*, *but*, & *or*
- Or clauses can be combined using a semicolon (;)
  - ❖ Ex. The pig wallowed in mud, and the cat watched in disgust.

### Complex Sentence:

- Includes a dependent clause and an independent clause
- A dependent clause at the beginning of a sentence must be followed by a comma.
  - ❖ Ex. When it is hot out, the pig wallows in the mud.

### Compound-Complex Sentence:

- Includes at least two independent clauses and one or more dependent clauses
  - ❖ Ex. When you are finished, please buy a new garden hose, and clean out the pig-sty.

Label each of the following sentences, *simple*, *compound*, *complex*, or *compound-complex*.

\_\_\_\_\_ 1. Hammingway planned a surprise birthday party for Kelvin Bacon, but Kelvin found out about the surprise.

\_\_\_\_\_ 2. Miss Piggy has written several books about beauty.

\_\_\_\_\_ 3. Since he is a poet, Edgar Allan Pork is a big fan of figurative language.

\_\_\_\_\_ 4. When his book is published, Edgar will go on a massive press tour, and he will do book signings at stores and libraries.

\_\_\_\_\_ 5. Farmer Phunny found out the fox was stealing eggs from the coop, because all of the pigs squealed.

\_\_\_\_\_ 6. Although most people think pigs eat "like pigs," they actually prefer to take their time when eating.

Add sensational sentences to your writing.



Common Core

# Close Read

Step by Step Strategies for Success

by Darlene Anne

## Close Reading Strategy: "Three Rounds"

for ALL SUBJECTS

Step-by-Step

Grades 5-8

Darlene Anne

Read Closely

# Poetry

Close Reading Step by Step Strategies

by Darlene Anne

## Close Reading Units

### Point of View

TEACH PRACTICE & TEST

EASY TO USE Grades 5-8

CHOOSE CORNELL OR FOLDING NOTES COMPLETE UNIT

### Plot & Conflict

TEACH PRACTICE & TEST

EASY TO USE Grades 5-8

CHOOSE CORNELL OR FOLDING NOTES COMPLETE UNIT

### Setting, Mood, & Tone

TEACH PRACTICE & TEST

EASY TO USE Grades 5-8

CHOOSE CORNELL OR FOLDING NOTES COMPLETE UNIT

### Figurative Language

TEACH PRACTICE & TEST

EASY TO USE Grades 5-8

CHOOSE CORNELL OR FOLDING NOTES COMPLETE UNIT

by Darlene Anne

## Literary Elements: PowerPoints Choice: Interactive or Cornell Notes

### Argumentative Essay Writing

Bonus: Enacting Legislation

Common Core

### Informational Essay Writing

Includes 5 Mentor Texts

by Darlene Anne

### Research Paper: Feature Article Style

Writer's Workshop Grades 6-8

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Common Core Aligned

### Photograph Poetry

Poetry Made Easy

Turning Prose into Poetry

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### Narrative Writing Workshop

Personal, Fictional, and Biographical

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### Text Evidence

Expository Essay Writing

Common Core Aligned

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Step-by-Step

## Writing Units

And Much More!

Voice? Purpose? Audience? Oh My!

Writing: Voice, Audience, and Purpose

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