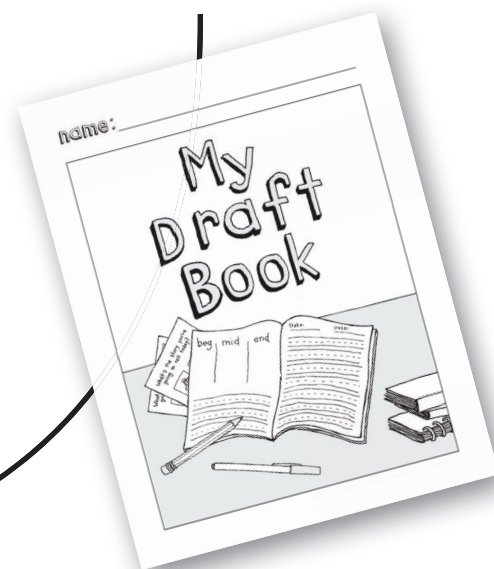


MY DRAFT BOOK

TEACHER GUIDE

BY DAVID M. MATTESON



INTRODUCTION

My Draft Book is a 58 page booklet designed to help kindergarten/first grade students better understand basic narrative and expository text forms, which includes both explanatory and opinion text. Through the vehicle of writing process, *My Draft Book* supports students in using narrative and expository elements to create more fully developed pieces that reflect the characteristics of both text forms. It is these two broad ideas, understanding text forms and process, which help students meet the writing standards outlined by the Common Core State Standards initiative.

As a developmentally appropriate teaching tool, *My Draft Book*, follows the use of two other journals, *My Pictures and Stories* and *My Writing Journal*, creating a strong writing continuum during the primary years. Whereas *My Pictures and Stories* supports the emergent writer in prekindergarten and the beginning of kindergarten, *My Writing Journal* supports the movement of the kindergartner from using mostly picture to convey a story, to using text. This exemplifies the transition from emergent stage of writing to the early stage. *My Draft Book* continues to support the development of the early writer, but with an emphasis on students' ability to add appropriate detail to their story. In other words, the focus of *My Draft Book* is about helping the student elaborate (see Literacy Overview table p. 2). This aspect of the early stage is important because it's the first time in the writer's development that he/she is learning to be intentional about the details used in his/her writing.

Along with writing process skills and surface features skills, the skills for narrative, explanatory, and opinion text are outlined in the monitoring notes section at the back of the journal. Overall, *My Draft Book* will help students to:

- Develop topics for narrative, explanatory, and opinion pieces
- Write more detailed narrative, explanatory, and opinion pieces
- Plan with a multi-part sketch
- Use both sound/letter connections and word parts or chunks
- Write basic sight words conventionally and with ease
- Extend their writing vocabulary by generalizing new words from known words and through the use of word families
- Proofread, line out, and edit their mistakes
- Revise or add onto their stories
- Self-monitor their use of skills
- Write over time

Each journal contains a section for recording topics for future pieces, a section for accessing known words, 25 double-page entries for students to plan and write stories, and a section for monitoring notes where teachers can record the skills students have learned.

THE KNOWN WORDS/WORD FAMILIES PAGES

The Known Words/Word Families section is a reference for students when they need a reminder for writing the words they are learning to control. During most of the kindergarten year, while students have been working in *My Writing Journal*, teachers have been helping students

A DEVELOPMENTAL PERSPECTIVE OF LITERACY DEVELOPMENT.

Grade Level	Central Instructional Focus	Comprehension	Phonics (and Phonological Awareness)	Spelling
Birth-Three	<ul style="list-style-type: none"> Oral Language Gross Motor 	Relationships <ul style="list-style-type: none"> Forming attachments, responding to and interacting with caregivers 	<ul style="list-style-type: none"> Recognizing names orally (own/family/friends) Experiments with putting sounds together and words together (with meaning and purpose) 	<ul style="list-style-type: none"> Identifies some letters in their name—may connect first letter as their name Makes connections to environmental print
Pre-kindergarten	<ul style="list-style-type: none"> Oral Language Fine Motor Control 	The Picture <ul style="list-style-type: none"> Drawing and telling stories 	<ul style="list-style-type: none"> Recognizing names (own, family, friends) Playing with words (changing onset/rime) Identifying similarities between words (beg, letters and/or sounds) 	<ul style="list-style-type: none"> Recognizing and writing basic sight words in pictures and/or text below the picture (student name, sibling/friend names, mom. dad, me, I, the, my) 10 – 15 words
Kindergarten	<ul style="list-style-type: none"> Making connections between sounds and letters Understanding how words work 	The Text <ul style="list-style-type: none"> Reading/Writing the words of the story 	<ul style="list-style-type: none"> Beginning hard consonant sounds Ending hard consonant sounds Medial hard consonant sounds Spacing Blends Endings (s, ed, ing) 	<ul style="list-style-type: none"> Weekly spelling list of sight words (which include generalizing words or simple word families) 35 – 50 words
First Grade	<ul style="list-style-type: none"> Narrative Elements Expository Elements 	The Writer <ul style="list-style-type: none"> Elaboration of detail Purpose 		<ul style="list-style-type: none"> Weekly spelling list of sight words Weekly spelling list of word families/patterns (Long/short vowels) 75 – 100 words
Second Grade				<ul style="list-style-type: none"> Weekly spelling list of sight words Weekly spelling list of word families/patterns (Long/short vowels) 75 – 100 words
Third Grade and Up	<ul style="list-style-type: none"> Genres 	The Reader/Writer <ul style="list-style-type: none"> Author's Craft 		<ul style="list-style-type: none"> Building Higher Level Vocabulary—Descriptive and Content

learn the 17 sight words from the Emergent Story Card. These are the same words that make up the words on the Known Words/Word Families page in *My Writing Journal*. Kindergarten teachers have also been working with students on generalizing the 17 words to create other words, building their students' bank of sight words for writing. Many of these sight words, the original 17 and the newly generated words, make up the words that are on the Known Words/Word Families page in *My Draft Book*. This helps create a strong connection between the two journals and is a way to hold students accountable for the basic sight words they have learned. Even though students may know many of the words, it may be helpful for teachers to go over the 37 sight words on the Known Words/Word Families page with students when first using *My Draft Book*. Other words can be added to the Known Word/Word Families pages in *My Draft Book* much the same way as in *My Writing Journal*. Teachers can continue to have students create new words from the 37 words on the Known Words/Word Families pages or they can add words from other spelling programs they may be using.

THE MY MEMORIES/MY TOPICS/MY FAVORITES PAGES

My Memories/My Topics/My Favorites pages support the idea that writers need authentic reasons to write if writing is to be meaningful. By having students develop topics on My Memories/My Topics/My Favorites pages when they first begin using *My Draft Book*, teachers can get students thinking about the idea of authentic writing right from the start.

For **personal narrative writing**, the purpose is about conveying the important stories happening in a person's life. It's the My Memories page that will support the student with ideas for stories to write about and help them understand the role of personal narrative. For **explanatory writing**, the purpose is about conveying what a person knows or has learned. For that type of writing, the My Topics page will help the students list topics about the people, places and things that interest them, so they can describe or explain their thinking to others. With **opinion writing**, the purpose has to do with letting others know how they feel about certain ideas. To help students better understand

opinion writing, students record their favorite books, stories, movies, restaurants, and other topics on the My Favorites page, as well as a reason or two that supports their feeling about that topic. By using My Memories/My Topics/My Favorites pages and having students update its content periodically, they will make strong connections between the role of writing and their own lives.

THE WRITING PAGES

Each page in *My Draft Book* has a supportive structure that helps students achieve proficiency in writing. One important part of the writing page structure is the audience line at the top of the first entry page. By identifying who the audience is for their piece before they plan or write, the student can begin to think more effectively about its content. Next to the audience line are lines for recording dates. These date lines ensure that students are writing daily, whether or not they are receiving instruction from the teacher. Because students' writing improves with use, it is important for teachers to monitor a student's frequency of writing.

Another important part of the writing page structure, is the blank area for sketching or planning out their writing. Planning supports the student in getting down all the important parts of a story quickly, as well as a reminder for what he/she wants to write. Students may use this space moving from left to right, mapping out the beginning, middle, and ending of their piece. Later in the year, students may use this space to create a four block-type plan that supports a longer story with more details—a beginning, middle, middle, and ending. (See student writing samples for both forms of planning on p. 5 and p. 7)

The area for writing is just below the space for planning. Each entry has two pages that are designed to help young writers problem-solve their way through writing text. The space between the lines supports students in revising and editing their writing. Having a space for corrections and showing students how to use it is critical for developing the understanding that writing always needs reworking. At the bottom of each entry is a checklist to help students remember to check for those important skills that make reading their writing easier. Teachers may need to go through the checklist

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at the start of using *My Draft Book* to help students understand how to use it. Some teachers using *My Draft Book* set aside five minutes every day to have students use the checklist to check for what they wrote that day. Either way, *My Draft Book* helps students understand that it is important to check on themselves for the basic skills they are learning or have learned previously.

THE MONITORING NOTES PAGES

The monitoring notes pages are set up for teachers to document the writing proficiency of their students. Whereas the monitoring pages in *My Writing Journal* are organized around proficiency across the year—fall, winter, spring—the monitoring notes pages in *My Draft Book* are organized around proficiency in specific areas—process, surface features, narrative elements, and explanatory/opinion elements.

As children progress in their writing development, teachers need to refine their focus. When students were in *My Writing Journal*, the main focus was moving them from using a picture to convey their story to using words. The monitoring notes reflect that movement. When students move into *My Draft Book*, the instructional focus is on concepts that will help the writer expand and improve the quality of their writing. These concepts revolve around the student's ability to control process, surface features, and text forms/features. These skills can be assessed through observation of daily writing entries, through periodic writing assessments, or ideally, through a combination of both. The more often assessment of student writing occurs; the easier it will be to manage the recording of skills and to document student proficiency in writing.

USING MY DRAFT BOOK

My Draft Book is most effective when used with students individually or in small groups. Students needing more support may need to be seen by the teacher individually or in pairs, but ideally, students working in *My Draft Book* would meet in small groups of three to five. Small groups can be pulled together as needed to meet the similar needs of students or pre-assigned by the teacher at various points in the year. Whatever the grouping, it is desirable for the teacher to meet with students instructionally twice a week during different

points in the process—topic selection, planning, drafting, revision, editing and/or publishing.

Topic selection is a critical component to writing. It is suggested that teachers spend time having students generate topics before starting formal writing instruction or having students writing in their *My Draft Book*. By using My Memories/My Topics/My Favorites pages, teachers can help students think about and document the many different experiences they have going on in their lives. Not only does using My Memories/My Topics/My Favorites pages make for a relaxed start to writing instruction, it supports the idea that students have a lot to write about.

WRITING A PERSONAL NARRATIVE

The following teaching scenarios are examples of how two teachers are using *My Draft Book*. Notice how these two teachers, in both the narrative and explanatory lessons, are using explicit skills to help their students elaborate their pieces.

It is the last month of school and the teacher in this kindergarten classroom has a group of three students who have mastered all of the skills outlined in the monitoring notes pages in *My Writing Journal*. These students have been in *My Draft Book* for the past few weeks and the teacher has pulled them together to discuss the stories they have written. She understands that the role of *My Draft Book* is for elaboration and that this revision conference will focus on making sure that these students are adding all the important details to their story.

Ms. Taheri: Who wants to start reading their piece?

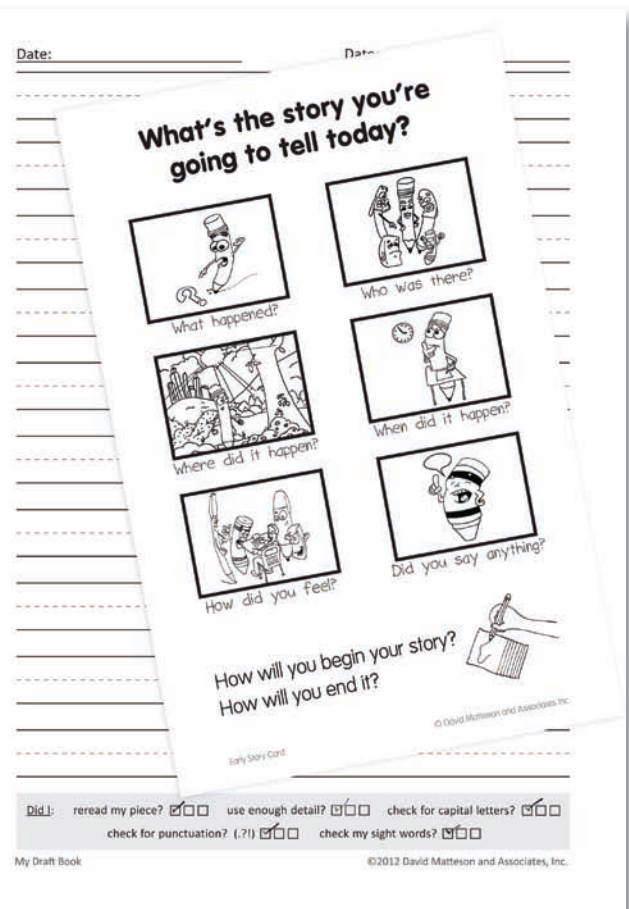
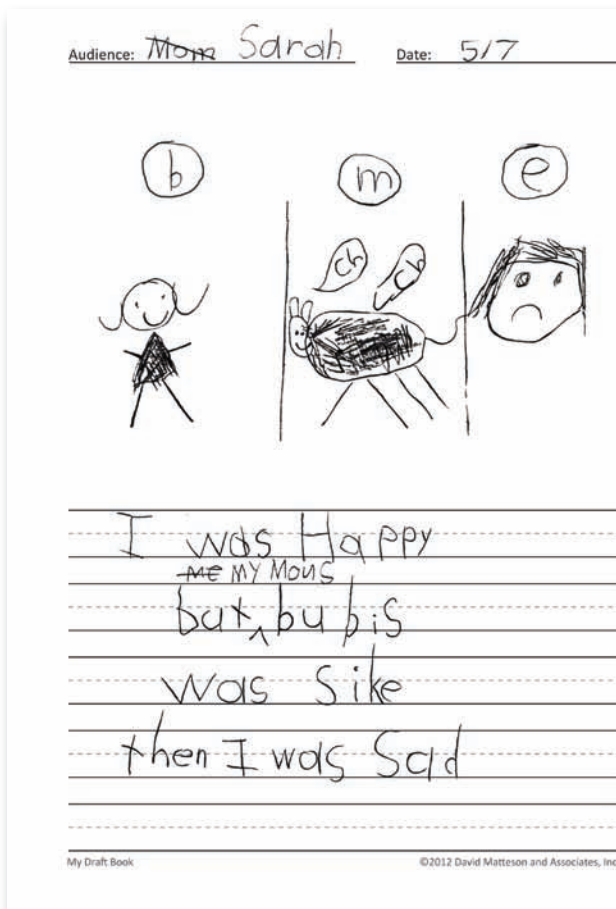
Anna: (Raising her hand)

Ms. Taheri: Alright Anna, why don't you begin. Start by telling us who the audience is for this piece.

Anna: (Looking at her journal) My audience is Mom.

Ms. Taheri: Great. Read your piece, will you?

Anna: (Clearing her voice) I was happy but Bubbles was sick. We took her to the vet. Now she is better.



Ms. Taheri: Good story! I'm glad it had a happy ending. But I have a question about your story right off the bat—who is Bubbles?

Anna: It's my mouse.

Ms. Taheri: Oh, wow! Why did you pick your mother as the audience?

Anna: Because she likes Bubbles too.

Ms. Taheri: Does your mother know this story?

Anna: Yes, she took Bubbles to the vet with me.

Ms. Taheri: I'm wondering then who doesn't know this story and might want to read it?

Anna: I could tell my cousin. She doesn't know about Bubbles.

Ms. Taheri: Perfect. Why don't you line out "Mom" (pointing to the audience line at the top of the page) and write your cousin's name?

Anna: (Writes "Sarah" over "Mom")

Ms. Taheri: So, in your story do you need to write that Bubbles is your mouse so your cousin knows?

Anna: (Writes "me" then lines it out, realizing she used the wrong word. Unfazed, she writes "my mouse" in the space above the word "Bubbles.")

Ms. Taheri: Now, read it for us again.

Anna: I was happy but my mouse Bubbles was sick. We took her to the vet. Now she is better.

Ms. Taheri: (Talking to the other two students) Who else has a question about Anna's story?

Matthew: Did he give her a shot?

Ms. Taheri: Good question, Matthew. (Pointing to the narrative Early Text Features Card that each student has) That goes along with the question, "What happened?"

Anna: No, he gave her some medicine.

Ms. Taheri: Oh, that's an important detail, isn't it?

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Anna: (Nodding her head, she begins to write.)

Ms. Taheri: You can write that later. Let's see if anyone else has questions about your story.

Matthew: I have another one—How did you know she was sick?

Anna: She was coughing. See, I made speech bubbles here (pointing to her plan).

Ms. Taheri: Is that something you might want to add to your story—that she was coughing?

Anna: (Nodding)

Ms. Taheri: Maya, do you have any questions for Anna?

Maya: I liked her story.

Ms. Taheri: Me too. So Anna, do you think the details about the medicine and coughing are something you want to add to your story?

Anna: Yes.

Ms. Taheri: Great! You can do that when you go back to your seat. Let's hear someone else's piece. Who's next?

It is very common for young children to have gaps in their stories. At this point in their development, revision is mainly about adding on. Later, revision may become more about taking away. This is why this teacher likes using *My Draft Book* with her students. It helps focus her writing instruction on revision or making the piece clearer to the reader. This teacher understands the power of pulling students together to give feedback about each other's pieces. She also understands that her students will need support in developing questions to ask, so she gives each student a Early Text Features Card. It is the questions on these cards that will help students know what detail might be missing. By helping classmates fill in missing details, students begin to think about the questions others may have as they write their own stories, filling in the gaps of their own pieces.

The following piece is Anna's final draft. The only change that was made after Anna made her initial

Audience: Mom Sarah Date: 5/7

(b) (m) (e)

I was Happy
ME MY Mous
but, bu b is
was Sike
then I was Scd

Date: 5/8 Date: 5/9

She was Cofing
a alot. We took
her to the vet.
we gave her
sy me medusin.
Now she is Boder.
bB

Did I: reread my piece? ☒ use enough detail? ☒ check for capital letters? ☒
check for punctuation? (.?) ☒ check my sight words? ☒

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revisions was where the sentence about the medicine should go. Ms. Taheri and Anna talked about where that sentence would make more sense. Note the arrow that Anna used to remind her that when she reads her story or has it published, she needs to make sure she reads it in the correct sequence.

WRITING AN EXPLANATORY PIECE

Walk/Bike to School Week is coming up next week for the students at a neighborhood school. Because of this event, the first grade teacher in this teaching scenario has been using her science and writing time to focus on health and safety issues. The class has been discussing safety for the past few days—riding bikes, crossing streets, playing on the playground, personal safety, etc. The teacher has now shifted her health and safety theme to writing and is having her students write a piece that shows someone how to be safe. She recently modeled writing a How-To for students and they have just started composing their pieces. To make sure they had an appropriate safety topic and knew the content of their topic, she had a quick planning conference

with each student before they got started writing. By using the expository Early Text Features Card during the conference the teacher felt that the students had enough support with the content but it's their ability to develop a good introduction and conclusion that she was concerned about. In the following scenario, the teacher has pulled a few students who have finished writing their How-To and wants to talk to them about an introduction and a conclusion for their piece.

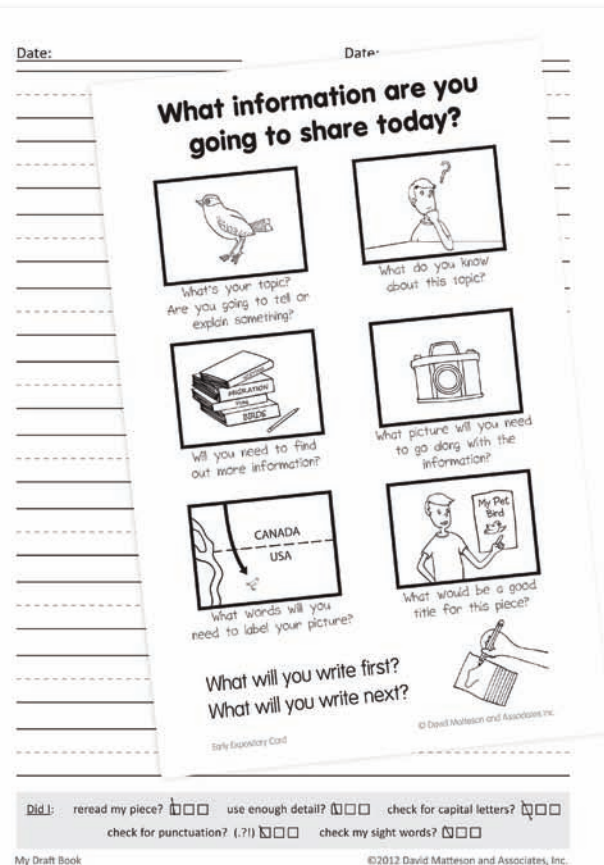
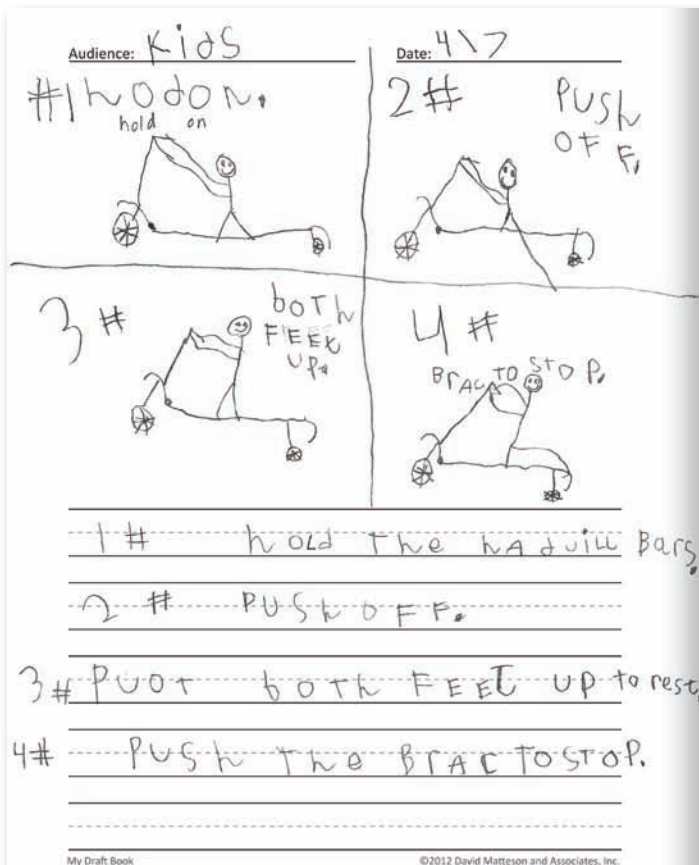
Mrs. F: Is everyone ready to read their safety piece? Christopher, why don't you start?

Christopher: (Jumps right into reading) Number one, hold the handlebars.

Mrs. F: Oh, wait a minute, Christopher. You need to let us know what your topic is and then tell us who your audience is, remember?

Christopher: My topic is about riding my Razor Scooter.

Mrs. F: Neat. Who is the audience for it?



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Christopher: Kids.

Mrs. F: Oh, the students who will be walking or riding their bikes...or scooters to school?

Christopher: Yeah.

Mrs. F: Alright, read away.

Christopher: Number one—Hold the handlebars. Number two—Push off. Number three—Put both feet up to rest. Number four—Push the brake to stop.

Mrs. F: Can you show us the illustrations in your plan?

Christopher: (Holds up his journal to show the other students)

Mrs. F: What do you think everyone—do you think you could ride a scooter by using Christopher's illustrations and directions?

Students: (Nodding) Yes.

Mrs. F: Yes, I think so too. But I'm wondering about how it starts off. Remember when I did my safety How-To? I had an introduction and conclusion. (Mrs.

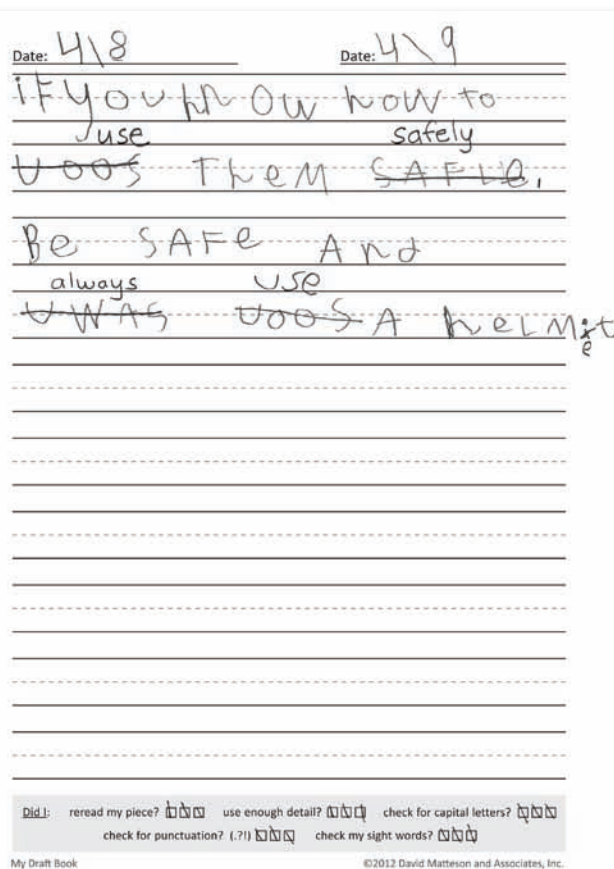
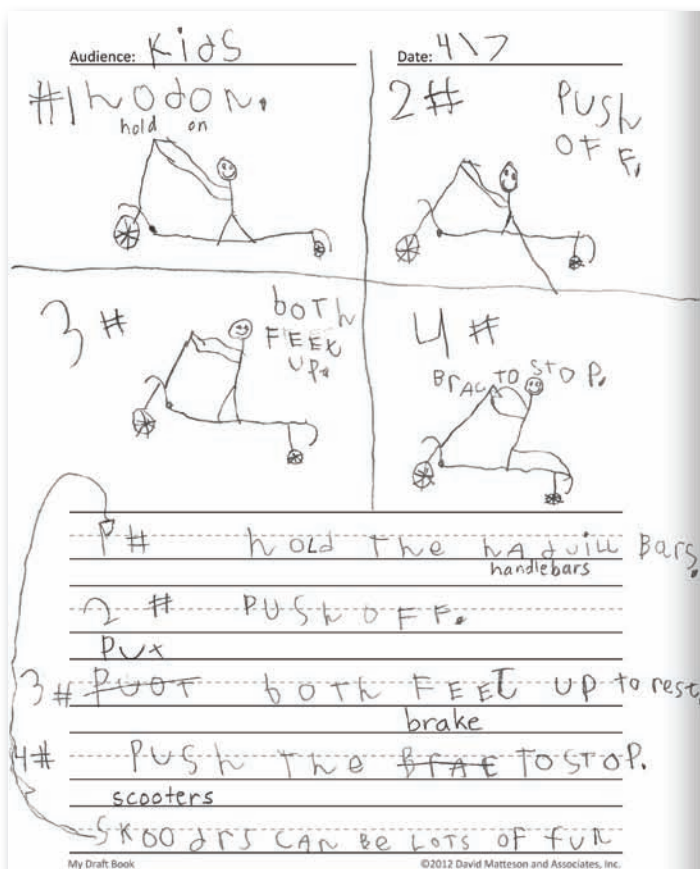
F writes the two words on the white board.) I didn't just jump into my steps and end with my steps. I let the reader know what I was going to talk about and that the piece was over. (Pointing to the words on the white board) I'm wondering about an introduction and conclusion for Christopher's piece. How could he start this piece off?

Students: (Thinking)

Mrs. F: Well, let's look at the piece I did. Maybe that will help. (Mrs. F pulls over the chart tablet displayed a few inches away so the students can have a better look.) Let's read it together.

Students: (In unison with teacher) Crossing a busy street can be dangerous but if you follow a few simple rules you can be safe. Number one—Wait for the crossing signal. Number two—Check for cars by looking both ways before crossing. Number three—Walk, don't run across the street. Always remember to be alert. Crossing a street is serious business.

Mrs. F: Look how I started my piece off before I wrote my steps (pointing and rereading her introduction).



Christopher, how could you start off your piece about riding a scooter?

Christopher: I could say it's fun.

Mrs. F: Oh, that makes sense but I also think we need to put something in about safety. That's why we're writing these pieces. How about "Scooters can be lots of fun if you know how to use them safely." Does that introduction fit your piece?

Christopher: (Nodding)

Mrs. F: (Writing on a sticky note) I'm going to put a capital "I" on your revision notes for the word "Introduction" and write "fun" and "safely" after it. Will that be enough to remind you to write your introduction when you get back to your seat?

Christopher: Yes.

Mrs. F: (Pointing to the line in the journal just after what Christopher had written) You can write your introduction here and we'll just draw an arrow from there to the beginning to show that's where it belongs, alright?

Christopher: (Nods)

Mrs. F: Now, what about your conclusion? How could you end this piece so your audience knows the piece is finished? Listen to mine. (Mrs. F rereads the last two sentences of her How-To.)

Christopher: (Thinking)

Rachel: I know. He could say, "If you're not careful you could fall off and get hurt." I fell off a scooter once.

Mrs. F: Oh, I like that Rachel. It goes with what I was thinking about—wearing a helmet. Christopher didn't say anything about wearing a helmet. What do you think, Christopher? Could you write something about staying safe and remembering to wear a helmet?

Christopher: I have a helmet.

Mrs. F: Good. That would be a good way to end your piece. Let me write that on your notes. I put a capital C here. What does that stand for?

Students: (In unison) Conclusion.

Mrs. F: Yes. And I'll put the words "safe" and "helmet" next to the "C," so you'll remember to add the part about keeping safe and always wearing a helmet. You can write your conclusion just under your introduction on the second page, alright?

Christopher: (Nodding)

Mrs. F: Who's going to be next to read their piece?

This first grade teacher understands that students need support in adding all the important parts to their piece. In this case, the important detail wasn't the content or the steps in the middle; it was the introduction and conclusion. Having the support of her writing demonstration, sticky notes, *My Draft Book*, Text Features Cards, and periodic conferencing, the teacher set the tone for all the students to have a well-developed How-To piece. (see final draft on p. 8) Had Christopher or any other child needed more support, the teacher could have simply shifted to a more shared or interactive teaching approach. This lesson is a clear example of understanding the importance of both writing process and writing forms. The following document is Christopher's published piece that he and Mrs. F worked on together after he finished drafting his How-To.

CONCLUSION

By using all three DMA writing journals—*My Pictures and Stories*, *My Writing Journal*, and *My Draft Book*, teachers can effectively and efficiently move students through the beginning stages of writing development. Some students will move quickly through these stages, while others may need more time. However long it takes, teachers can use these journals to document that movement. *My Draft Book* represents the culmination of this beginning writing continuum, resulting in students who think more intentionally, not just about writing, but about narrative and expository text features. This is the essence of the early stage of writing—understanding how text works to create a piece that says what they want it to say. Through the vehicle of writing process and understanding narrative and expository elements, *My Draft Book* supports students in accomplishing this critical aspect of literacy development.

*How to Ride a Scooter
by Christopher*



*Scooters can be lots of fun if you
know how to use them safely.*



#1 Hold the handlebars.



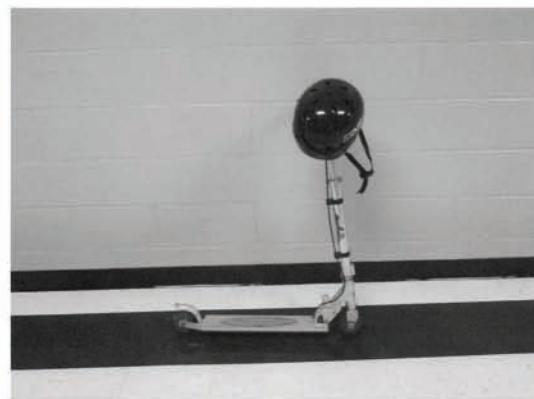
#2 Push off.



#3 Put both feet up to rest.



#4 Push the brake to stop.



Be safe and always use a helmet.

SOME OTHER DMA RESOURCES WORTH CONSIDERING:

Text Features Cards

The Text Features Cards are tools that a school can use to help develop students' understanding of basic narrative and expository elements, which impact their later understanding of genres. The Text Features Cards consist of four cards, one Emergent Story Card for prekindergarten and kindergarten classrooms, two early cards (an Early Story Card and Early Expository Card) for first and second grade classrooms, and one Fluent Text Features Card (double-sided with narrative and expository elements) for intermediate classrooms. These cards were designed to help create a continuum of learning within a school by developing consistent literacy understandings among teachers as well as effective reading and writing practices for students.

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