

**Bakersfield City School District
Education Center - 1300 Baker St.
Bakersfield, California 93305**

Curriculum & Standards

Primary Writing About Writing

1. In an interactive writing model, have students look at both a sample baseline prompt and a sample final Writing on Demand prompt. Use these to model the Writing about Writing.
2. Read both prompts with the students.
3. Teacher and students, in a writer's workshop model, first talk about the writings. *Which one is better? Why is it better? What do you think this writer learned since he/she wrote the first paper at the beginning of the year?* A general conversation about how the writer grew over the year may serve as a brainstorming/planning activity. As students and teachers talk about what the writer did well, this will inform the reflective writing. (Caution: Students should not be allowed to focus only on conventions during reflection.)
4. The teacher and students may use the reflection sheet to write about the student's improvement. As in the model, ask students to write what they like about writing next to the picture of the writer. Ask them to write about their first writing (as specific as possible) next to the pencil. Ask them to tell about how their writing has improved next to the crayons. Another option is to use blank paper and write in the most familiar format.
5. After the modeling of the process is complete, students should now do the same activity with their own papers-planning and writing their reflection.
6. Students should staple both of the prompts and the reflective paragraph together. They may want to put the pages together in a new manila envelope or folder as their "Record of Writing Growth" to share with other students, parents. Students might wish to decorate the folder and post them in the classroom for the end of the year.
7. A copy of the reflection and the two prompts should remain in the writing portfolio to be passed on to the next grade level.