Be a Reporter

I. Rationale – Writing prompts give the opportunity to practice writing skills as well as the writing process with the chance for help when needed. Edits will allow students to see and correct their own mistakes.

II. Goals and Objectives

a. Instructional goals: This will give students practice in writing as well as use their understanding in questions and note taking.

b. Specific objectives:

Students will be able to:

Transfer thoughts/concepts from text to notes to a comprehensive storyline.

Organize a story that includes correct use of:

* 1. Capitalization
  2. Sentence structure
  3. Punctuation
  4. Spelling

c. West Virginia Content Standards and Objectives or other state/national standards to be accomplished.

RLA.O.3.2.3- Compose a written composition using the five-step writing process:

•pre-write

•draft

•revise

•edit

•publish

RLA.O.3.2.4- Develop proper paragraph form in written composition:

•beginning, middle, end

•main ideas with relevant details

•sentence variety such as declarative, interrogative and exclamatory and imperative

•descriptive and transitional words

•indentations

RLA.O.3.2.5- Identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).

RLA.O.3.2.6- Identify and apply conventions of capitalization in written composition (e.g., greeting, heading, closing of a letter, first word of a direct quotation).

RLA.O.3.2.7- Identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).

RLA.O.3.2.8- Produce appropriate grammar in written composition.

III. Procedure –

a. Lesson introduction:

1. Have students get out Reading books and turn to “Rosie’s Story”.

b. Lesson development:

1. Tell studetns to imagine that they are a newspaper reporter.
2. Have them write a news story about Rosie.
   1. They have to answer the 6 reporter questions first though.
      * Who
      * What
      * When
      * Where
      * Why
      * And How
   2. Describe the people and place she visits
3. As students are completing their rough drafts, have individual instruction with as many students as time permits.
4. Check for:
   1. Capitalization
   2. Sentence structure
   3. Punctuation
   4. Beginning, Middle, and End
   5. Spelling
   6. Characters, setting, story line, closing

c. Lesson closure:

1. Have students finish their writing up for homework

d. Lesson contingency:

1. Students who complete rough draft earlier will be checked for edits, and then they will begin their final copy.

IV. Daily (formative) Student Assessment –

The rough drafts will be checked at a later time with the questions and final copy.

V. Materials, Equipment, and Resources

* Paper
* Pencil

VI. Modifications for Diverse Learners –

Students will be given individual attention for specific needs.

Students who need more time may take their rough draft home to be completed.

VII. Reflection and Revision

To be completed later