The Integration of Music in an ELA Classroom: Creating Pedagogical Parodies for Elementary Education

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Abstract
The intent of this thesis is to capitalize the effects of using music as a tool in tandem with English language arts in order for students to improve their ELA skills. Songs are already flooding the Internet and social media; such as Facebook, Instagram, Twitter, and Vine, echoing in the background of television broadcasts and commercials, and blasting across radio stations and in public areas like restaurants and malls, classroom lessons tied to current songs, are more apt to resonate with students in this era. In lieu of subconsciously humming a song by popular artist such as Beyoncé, Kanye West, and Taylor Swift, students could accomplish more in a classroom environment while using music as a tool. This includes using music as a tool for learning through reading, as well as teaching writing processes through song.
Dedication

For those who supported me during this experience, I want to say thank you for sharing your wisdom and guiding me to complete this project. For my thesis chair, Dr. Kelly Jennings-Towle, I am grateful for all of the time and insight that you have spent and shared with me over the past year. To my family, thank you for the countless evenings of listening to my findings, facts, and figures; I do not take for granted the help that I have received during this time. I do not know what I would do without my support system.
Acknowledgements

I would like to acknowledge the help of my committee members and Honors in the Major Education coordinator, Dr. Sherron Roberts, Dr. Elizabeth Hoffman, Dr. Nicole Damico, Honorary member Dr. Deirdre Englehart, and Honorary member Benjamin Franklin Smith II. Thank you all for holding me accountable for the level of work you knew that I could produce no matter what challenges came my way. Likewise, thank you for having high expectations for me. All that you all have done has made me both a better student and person.

I would also like to acknowledge my family and friends for supporting me and encouraging me throughout this thesis writing experience. More specifically, I thank my Honorary committee member, Benjamin—my father—for fueling my passion to be greater. . .
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Chapter One: Introduction

As a future elementary education teacher, I have observed in the classroom how music engages our youth. During my various service learning experiences, I have seen music used as a study tool in subjects such as science (e.g. learning the different forms of water), mathematics (e.g. memorizing formulas), and history (e.g. sequencing events). These observations led me to ask a question internally: Can music be used as a learning tool to teach English Language Arts (ELA) skills? That question wedged itself in my mind, and I pondered the possibility, especially following a real classroom experience.

Picture the scenario: I walk into the classroom as a preservice teacher and I notice the room is too quiet. The young teacher I am assisting is not happy because the teacher, who was once full of innovative promise, is stuck on the computer inputting administrative data. This is upsetting to the teacher because it keeps them from doing what an educator loves most: teaching children. In the midst of inputting data, the teacher is unable to pay appropriate attention to students in the classroom. Thus, I get the duty of ensuring that the students remain on task.

What is the task? Students are sitting at their desk with cardboard made cubicles and are looking at numerically assigned laptops. The collaborative groups that they are put in seem meaningless. They participate in their individualized, everyday drill and practice as they read articles and answer questions. I constantly have to remind students to be on task as the students fiddle with materials in their desk, draw, and daydream. The students were not engaged in the learning activity. And what subject have I witnessed this lack of engagement? The answer is the ELA block.

Through reflection of my observation and service learning hours, I came to a realization
that songs are already flooding the Internet and social media; such as Facebook, Instagram, Twitter, and Vine, echoing in the background of television broadcasts and commercials, and blasting across radio stations and in public areas like restaurants and malls, classroom lessons tied to current songs, are more apt to resonate with students in this era. In lieu of subconsciously humming a song by popular artist such as Beyoncé, Kanye West, and Taylor Swift, students could accomplish more in a classroom environment while using music as a tool. I believe that if educators could combine reading with current songs so that the lessons included the rhymes and melodies of what students are listening to right now, it would elevate engagement. In doing so, students could study the written music whether the lyrics or notes in order to enhance reading skills similarly to how music can be read in order to differentiate notes, variations, and pitches. In addition, students can be taught to distinguish the varieties of melodies of the songs.

I observed little music integration in the ELA classroom during my service learning and internship experiences. This thesis explored the effects of using music as a tool in tandem with English language arts in order for students to improve their ELA skills. This included using music as a tool for learning through reading, as well as teaching writing processes through song. For this thesis I created five original lyrics to current songs centered on the writing process. In the following section, I provided a personal rationale wherein I discussed why I was drawn to this research for this thesis. I also provided a professional rationale for teachers to utilize creative arts to enhance student learning.

**Personal Rationale**
I have experienced the love of today’s music across a majority of elementary grade classrooms in which I have volunteered. To me, music has always been poetry. I started this study because my service learning experiences have shown me reading and writing have become mundane, scheduled, and despised tasks. According to DeVries (2015), motivation frequently makes the difference between learning that is temporary and superficial and learning that is permanent and internalized.

Today, students are required to read on computer-based programs such as “I-ready” in addition to participating in competitive programs such as Accelerated Reading (AR). Students are not actively engaged in reading activities based on their interest or what is relevant today. And while the current programs have their merits, educators are describing new forms of literacy resulting from technology. Students are now able to learn literacy in a variety of ways. Reading is no longer simply sitting down and reading bound pages. Instead, today’s reading includes “reading electronically from multiple sources such as eBooks, text messages, websites, wikis, blogs, movies, advertisements, billboards, visual arts, songs, drama, and various multimedia” (DeVries, 2015, p.16, italics added).

**Professional Rationale**

During service learning and internship experiences, I began to think through the eyes of a future ELA educator; how can music be integrated into the language arts curriculum for increased student engagement? Using music as a teaching tool affords students the unique opportunity to improve skills such as phonemic awareness, rhyme, and fluency. Students can be engaged in the lesson when given lyrics to help them identify literary elements in addition to being able to learn topics such as the writing process. Both identifying literary elements and the
writing process are essential skills for fourth and fifth graders due to the Florida Standards Assessment (FSA) for writing. As stated in the introduction, because the songs are already flooding the internet and social media, as well as echoing in the background of children’s lives, music could motivate and enhance both reading and writing abilities. And, because the songs resonate with students in this era, their level of engagement would be elevated. According to the National Association for Music Education, “An enjoyable subject like music can keep kids interested and engaged in school. Student musicians are likely to stay in school to achieve in other subjects” (NAME, 2014, n.p.).

Therefore, my thesis focused on the effects of using music as a tool in tandem with English language arts in order for students to improve their ELA skills. This included using music as a tool for learning through reading, as well as teaching writing skills and processes through song. First, I researched and reviewed other studies that provide similar resources using parodies of songs used in ELA in terms of Teachertube and Youtube.com which will be shared in the next chapter. For this thesis I concentrated on creating at least five original lyrics to current songs centered on the writing process. Creating the original lyrics allows students to use music as a tool for learning.
Chapter Two: Review of the Related Research Literature

My thesis focused on the effects of utilizing music as a tool in tandem with English language arts in order to improve ELA skills. This included using music as a tool for learning through reading, as well as teaching writing skills and processes through song. I created five original lyrics to current songs centered on the writing process. In the literature review that follows, I discuss why music should be integrated into the classroom as a tool for learning. This includes classifying music as a universal language as well as connections to the theory of Howard Gardner’s Multiple Intelligences. In addition, I reviewed studies that have used music in ELA elementary classrooms, as well as how music can be used as a means for engagement. Last, in this literature review, I reviewed other studies and provide resources that use parodies of songs used in ELA in terms of Teachertube and Youtube.com.

Music as a Tool for Learning
As a Universal Language

Language is a structured pattern of words. Universal language refers to a hypothetical or historical language spoken and understood by all or most of the world's population. In some contexts, a universal language refers to a means of communication said to be understood by all living things, beings, and objects alike. Music can be a universal language because it is written and understood across a variety of cultures. There are several similarities between music, reading, and writing.

One element of music that classifies it as a universal language is the visual decoding process. The decoding process consist of translating printed or written words into sounds. The eye coordination during reading is the same eye coordination needed when reading Western
music. Both reading and music include the structure of letters, words, and sentences. A student’s knowledge of elements such as letters, words, and sentences assists in building the skills needed to read. “They will understand the functions of all the letters and how to put them together to make meaningful words, and in turn, they will group the words to form sentences” (Tarbert, 2012, n.p.). When reading music, the notes are the words. Students learn how to read notes in intervals as well as the pitch level. Put together, students learn how the music elements come together to make measures and phrases of music (Tarbert, 2012). This is the same as reading in that students learn to understand that letters make sounds, and that sounds come together to create words. When combined, the words that are created have meaning.

In addition, both music and reading include visual focus and visual memory (Hansen et al., 2004). This consists of a variety of skills such as: a student’s ability to follow one line of text on a page from left to right, visually decode lines of text, and pay attention to visual information without distraction (Tarbert, 2012, n.p.).

Music as a universal language can also be linked to the writing process. The writing process consist of five stages. The five stages are: prewriting, drafting, revising, editing, and publishing. First, during prewriting, students have the opportunity to brainstorm ideas and get all of their thoughts onto paper. Second, students take the ideas that were brainstormed and compose them into essay format. Third, after students have an initial essay, students learn to revise. Revising includes organizing paragraphs and deleting unnecessary insertions of words or ideas. Fourth, editing consist of correcting the grammar and mechanics of an essay. Lastly, publishing is the final product; published work is clean, well thought-out, and is clear. “Studies show that students who learn the writing process score better on state writing tests than those who receive
only specific instruction in the skills assessed on the test. This type of authentic writing produces lifelong learners and allows students to apply their writing skills to all subjects” (Read Write Think, 2016, n.p.).

Like writing essays, music is constantly written and rewritten and is composed to appeal to varying audiences. Before being able to write music, one must first know the fundamentals of writing music such as: notes, symbols, and scales (Brantingham, 2011). This is similar to learning to write paragraphs and essays. Students need to have the fundamentals of ELA skills such as: letters, words, reading, and grammar before being able to write full essays. Famous composers such as Beethoven or Tchaikovsky did not write their compositions in a day. Instead, they understood that writing was a process. In doing so, they began with an initial draft and moved through the stages until they were ready to publish their masterpieces. Put together, the writing process gives students the opportunity to both work collaboratively and chunk their writing into practicable parts as a way to develop their writing skills.

Multiple Intelligences

Howard Gardner is a developmental psychologist. He defined intelligence as “the capacity to solve problems or to fashion products that are valued in one or more cultural settings” (Brualdi, 1996; Gardner & Hatch, 1989; Smith, 2008, n.p.). Gardner utilized both cultural and biological research in order to develop the “Theory of Multiple Intelligences”. Gardner (1983) initially defined seven intelligences, which are identified as: logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic, interpersonal intelligence, intrapersonal intelligence, linguistic intelligence, and musical intelligence. Of the seven, I chose to focus on two of them:
linguistic and musical intelligence. I chose both linguistic intelligence and musical intelligence because of the purpose of this study. Linguistic intelligence includes the ability to use language, and musical intelligence includes being able to read and understand the different musical compositions.

According to Gardner (1983), linguistic intelligence is the ability to masterfully use language in order to express oneself stylistically or lyrically. In addition, linguistic intelligence also allows one to use language as a means to remember information. Musical intelligence is the ability to read, understand, and compose musical pitches, tones, and rhythms. According to Gardner (1983), auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm (KQED, Multiple Intelligence Theory).

Through his biological research, Gardner (1983) concluded that learning occurs when synaptic connections are made between cells in the brain. Learning a certain way improves the brains functioning in the corresponding location in which the cells are forming connections. For example, a person who studies music develops the musical or creative part of their brain more so than if they were studying mathematics or science. Likewise, a person who is experimental in nature and processes information often will have the comprehension part of their brain further developed. Hence everyone learns differently and to a different capacity. But, here is the key. When combining intelligences, beneficial synaptic connections are made between cells in different areas of the brain where connections would not ordinarily exist. This occurs because the brain uses certain parts of itself to perform different tasks. For example, Broca’s Area is the part of the brain within the speech network. The speech network includes the temporal cortex,
Broca’s Area, and the motor cortex. It allows people to formulate their thoughts and put them into words; it also allows people to be able to formulate words using the correct syntax (John Hopkins Medicine, 2015). Interestingly, and according to research, one’s ability to use or not use proper syntax when speaking does not translate to that same person’s being able to comprehend correct syntax (Brualdi, 1996; John Hopkins Medicine, 2015). This is because these tasks are brought out by two different parts of the brain. To comprehend the essence of this divide between speaking and understanding the correct syntax, the classic Star Wars character Yoda is the perfect example. With famous quotes such as “Truly wonderful, the mind of a child is”, and “Do. Or do not. There is no try” (Star Wars Team, 2013), it can be inferred that Yoda has an injury to his Broca’s area. However, in the movie, characters do not speak to Yoda with incorrect syntax, and yet he still understands. Yoda comprehends the other character’s manner of speech because speaking the correct syntax and understanding syntax correctly are functions handled in two different parts of the brain.

It is important to note that Gardner (1983) claimed that each of the seven intelligences seldom function independently; instead, the seven intelligences are to be used at the same time and tend to complement each other as people develop skills or solve problems. Thus, the integration of linguistic intelligence and musical intelligence would improve both reading and writing ability. The use of linguistic intelligence promotes reasoning, expression, and critical thinking. Musical intelligence promotes creativity, composition, and rhythm. The two working jointly will improve brain functioning because it allows students to use more of their brain.

So, in an elementary ELA classroom, taking heed to Gardner’s Multiple Intelligence Theory would be beneficial. Students could learn topics such as the writing process and other
literary elements as students both listen to and read the lyrics of songs of this era. Reading and writing, which would fall under linguistic intelligence, and musical intelligence can be used simultaneously to improve on skills such as phonemic awareness, fluency, and comprehension. In addition to the learning, teachers can use music to elevate the level of engagement in an elementary ELA classroom through using music in a variety of ways.

**Studies that use Music in ELA**

According to Jerimiah (1992), in his article titled *Rapid Lyrics: Instruments for Language Arts Instruction*, supporting ELA standards within context of early singing experiences allows students to have a heightened level of phonemic awareness, understand language conventions, and understand word relationships. In his study, students had the opportunity to read the text together with their teachers (whole-group) through styles of echo and repeated reading. During these readings the teacher read lyrics and the students repeated after the teacher. This is beneficial because as the teacher reads first, he/she is able to model skills such as fluency. Likewise, students practice rhyme and improve comprehension and prosody; comprehension is the understanding of text, and prosody is defined as the rhythm and pattern of poetry.

In a 1994 study given titled “The Bolton Project” at a school named Bolton Elementary school, the Winston Salem Symphony Orchestra, led by Peter Perret, entered an at-risk school where students were required to be actively involved in listening to a woodwind quintet (a quintet is five or more people playing music and/or singing together). The members of the quintet then came into the classroom and integrated music into the teacher’s lesson using the subject matter and leveled curriculum “The children explored concepts of opposites (like high and low, soft and loud, and bumpy and smooth), clapped out rhythms to experience different
note values, and listened to pieces to understand story elements, such as characters, conflicts, and settings” (Bugaj & Brenner, 2011, p.4). After three years of the “Bolton Project”, student test results increased significantly in areas of both reading and math. Scores in reading increased from 37% to 85%. Likewise, scores in math increased from 38% to 89%. In addition to increased test scores, Perret’s (2005) anecdotal evidence from the very beginning of the study suggested better attendance, better behavior, improved academic performance, and longer attention spans due to music (Bugaj & Brenner, 2011; Perret, 2005).

Parallel to the “The Bolton Project”, a charter school was established and was named Arts Based Elementary School (ABES). The school pressed for music integration in the curriculum. Bowles (2003) examined the program to see if the music-enhanced curriculum had any effects on spatial temporal task performance, reading achievement, and phonemic awareness skills in students (Bugaj & Brenner, 2011). The Winston-Salem Symphony Orchestra came into the charter school for 12 weeks at 30 minute intervals. The study used similar activities that were used at Bolton Elementary School. In addition, the students took the Auditory Visual Integration Test (Bowles, 2003).

After looking at results of the tests, it was found overall reading achievement remained the same. However, students that had experienced the music curriculum showed significant effects in accuracy and fluency for auditory temporal tasks, higher phonemic awareness scores, and an increase in auditory visual integration skills. “Results suggest that a music-enhanced curriculum enhances spatial temporal tasks and phonemic awareness, underlying skills necessary for development of reading competence” (Bowles, 2003; Bugaj & Brenner, 2011, p.5).

The studies above discuss several ways that music was integrated into ELA classrooms in
order to enhance ELA skills. In addition, the studies above demonstrate how the integration of music in classrooms would keep students engaged in lessons. When students are engaged in the lessons, the learning process is more successful.

Engagement

In classrooms, the teacher has a time set aside to teach ELA. During this time, activities are done that focus on ELA skills such as reading comprehension, grammar, punctuation, writing, and other language arts reading concepts. It is vital teachers make sure that the activities are engaging as these skills “transcend into every other area of the student’s learning” (Tarbert, 2012, n.p.).

One way to ensure activities are engaging is to play music in the background of the classroom during the language arts block. Music can be integrated into the classroom to help manage a classroom environment as well as to support the content within the class. According to ELA teacher and curriculum coordinator Heather Wolpert-Gawron, music helps create a classroom environment of creativity. In addition, music helps make the brain more receptive to critical thinking. “Music opens up neurons, opens doors in your brain that create a kind of loft space receptive to learning” (Wolpert-Gawron, 2014, n.p.).

 DeVries (2015) states as students enter kindergarten and first grade with intentions of learning to read. However, the period of time between first grade and fourth grade is when motivation for reading declines. Cartledge and Lo (2006) stated that there is a direct and immediate relationship between engagement and achievement. Cartledge and Lo (2006), also take the position that in the classroom, effective learning needs to be active, and that students need many opportunities to respond to the learning material. It has been examined that using
music and music lyrics as a tool to enhance skills such as listening, intonation, and phonemic awareness which in turn help to improve comprehension (Bowles, 2003, Bugaj & Brenner, 2011, Groff, 1976; Jeremiah, 1992;).

When working with songs, Hachmeister (2010) notes how music is developmentally appropriate and how it can support students with the articulation of language, fluency, and comprehension skills in an engaging way. Music allows students to acquire information naturally and presents information as parts and wholes. A song gives students a chance to reduce the information into parts yet work with it as a whole (Hachmeister, 2010). An example of this would be using the actual lyrics of songs from this era to teach reading concepts such as literary elements or writing concepts such as the writing process. The integration of music in the form of melodies can also aid in the memory of the information taught to students. For example, a teacher could teach the concept of metaphors and similes through making a song to define them that mimic the lyrics of the actual song.

Parodies of Songs used in ELA

This thesis project explored utilizing the songs and music of today to craft original lyrics for elementary grade ELA classrooms. I researched what current ELA teachers have published in regards to parodies in teaching concepts. Through research, I found that there are very few articles in terms of music and parodies for use in the ELA classroom. One of the resources I found was on YouTube. A man, by the name of Bisceglia created a parody based off of Macklemore’s hit song “Thrift Shop” in order to teach pronouns (https://www.youtube.com/watch?v=hh62KQ7mujA). There is also a channel titled Songs for School that is linked to Bisceglia’s page with resources that could be used in an ELA classroom.
A second source was a song to teach students homographs. Homographs are words that are spoken and written the same but have different meanings. The parody is based off of Justin Beiber’s ‘Love Yourself’ (https://www.youtube.com/watch?v=01oRyUGGC0I). Prepositions were taught using a parody of Katy Perry’s ‘Firework’ (https://www.youtube.com/watch?v=3ZS2aZs19qo), and conjunctions were taught using a parody of Lady Gaga’s song ‘Paparazzi’ (https://www.youtube.com/watch?v=6Zxqqxesyvk). The songs came from a company named Songs from Scratch. As a resource, the link is included to the company, Songs from Scratch (http://songsfromscratch.com/).

On the same channel, there were three ELA parodies that taught great concepts; however, they are not based on current songs of today as the ones mentioned earlier. One was used to teach alliteration (https://www.youtube.com/watch?v=UkyIiSN8eKg), onomatopoeia (https://www.youtube.com/watch?v=s6i3WQNqUWk), and when to use apostrophes (https://www.youtube.com/watch?v=Hqr5uqhVTsA). See Appendix A for an annotated list of songs titles and song summaries.

Websites such as Teachers Pay Teachers charge users for their resources. However, the descriptions of what are available to be purchased from Teachers Pay Teachers include: lesson plans for writing parodies in a classroom, books on how to write parodies, PowerPoints for teaching parodies, and project ideas concerning students creating parodies of their own. My search of TeacherTube did not lead to any resources about parodies skills in elementary ELA. I found no songs pertaining to the writing process, but songs pertaining to the importance of reading were available.
The following chapter describes the process for creating the lyrics and parodies. Chapter Four will provide the ELA parodies that were researched for this thesis as well as the original parodies that I wrote with accompanying lesson plans. Chapter Five will discuss the concluding remarks, educational implications, personal reflections, and future plans.
Chapter Three: Methodology

My thesis explored the effects of using music as a tool in tandem with English language arts in order for students to improve ELA skills, in particular writing skills. This includes using music as a tool for learning through reading, as well as teaching writing skills and processes through song. I researched what current ELA teachers have used or created in regards to songs for ELA classrooms, and then created five original lyrics to current songs centered on the writing process. The songs are appropriate for a variety of elementary grade ELA classrooms and aligned with FSA Standards for writing. I completed this study during internship with inspiration from the students in my assigned classroom. A chart with the research schedules for my research can be found in appendix A.

The original songs are linked to Florida Standards, so that teachers would be able to easily identify concepts to songs. I showed what standards are met using the original songs by creating a table that included: the standard, the song, and the topic. Below is an example of how a table using fourth grade English language arts standards would be shown.

**Table 1: Standards for fourth grade concepts taught through song**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Song</th>
<th>Concept taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.4.W.2.5</td>
<td>To be determined (TBD)</td>
<td>The writing process; prewriting, drafting, editing, revising and publishing</td>
</tr>
<tr>
<td>LAFS.4.W.2.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.W.2.5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.R.2.6</td>
<td>Assess how point of view or purpose shapes the content and style of a text.</td>
<td></td>
</tr>
<tr>
<td>LAFS.4.L.3.5</td>
<td>Demonstrate understanding of word relationships, and nuances in word meanings.</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TBD</th>
<th>Point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Simile</td>
</tr>
<tr>
<td></td>
<td>Metaphor</td>
</tr>
<tr>
<td></td>
<td>Idiom</td>
</tr>
<tr>
<td></td>
<td>Antonyms</td>
</tr>
<tr>
<td></td>
<td>Synonyms</td>
</tr>
</tbody>
</table>
| LAFS.4.SL.2.4- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Any | Literary elements
The writing process |

This thesis explored the effects of using music as a tool in tandem with English language arts in order for students to improve their ELA skills. This included using music as a tool for learning through reading, as well as teaching writing processes through song. For this thesis I created five original lyrics to current songs centered on the writing process. In this chapter I described the overall plan for the creative products of this thesis. I discussed how music could be translated into the curriculum in order to be a tool for learning by demonstrating how it would look if I related the songs back to the standards. As an example, fourth grade standards were used. Chapter Four provides the creative products of this thesis, which are the five parodies along with the related lesson plans.
Chapter Four: Findings, Creative Products, and Related Lesson Plans

This thesis explored the effects of using music as a tool in tandem with English language arts in order for students to improve their writing skills. This included using music as a tool for learning through reading, as well as teaching writing processes through song. For this thesis I created five original lyrics to current songs centered on the writing process. First, this chapter provides the findings of my research in terms of ELA parodies that have already been published. This chapter provides the creative products of this thesis. The creative products include the five parodies that were created along with the related lesson plans.

Findings: Current Parodies

The table below consist of some of the findings of current parodies in ELA. There was a selection process for choosing which songs were included in the findings. The songs needed to be current songs of today, teaching ELA concepts, and available to the public.

Table 2: Current Parodies

<table>
<thead>
<tr>
<th>Link</th>
<th>Subject</th>
<th>Time</th>
<th>Lyrics</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.youtube.com/watch?v=hh62KQ7mujA">https://www.youtube.com/watch?v=hh62KQ7mujA</a></td>
<td>Pronouns</td>
<td>2:05</td>
<td>Lyrics included with the video</td>
<td>This video is about pronouns. It is a parody of Macklemore’s “Thrift Shop”. The song teaches the following pronouns: they, she, he, his, him, her, I, you, this, those, us, that,</td>
</tr>
<tr>
<td>Link</td>
<td>Type</td>
<td>Duration</td>
<td>Lyrics Included</td>
<td>Description</td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=01oRyUGGC0I">https://www.youtube.com/watch?v=01oRyUGGC0I</a></td>
<td>Homographs</td>
<td>2:09</td>
<td>Yes</td>
<td>Using the melody of Justin Beiber’s “Love yourself”, the song teaches students about homographs. The song not only defines the term homographs, but it also gives examples within the song.</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=3ZS2aZs19qo">https://www.youtube.com/watch?v=3ZS2aZs19qo</a></td>
<td>Conjunctions</td>
<td>3:48</td>
<td>Yes</td>
<td>Using the melody of Katy Perry’s “Firework” song this parody teaches conjunctions. It teaches students that conjunctions “make things combine” and “connect your words”. The song gives examples such as: but, so, or, yet, nor and for.</td>
</tr>
<tr>
<td>Video Link</td>
<td>Type</td>
<td>Duration</td>
<td>Lyrics Included</td>
<td>Description</td>
</tr>
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<td>------------------------------------------------</td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=6Zxqqxesyvk">https://www.youtube.com/watch?v=6Zxqqxesyvk</a></td>
<td>Prepositions</td>
<td>2:26</td>
<td>Lyrics included with the video</td>
<td>This parody teaches prepositions. The melody is Lady Gaga’s song “Paparazzi”. The video introduces students to common words that are classified as prepositions; the song then defines the purpose of prepositions. The video defines prepositions as words that “link a pronoun or noun to other words”. It also says that “they usually show location, time, or direction”. Words such as: below, in, over, on, and through are mentioned in the song.</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=UkyIiSN8eKg">https://www.youtube.com/watch?v=UkyIiSN8eKg</a></td>
<td>Alliteration</td>
<td>1:27</td>
<td>Lyrics included with the video</td>
<td>This song does not mimic a current song or song from today, but it still teaches students alliteration. The song is rapped. The song defines alliteration and teaches the concept in</td>
</tr>
<tr>
<td>Link</td>
<td>Topic</td>
<td>Duration</td>
<td>Lyrics Available</td>
<td>Description</td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=s6i3WQNqUWk">https://www.youtube.com/watch?v=s6i3WQNqUWk</a></td>
<td>Onomatopoeia</td>
<td>1:41</td>
<td>Lyrics included with the video</td>
<td>This video aims to teach students onomatopoeia. The song is not current nor popular, but it is still a great resource. The song defines onomatopoeia as by rapping “the sound of the word is the sound that it makes”. Every verse contains onomatopoeia in context.</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=Hqr5uqhvTsA">https://www.youtube.com/watch?v=Hqr5uqhvTsA</a></td>
<td>Apostrophes</td>
<td>1:49</td>
<td>Lyrics included with the video</td>
<td>This video teaches students about apostrophes. It has some comedic value because the song is sung by a pirate in a pirate accent. The song differentiates when to make a word possessive versus when to</td>
</tr>
</tbody>
</table>
Creative Products:

The songs that are in this section are the original lyrics created for this thesis. There are five songs in total; there is a song for each step of the writing process. The writing process includes the following steps: prewriting, drafting, revising, editing, and publishing.

1. Prewrite Maybe (Parody of Call Me Maybe by Carly Rae Jepsen): This song teaches students about prewriting. It is the first step in the writing process. The song highlights that prewriting means to brainstorm ideas onto paper.

   The teacher wrote down the prompt
   Looked like she would never stop
   I closed my eyes as she spelled
   And then she turned around

   I trade my soul for a wish
   That she won’t make me do this
   I wasn’t looking for this,
   But it was in the syllabus!

   I took the paper
   Blank page, nothing flowing
   Zone in, start brainstormin’
   Before I knew it I was saying!

   Hey I just wrote you, and this is crazy
But here’s my prewrite, so draft it maybe?
It’s hard to think of a topic baby!!!
But here’s my prewrite,
So draft it maybe!

Hey I just wrote you, and this is crazy
But here’s my prewrite, so draft it maybe?

And all of my peers, they try to inspire me
So here’s my prewrite, so draft it maybe?

I’m taking forever to plan
I still have nothing at all,
This block is like a wall
Why is it in my way?!?

I beg and borrow and build
At first sight and it’s real
I didn’t think I could do it
But it’s in my face

I took the paper
Blank page, nothing flowing
Zone in, start brainstormin’
Before I knew it I was saying!

Hey I just wrote you, and this is crazy
But here’s my prewrite, so draft it maybe?
It’s hard to think of a topic baby!!!
But here’s my prewrite,
So draft it maybe!

Hey I just wrote you, and this is crazy
But here’s my prewrite, so draft it maybe?
And all of my peers, they try to inspire me
So here’s my prewrite, so draft it maybe?

Before you came into my life,
I missed you so bad
I missed you so bad
I missed you so, so bad

Before you came into my life,
I missed you so bad
Prewriting’s where it’s at
I missed it so, so bad

It’s hard to think of a topic baby!!
But here’s my prewrite,
So draft it maybe!

Hey I just wrote you, and this is crazy
But here’s my prewrite, so draft it maybe?
And all of my peers, they try to inspire me
So here’s my prewrite, so draft it maybe?

Before you came into my life,
I missed you so bad
Prewriting’s where it’s at
I missed it so, so bad
Before you came into my life,
I missed you so bad
And you should know that

Yeah, Prewrite baby!

2. “Draftine” Bling (Parody of Hotline Bling by Drake): This song teaches students about drafting. It is the second step in the writing process. The song highlights that when it is time to write that the prewrite is used. Students are to transform their original ideas into sentences and paragraphs known as a “rough draft”.

I used to write down on my paper,
Back when it was time to draft,
Write down on my paper,
Back when it was time to draft,
And I know when that rough draft due,
That can only mean one thing.
Yeah I know when that rough drafts due,
Prewrite, I need help from you.

Ever since we had this essay due,
The teacher told us to get to brainstorming,
That part was so easy but transforming,
These ideas into a draft is super boring,
‘Cuz ever since like late this afternoon,
All I think about is how to compose,
These thoughts into some words so I can go home, 
And keep my grade so I can keep my iPhone.

I used to write down on my paper, 
Back when it was time to draft, 
Write down on my paper, 
Back when it was time to draft, 
Yeah I know when that rough draft due, 
That can only mean one thing 
Yeah I know when that rough draft due, 
Prewrite, I need help from you.

Ever since we had this essay due, due, due! 
Me and drafts just don’t get along 
Got me feeling like I’m doing wrong 
Sentences and grammar where does it belong? 
Ever since we had this essay due 
I wrote exactly what I planned for 
I’m running out of pages in my notebook 
Writing like I’ve never seen myself before

I used to write down on my paper, 
Back when it was time to draft, 
Write down on my paper, 
Back when it was time to draft, 
Yeah I know when that rough draft due, 
That can only mean one thing 
Yeah I know when that rough draft due, 
Prewrite, I need help from you

These days all I do is 
wonder if my writings getting complete or else? 
Wonder if it’s ready, been writing for so long 
Doing things I was taught 
Getting ready to write it out

You don’t need organizers 
You don’t need organizers, yeah 
Don’t have ideas alone 
Have clear ideas, let them flow 
Paragraph 1 through 4 . . .
Yeah

Make sure you focus yourself
Writing is what is counted

I used to write down on my paper,
Back when it was time to draft,
Write down on my paper,
Back when it was time to draft,
And I know when that rough draft due,
That can only mean one thing,
Yeah I know when that rough drafts due,
Prewrite, I need help from you.

Ever since we had this essay. . .
(dance/writing break)

3. **Closer (Parody of Closer by The Chainsmokers):** This song teaches students about revising. It is the third step in the writing process. The song teaches students that once they write they must revise their work. They are to rearrange and “get their words in order”.

Hey, I was doing just fine before
I wrote you
I wrote too much
And that’s an issue
But I’m okay

Hey, tell my friends
It was nice to know them
But with you I’ll never see them again. . .

Once the writing starts
Finish it completely then the revising starts and
Rereading starts
Then you start to take notes in the empty space
And I, I, I can’t stop
No I, I, I can’t stop

So essay pull me deeper into the full lines that
Take me over so..
I know I can see if I can better
say the ideas that were on there
Pull apart the different phrases
Of the writing that was done
By myself in English class
Revising gets your words in order

Revising gets your words in order (x2)

You look as good as the day I wrote you
I cannot forget why I wrote you, I must rephrase
Stay and insert a new paragraph
That will clarify ideas, okay

I know it makes more sense
Finally the hooks right I can’t hide my awe
And 2 weeks, that’s all
Now I’m confident in the class thus far
And I, I, I can’t stop
No I, I, I can’t stop

So, essay pulls me deeper into the full lines that
Take me over so..
I know I can see if I can better
say the ideas that were on there
Pull apart the different phrases
Of the writing that was done
By myself in English class
Revising gets your words in order

Revising gets your words in order (x2)

So essay pulls me deeper into the full lines that
Take me over so..
I know I can see if I can better
say the ideas that were on there
Pull apart the different phrases
Of the writing that was done
By myself in English class
Revising gets your words in order (revising gets your words in order)
Revising gets your words in order (revising gets your words in order)
Revising gets your words in order (revising gets your words in order)

Revising gets your words in order x2
Yes it gets your words in order
4. **Edit (Parody of *Cut It* by O.T. Genasis):** This song teaches students about editing. It is the fourth step in the writing process. The song highlights that students need to check their punctuation, grammar, and format their essays.

Oh! Yeah! Yeah!
Edit (x8)
Your essay’s way too much, you need to edit!
Your essay’s way too much, you need to edit!

Edit (x8)
Your essay’s way too much, you need to edit!
Your essay’s way too much, you need to edit!

Revising in class; it’s a regular
Hitting my teach on the elly, yeah
(brrr!)
Tell my rough draft that I’m sorry
I’m gonna scratch off, I’m not sorry
Keep number 2 by my side
I’m gonna write me a side
Note with passion and pride
Mess with my edits I’ll cry!

All of my teachers say what?
Ms. D I found me a plug
I got it straight out the nug

Keep it 100, no smudge
I fell in love, I’m so snug
Writing it down with the stubs
Wrote it down, but it slumped!

Editin’ whippin’
Lookin’ like I’m fishing
Movin’ me a sentence
With my hand I’m scriptin’
Whiteout on, it’s deletin’
Now my essay’s kickin’
Paragraph is stickin’
Now my peers are wishin’ (1:28)

They be steady trippin’
So I’m steady switchin’
I don’t mess with phony
‘Bout to finish an essay
All of these teachas ah on me
All my classmates ah on me,
Say my essay’s good
My teacha said to showww meh!

Edit (x8)
Your essay’s way too much, you need to edit!
Your essay’s way too much, you need to edit!

Edit (x8)
Your essay’s way too much, you need to edit!
Your essay’s way too much, you need to edit!

Went and wrote an essay with my revisions
A million words but some never touch
Their revisions!
I’m out at school messing with that teacha
Ms. D
Went to class gotta a grade for that essay!
Y-Y-You know I’ve been moving all that
if you know me
When I first did it, I tote my pencil,
I’m ready!

I ain’t coming to edit unless I got a my grammar pieced
I don’t want it, bump it, your essay you need to edit
Your format you need to check it
The font, the space, the indents
The punctuation, all slayin’
In my composition
Don’t skip the process
It’s time to talk publishing
Young students playing with edits
Revised first then I edited

I’ve been out here at this desk all my life, writing
I had to prewrite, draft, and revise
Wrong or right, I editin’
My writing, I love it
Put some finishing touches on it
And I learned to love it
But should I put the hook in?
5. **Publishing Magic (Parody of 24k by Bruno Mars):** This song teaches students about publishing. It is the final step in the writing process. The song highlights some of the work done throughout the writing process as well as celebrates the success of the students.

Tonight . . .
I just want to celebrate, I’m tired
Throw your hands up in the sky
Let’s set this one step off right

Writers!
Put yo fly pencils to the moon
Yo, what y’all trying to do?
That publishing magic’s in the air
Top to bottom no error
Uh, look out!

Pop, it’s showtime (showtime)
Showtime (showtime)
Guess who’s back again?
(brrrah!)
Oh they don’t know? (Go on tell’ em)
Oh they don’t know? (Go on tell’ em)
I bet they know soon
As we start readin’ (Show nuff!)

Went through prewriting (ya), then drafting (ya)
Revising and editing too (whoop, whoop!)
Don’t look too hard, might hurt ya’self
I’m known to follow the rules and have voice, too

Ooh snap!
I’m a dangerous student
With a brain in my head
(keep up)
So many peers around me
And they asking about the process
(keep up)
Don’t be mad! Take some notes
Ain’t my fault that you were talking’
(keep up)

Writers only, come on
Put yo fly pencils to the moon
Yo, what y’all trying to do?
That publishing magic’s in the air
Top to bottom; no error
Uh, look out!

Second verse for the strugglas (strugglas)
Slackas (slackas)
The 100’s and the 0 papers too (haha)
Can I preach? (Uh oh) Can I preach? (Uh oh)
I gotta show em how a teach get it in
First, take your time (time), do your plan (plan)
Spend your time like you got a lot of it
(uh,uh), Do your best
Got to blame it on testing
Hashtag stressed
But they ain’t ready for ya, ah!

You a dangerous student
With a brain in ya head
(keep up)
So many peers around ya
And they asking about the process
(keep up)
Don’t be mad! Make revisions
Ain’t my fault that you were dreaming
(keep up)

Writers only, come on
Put yo fly pencils to the moon
Yo, what y’all trying to do?
Publishing magic’s in the air
Top to bottom; no error
Uh, look out!
(Wooh), every line I read; they be like
Ooh, that writer (ooh)
every line I read they be like
Ooh, that writer (ooh)
every line I read they be like
Ooh, that writer ooh, Now, now, now
Now watch me break it down like (Uh)

Publishing magic, publishing magic
What’d you say?
Publishing magic, publishing magic
Come on now
Publishing magic, publishing magic
Don’t stop the feeling
Invite editing and. . .

Just put yo fly pencils to the moon
Yo, what y’all trying to do?
Publishing magic in the air
Top to bottom no error

Put yo fly pencils to the moon
Yo, what y’all trying to do? (Do)
That publishing magic’s in the air
Top to bottom; no error
Uh, look out!
(Publishing magic, magic, magic!)
Related Lesson Plans:
The lesson plans included in this section are original lesson plans created to correspond to the original lyrics to the current songs. The lessons are linked lessons and could be taught as a unit. There are a total of six: the first plan is an overview of the writing process as a whole, and the other five are steps of the writing process. These include prewriting, drafting, revising, editing, and publishing. Refer to Appendix B for related lesson plan handouts, anchor charts, visual aids, and the unit rubric.

Overview Lesson Plan: Writing Process

Name: Doranna Smith
Grade Level: Elementary grades (K-5)

Subject: English Language Arts (ELA)
Unit Title: Writing Process

Lesson Title: The writing Process
Estimated Time: 45 minutes

Standard/s (Next Generation Sunshine State Standard/s (NGSSS) or Florida Standard/s):
http://www.cpalms.org/Public/

Learning Goal/Target/Objective –

1. Students will be able to (SWBAT) define the terms writing process.
2. SWBAT discuss why the writing process is an important part of becoming a better writer.
3. SWBAT demonstrate their knowledge of the writing process by identifying the steps correctly.

Essential/Guiding Question(s):

1. Why is it important to practice writing?
2. Does writing have an order to it? Does the writing process have to be done “in order” for it to help us?

**Content:** Students will begin learning about the **writing process**.

**Writing Process:** The writing process is an approach to writing that entails the phases of prewriting, drafting, revising, editing, and publishing.**

Students will inquire about each of the steps and learn about components of each of the steps. They will then show mastery of the skill by completing an independent practice on the topic of the writing process.

**Key Vocabulary:**

- writing process
- prewriting
- drafting
- editing
- revising
- publishing
- “CUPS”
- “ARMS”

**Procedures:**

1. **Activate prior knowledge/Anticipatory Set/Hook:**
   - Ask students: *What are some things you like to write about?*
     - Allow students to answer (if small group give everyone a try; if whole group one student from each table (as an idea))
   - Ask: *When you write, how do you start? What are some of the things you have to do?*
     - Follow the same answering structure (potentially jot down some answers)
   - Say: What comes to mind when I say Writing Process? Think about that for 30 seconds.
     - Time the students for 30 seconds; allow them to share with their peers for 30 seconds before hearing their answers.
   - Define **Writing Process**.
     - Writing Process: The writing process is an approach to writing that entails the phases of prewriting, drafting, revising, editing, and publishing.
   - Create an anchor chart with the students going through each step. After this lesson, the chart can be hung up in the classroom so that throughout the school year students can refer back to it.
- Step 1: Prewriting → Decide on a topic; create a graphic organizer
- Step 2: Drafting → Use your graphic organizer to create paragraphs and sentences.
- Step 3: Revising → Read your draft; use ARMS (Add, Remove, Move, and Substitute) to improve your writing.
- Step 4: Editing → Use CUPS (Capitalization, Usage, Punctuation, and Spelling) to correct your writing.
- Step 5: Publishing → Write your final copy using your revisions and edits; pat yourself on the back for a job well done!

- Below is an example of an anchor chart. Additionally, the ARMS and CUPS information can be put into an anchor chart similarly to the one below.
- Students will review the steps together through choral reading as a class.
- Students will work in groups to complete a writing process review.
- Complete the exit slip.

https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwirmOOMtvXSAhUIPiYKHRvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM:
2. Check for understanding:

- Review the steps altogether; read them out loud. (To make it more engaging, say them in a funny way, chant them, say them to a beat, etc.).

3. Guided practice:

- Allow students to complete a review with each other in groups. Students will have to match the definitions with the term. If available, have students do this online at https://www.superteachertools.net/speedmatch/speedmatch.php?gamefile=1440160666#.WNhlg2_yvIU. If the technology is not available, then print the game out for the students.

4. Independent practice:

- Students will write the numbers 1-5 on a white board and list the steps to the writing process.

5. Closure:

- As an exit slip, give students a definition from the group activity and have them answer it correctly. If needed after unsuccessful answer, have the student refer to the anchor chart and come back to you.

Materials/Resources:
- Poster/butcher paper
- whiteboard (class)
- whiteboards (individual)
- board and paper markers
- table groups
- group activity

References:

https://www.bcps.org/offices/lis/writing/elementary/writing-process.html,
http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html,
https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwirmOOMtvXSAhUIPiYKHRvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM:,
https://www.google.com/search?q=writing+process+CUPS&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjP67_JtvXSAhWlyyYKHY5kC7sQ_AUIBigB&biw=1366&bih=638#imgrc=mjI0HV9yVcqlIM:,
https://www.superteachertools.net/speedmatch/speedmatch.php?gamefile=1440160666#.WNhlg2_yvIU

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Prewriting Lesson Plan

Name: Doranna Smith
Grade Level: Elementary

Subject: English Language Arts (ELA)
Unit Title: The Writing Process

Lesson Title: Prewrite Maybe
Estimated Time: 40 minutes

Standard/s (Next Generation Sunshine State Standard/s (NGSSS) or Florida Standard/s):

http://www.cpalms.org/Public/
Learning Goal/Target/Objective –

1. Students will be able to (SWBAT) define the terms writing process and graphic organizer, and prewrite.
2. SWBAT discuss why prewriting is an important step in the writing process.
3. SWBAT demonstrate their mastery of prewriting strategies by creating a foldable in which they define prewriting and identify 5 types of prewriting strategies.

Essential/Guiding Question(s):

1. Why is it important to practice writing?
2. Why is prewriting a necessary step in the writing process?

Content: Students will begin learning about prewriting in the writing process.

Key Vocabulary:
- Writing process
- Prewrite
- Bubble maps
- Clustering
- Freewriting
- Brainstorming/listing
- Drawing
- graphic organizer

Procedures:
1. Activate prior knowledge/Anticipatory Set/Hook:
   - Students will discuss with each other why they believe prewriting is important in the writing process.
   - Students will have a chance to share answers/opinions with their peers.
   - Tell the students that they are going to get to do a fun activity in which they are going to be singing songs. Give the students the lyrics printed on paper.
   - Read the lyrics with the students first without music (similar to a poem). Let them know that they will listen to the song now with music and to follow along on their papers.
   - Listen to the parody “Prewrite Maybe”
     - Tell students that while they listen to the song, listen for key facts; what does prewriting mean (answer should be ‘brainstorming’, ‘planning’/ what you’re going to write, or another related answer); look for student evidence from the lyrics:
       1. “I took the paper
       Blank page, nothing flowing

39
Zone in, start **brainstorming**

2. *I’m taking forever to plan*
   *I still have nothing at all,*
   *This block is like a wall*
   *Why is it in my way?!*

- Define prewrite with the students to ensure that everyone has the same idea/definition for what prewriting is; refer back to the writing process anchor chart to make the connection to the writing process (Step 1)

https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwirmOOMtvXSAhUIPiYKHRvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM:

- Discuss and show examples of different types of graphic organizers that could be used for prewriting.
- Have students create a foldable with the listed organizers: (there will be 6 flaps; the first flap will be ‘Prewrite’ and its definition).
  1. Bubble Map
2. Clustering


3. Freewriting
Example of Free Writing

Topic: Describe the most beautiful place you've seen.
I remember climbing to the top of Smolenskii cathedral in autumn, the leaves of St. Petersburg on fire, like an ocean of gold red leaving me breathless with its depth. Stretching out for miles and miles it was all I could see and suddenly the grime and sorrow of the city was drowned with beauty, God's beauty, God's love for everyone, his artistic touch meant just for me at this moment.

https://www.slideshare.net/dhoffmann/writing-process-8237088

4. Brainstorming/listing

Topic: My favorite person
My cousin Dani
Partner-in-crime
Shoulder to cry on
Wonderful
Beautiful, inside and out
Way too smart for her own good
Most obnoxious laugh
Never gets embarrassed
Always fun to be with

https://www.slideshare.net/LaurenBirdsongMA/class-topic-phases-of-writing

5. Drawing
2. **Check for understanding:**
   - observation
   - student evidence of definition
   - graphic organizer foldable

3. **Guided practice:**
   - Graphic Organizer Foldable

4. **Closure:**
   - Students will listen to the songs again. This time they will actually sing along!

**Materials/Resources:**

References:

- Idea/instructions for the foldable: http://graffscience.weebly.com/matter-foldable.html
- writing process anchor chart:
  https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&ved=0ahUKEwirmOOMtvXSAhUIpiYKHRYvNTrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM;
- Listing: https://www.slideshare.net/LaurenBirdsongMA/class-topic-phases-of-writing
- Freewriting: https://www.slideshare.net/dhoffmann/writing-process-8237088
- Drawing:

Drafting Lesson Plan

Name: Doranna Smith
Grade Level: Elementary
grades (k-5)

Subject: English Language Arts (ELA)
Unit Title: The Writing Process

Lesson Title: Draftline Bling
Estimated Time: 40 minutes

Standard/s (Next Generation Sunshine State Standard/s (NGSSS) or Florida Standard/s:

http://www.cpalms.org/Public/
Learning Goal/Target/Objective –

1. Students will be able to (SWBAT) define the terms writing process and drafting.
2. SWBAT discuss why drafting is an important step in the writing process after prewriting.
3. SWBAT demonstrate their mastery of the lesson by prewriting and transforming the prewriting into a draft.

Essential/Guiding Question(s):

- Why is a draft not the end of the writing process?
- Is a draft required to have all of the ideas used in a prewrite?

Content: Students will begin learning about drafting in the writing process.

Key Vocabulary:
- Writing process
- Prewriting
- Graphic organizer
- Drafting (rough draft)

Procedures:
1. Activate prior knowledge/Anticipatory Set/Hook:
   - Play the prewriting song and invite students to sing along.
   - At the close of the song, invite students to tell you what prewriting was
     - Use a cluster organizer as a reviewing technique. Write ‘Prewriting’ in a circle and stem ideas and concepts off of the center.
     - Ideas that students should mention include: graphic organizer, brainstorming, the writing process, clustering, listing, freewriting, drawing, bubble maps, etc.
   - Write the word ‘drafting’ on the board
   - Tell the students that they are going to hear another song. Give the students the lyrics to Dratline Bling printed on paper.
   - Read the lyrics with the students first without music (similar to a poem). Let them know that they will listen to the song now with music and to follow along on their papers.
   - Listen to the parody “Draftline Bling”
   - Ask: Based on the lyrics to the song, how would you define drafting? (Look for text evidence)
   - Answers may include: starting to write or rough draft
Student evidence may include:

1. “And I know when that rough draft due,
   That can only mean one thing,
   Yeah I know when that rough drafts due,
   Prewrite, I need help from you.”

2. “Ever since we had this essay due,
   The teacher told us to get to brainstorming,
   That part was so easy but transforming,
   These ideas into a draft is super boring,
   Cuz ever since like late this afternoon,
   All I think about is how to compose,
   These thoughts into some words so I can go home,
   And keep my grade so I can keep my iPhone.”

3. “Ever since we had this essay due, due, due!
   Me and drafts just don’t get along
   Got me feeling like I’m doing wrong
   Sentences and grammar where does it belong?
   Ever since we had this essay due
   I wrote exactly what I planned for
   I’m running out of pages in my notebook
   Writing like I’ve never seen myself before”

Define drafting as a group and refer back to the anchor chart for clarity.
https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&ved=0ahUKEwirmOOMtvXSAhUIPiYKHRvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM:

- Give students a prompt. Have students prewrite (they choose) and create a draft based on their planning. Students should aim to write 2 paragraphs.
  - Prewriting should be 5-8 minutes
  - drafting should be 15 minutes (remind students that drafting is still not a final draft so they should write with no pressure)
- Play the song for students again and invite them to sing along with you and the music. Tell them to have fun . . . it is a Drake song of all things!

2. **Check for understanding:**
   - independent practice of drafting

3. **Independent practice:**
   - Students will create drafts based off of a prewriting strategy of their choice

4. **Closure:**
   - Have students answer:

   *What does it mean to draft? How did prewriting help you to write your draft?*

**Materials/Resources:**
- paper
- anchor chart
- Draftline Bling and lyrics
- whiteboard
- markers
- Prewrite Maybe

References:

- Writing anchor chart:
  https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&ved=0ahUKEwirmOOMtvXS AhUPIYKHrYNQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFmCTLsM:

# Revising Lesson Plan

<table>
<thead>
<tr>
<th>Name: Doranna Smith</th>
<th>Grade Level: Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>grades (k-5)</td>
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<tr>
<th>Subject: English Language Arts (ELA)</th>
<th>Unit Title: The Writing Process</th>
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<tr>
<th>Lesson Title: Closer</th>
<th>Estimated Time: 40 minutes</th>
</tr>
</thead>
</table>

Standard/s (Next Generation Sunshine State Standard/s (NGSSS) or Florida Standard/s:

http://www.cpalms.org/Public/

Learning Goal/Target/Objective:
1. Students will be able to (SWBAT) define the terms *writing process* and *revising*.
2. SWBAT discuss why revising is an important step in the writing process.
3. SWBAT use the ARMS strategy while revising their own work as well as peer review writing.
4. SWBAT revise writing during a peer review.

**Essential/Guiding Question(s):**

1. What is revising?
2. What are the benefits of revising?
3. What are some questions to consider when revising?
4. Do you think that revision should be done by the writer or a partner?

**Content:** Students will be learning about revising. Revising is the third step of the writing process. Students will learn about the importance of revision and ways that revision can take place.

**Key Vocabulary:**
- Writing process
- Revising
- Peer review
- ARMS

**Procedures:**

1. **Activate prior knowledge/Anticipatory Set/Hook:**
   - Play the prewriting and drafting song while students are entering the classroom (make sure they are on repeat); invite students to sing along.
   - At the start of class, have students write about the first two steps of the writing process and how they work together to help us as writers.
     - Allow students to share their answers with a partner for 1 minute
   - Share with students that today will focus on the third step of the process: *revising*. Define revising and refer to the anchor chart. Let students know there is another song! Ask what they
predict the song is about. Do they notice a pattern for this unit? How do the songs usually relate to the topic?

- Pass out the lyrics to “Closer” and play it for students to listen to as they follow along.

https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwirmOOMtvXSAhU1pHYKHRvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM:

- Ask students to get out their drafts from the day before
- Have students reread their 2 paragraphs silently.
  - Share that they should be thinking of the answers to these questions found at ReadWriteThink!: [http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/revise-edit-30116.html](http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/revise-edit-30116.html) (there are other self-reflecting questions included in the article)

- Is my purpose for writing clear?
- Have I considered the questions and concerns of my audience?
- Have I written in the form and style appropriate for this genre of writing? For example, does my book review look and read like a book review?
- Have I included sufficient examples and supporting details?

- Now that the writing is fresh in their heads, introduce the acronym “ARMS”. Fold the anchor chart in half to only see the ARMS side.
Students will read writing again and use ARMS in order to get their words in order. **Use a colored writing utensil**

- Now, have students pair off; discuss what it means to “peer review”
  - Peer review: evaluating/checking the work that is written by another person other than yourself in order to improve its quality.

- Discuss proper etiquette while peer reviewing writing. Pass out the peer review handout for the students to refer back to. (Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html)
Peer Edit with Perfection!
Handout

There are three steps to good peer editing:

1. **Compliment** the author
   - What are a few things that you liked about the author's writing?

2. **Make specific suggestions** regarding the author's
   - Word choice
   - Use of details
   - Organization
   - Sentence length
   - Topic

3. **Mark corrections** on the writing piece
   - Look for spelling, grammar, and punctuation mistakes.

In addition, remember to:

- Stay positive!
- Be specific!
- Allow students to swap papers with their partners to read the writing and revise anything they feel would make the writing better.
  - Students should find that sometimes we miss errors in our writing! That is okay!

- Students should switch papers again; they should have their own paper now.
- Students should go back to their original seats.

1. **Check for understanding:**
   - Teacher observation while students revise individually as well as during the peer review

2. **Independent practice:**
   - Students will revise and peer review.

3. **Closure:**
   - Play the song Closer in the background as students answer the following questions on an exit slip:
     1. What is revising?
     2. What are the benefits of revising?
     3. What are some questions to consider when revising?
     4. What was your experience with peer review? How did this benefit you? If not, then why did it not benefit you?

**Materials/Resources:**

- drafts
- anchor chart (writing process and ARMS/CUPS)
- Closer song and lyrics
- Colored writing utensils
- Prewrite Maybe and Draftline Bling song

References:

Writing anchor chart:
https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&ved=0ahUKEwirmOOMtvXSAhUIPiYKHrvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM;
https://www.google.com/search?q=writing+process+CUPS&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjP67_JtvXSAhWiyYKH5k7sQ_AUIBigB&biw=1366&bih=638#imgrc=mjI0HV9yVcqI;
https://www.superteachertools.net/speedmatch/speedmatch.php?gamefile=1440160666#.WNhlg2_yyIU

Revising questions: http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/revise-edit-30116.html

Peer review: http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html

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Editing Lesson Plan

Name: Doranna Smith
grades (k-5)

Subject: English Language Arts (ELA)
Process

Lesson Title: Edit
minutes

Grade Level: Elementary

Unit Title: The Writing

Estimated Time: 40
Learning Goal/Target/Objective:

1. Students will be able to (SWBAT) participate in a classroom rap battle in order to help them define the term editing.
2. SWBAT discuss the difference between editing and revising in the writing process.
3. SWBAT use the CUPS strategy while editing their own revised work.

Essential/Guiding Question(s):

1. What is editing?
2. What is the difference between revising and editing?

Content: Students will be learning about the fourth step in the writing process: editing.

Key Vocabulary:
- Edit (editing)
- Revising
- CUPS
- Writing process

Procedures:
1. **Activate prior knowledge/Anticipatory Set/Hook:**
   - Review revising and the ARMS strategy.
   - Allow student to see the full anchor chart in order to learn about the editing strategy CUPS
Writing Anchor Chart:
https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&ved=0ahUKEwirmOOMtvXSAhUIPlYKHRvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM:

ARMS/CUP Chart:
https://www.google.com/search?q=writing+process+CUPS&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjP67_JtvXSAhWIyyYKHY5kC7sQ_AUIBigB&biw=1366&bih=638#imgrc=mjI0HV9yVcqlM:

- Students will define editing using the anchor chart
- In the same groups, they will compare and contrast editing and revising.
- They can use a Venn Diagram for this exercise (1 per group)
- Split the class in half. Half of the students should go to one side and vice versa.
- Tell students that today they are going to have a rap battle. Let them know that you’re the M.C. for the day and will be in charge of the “editing rap battle”. Pass out the lyrics to “Edit”.
  - Assign the stanzas into 1’s and 2’s. (do every other stanza so that the students can take turns reading)
  - Students should mark or highlight their parts.
- Allow students to follow along on their papers as you play the song aloud; students should pick up the rhythm of their parts if they do not know the song already.
- Have a practice round for the students. Let them know that it is a battle—a competition! **The score is out of 11 points.** The side that wins will be the one who: is the “hypest”, annunciates the clearest, and can answer the questions correctly at the end of the battle. (2 points)
  - Next, give it a shot! Play the song and let the students rap it out!
2. Check for understanding:
   - Teacher observation
   - Comprehension questions of the lyrics and question from the information in the ARMS/CUPS anchor chart

3. Guided practice:
   - Comprehension questions of the lyrics and question from the information in the ARMS/CUPS anchor chart

4. Independent practice:
   - Students will edit their revised writing

5. Closure:
   - **Questions from content information: (3 points)**
     
     - What is the difference between revising and editing? (2)
     - What does the acronym “CUPS” stand for? (1)

   - **Questions from lyrics: Fill in the blanks! (6 points)**
     
     - Mess with my edits ____________! (1)

     (Answer from lyrics; stanza 3)
     
     ...Keep number 2 by my side
     I’m gonna write me a side
     Note with passion and pride
     Mess with my edits I’ll cry!

     - You’re __________ way too much, you need to ___________! (2)

     (Answer from the lyrics; hook)

     Edit (x8)

     Your essay’s way too much, you need to edit!
     Your essay’s way too much, you need to edit!

     - I ain’t coming to edit unless I got a my ____________ pieced

     - The________________, all slayin

     - Revised first then I _____________
(Answers from lyrics; stanza 10)

**I ain’t coming to edit unless I got a my grammar pieced**

*I don’t want it, bump it, your essay you need to edit*

*Your format you need to check it*

*The font, the space, the indents*

**The punctuation, all slayin**

*In my composition*

*Don’t skip the process*

*It’s time to talk publishing*

*Young students playing with edits*

**Revised first then I edited**

**Materials/Resources:**

- Edit song and lyrics
- Anchor charts (Writing process and ARMS/CUPS)
- Venn diagram
- Closure activity

**References:**

Writing anchor chart:
https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&ei=ziIwV6laJKoh4AJSk4KgOQ&ved=2ahUKEwjP67_JtvXSAhWIyyYKHv5kAUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM:
https://www.google.com/search?q=writing+process+CUPS&source=lnms&tbm=isch&sa=X&ved=2ahUKEwirwOONtvXSAhUIyRKvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=mjI0HV9yVcqlM:

Editing: http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/revise-edit-30116.html

Venn diagram: https://www.teacherspayteachers.com/Product/FREEBIE-Venn-Diagram-wlines-908461

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**Publishing Lesson Plan**
Name: Doranna Smith  Grade Level: Elementary
grades (k-5)

Subject: English Language Arts (ELA)  Unit Title: The Writing Process

Lesson Title: Publishing Magic  Estimated Time: 40 minutes

Standard/s (Next Generation Sunshine State Standard/s (NGSSS) or Florida Standard/s):

http://www.cpalms.org/Public/

Learning Goal/Target/Objective –

1. Students will be able to (SWBAT) define publishing.
2. SWBAT identify and correctly pair the steps of the writing process.
3. SWBAT demonstrate their mastery of the writing process through writing samples and an assessment in which they answer the questions with 80% accuracy.

Essential/Guiding Question(s):

- What does it mean to publish writing?
- What should be included in a published piece of writing?
- How does writing change as it goes through the writing process?

Content: Students will be learning about the final step in the writing process, publishing. They will also complete an assessment on the writing process.

Key Vocabulary:

- Writing process
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Graphic organizer
- Bubble maps
- Clustering
- Freewriting
- Brainstorming/listing
- Drawing
- CUPS
- ARMS

**Procedures:**

1. **Activate prior knowledge/Anticipatory Set/Hook:**

   - Have students reflect on the epic editing rap battle from the day before
   - Have them edit their revised work as a bell work. Give about 5-6 minutes for this.
     - Let students tell you what the last step of the writing process is.
     - (Publishing).

   ![Writing Process Anchor Chart](https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwirmOOMtvXSAhUIPiYKHRvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM:
   - Discuss with students that publishing is your final copy; you must include all of your revisions and edits within your writing.
   - Have students take out a clean sheet of lined paper (supply it if necessary).
     - Students will rewrite their work; it should be error-free and neatly
written.

- Have students answer the following reflection questions when they are finished rewriting their writing:
  
  - What do you notice about the progression of your writing as it went through the writing process (prewriting to publishing)? Did it change in length? What about in voice?

- Give the lyrics to the song “Publishing Magic” to the students, and allow the students to read along as the song plays (invite them to sing along) for students; allow them to celebrate completing the writing process.
- Let the students know that they will be completing an assessment about the writing process—they will be turning in all of their work from this unit into a folder and turn it in for a grade.

2. **Check for understanding:**
   - Published writing
   - Assessment rubric

3. **Assessment and Monitoring:**

   - Summative assessment: Writing process assessment rubric
   - Writing process samples (all of the student evidence collected. This includes prewriting, drafting, and revising, editing, and published work.)
     - NOTE: Drafting, revising and editing will all be on one paper! Therefore you will collect a total of three pages.

   The rubric that I created shows a way to make a summative assessment to determine student mastery of the writing process unit. The rubric is adjustable. Because the lesson plans in this thesis are linked, students would create a portfolio to maintain for the duration of the unit. The collected items should include the review from the overview, the student prewriting, drafting, revising, editing, and the student published writing.
<table>
<thead>
<tr>
<th>Overview</th>
<th>Unsatisfactory (0-1)</th>
<th>Satisfactory (2-3)</th>
<th>Excellent (4-5)</th>
<th>Point Earned (30 total)</th>
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<tbody>
<tr>
<td>The student not able to</td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
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<tr>
<td>identify the steps of the</td>
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<td>identified all of</td>
<td>identified all</td>
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<td>writing process. The</td>
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<td>the writing process</td>
<td>of the writing</td>
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<td>in the overview game.</td>
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<td>student participated</td>
<td>student</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>overview game.</td>
<td>overview game.</td>
<td>overview game.</td>
<td></td>
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</tbody>
</table>

<p>| Prewriting                    | The student can      | The student can    | The student can|                         |
|                               | identify and define  | discuss what       | discuss what   |                         |
|                               | the prewriting       | prewriting is.     | prewriting is  |                         |
|                               | step, but cannot     | The student        | and why it is  |                         |
|                               | discuss the          | successfully        | why it is      |                         |
|                               | importance of what   | used a graphic     | important.     |                         |
|                               | prewriting is and     | organizer to       | The student    |                         |
|                               | why it is important. | brainstorm.        | successfully   |                         |
|                               | The student did      |                   | used a graphic |                         |
|                               | not use a graphic    |                   | organizer to   |                         |
|                               | organizer to         |                   | brainstorm.    |                         |
|                               | brainstorm.          |                   |                |                         |</p>
<table>
<thead>
<tr>
<th>Drafting</th>
<th>The student can identify and define the drafting step. The student did not create a draft based off of their graphic organizer.</th>
<th>The student can identify and define the drafting step. The student creates a one paragraph draft based off of their graphic organizer.</th>
<th>The student can identify and define the drafting step. The student creates a two paragraph draft based off of their graphic organizer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revising</td>
<td>The student can identify and define the revising step. The student does not revise their drafts.</td>
<td>The student can identify and define the revising step. The student revised part of their draft.</td>
<td>The student can identify and define the revising step. The student revised their and complete draft.</td>
</tr>
<tr>
<td>Editing</td>
<td>The student can identify and define the editing step. The student does not participate in the class activity at all.</td>
<td>The student can identify and define the editing step. The student participate in the class activity.</td>
<td>The student can identify and define the editing step. The student participates in the class activity.</td>
</tr>
<tr>
<td></td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
Publishing
The student can identify and define publishing. The student does not turn in a published product.
The student can identify and define publishing. The student turns in a published product with few errors.
The student can identify and define publishing. The student turns in a published product with no errors.

Total

Materials/Resources:
- Lined paper
- Publishing Magic song and lyrics
- Writing process anchor chart
- Writing process rubric

References:
Writing anchor chart:
https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwirmOOMtvXSAhUPlYKHRYNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLsM:
In this chapter I shared information and resources that I found when researching musical parodies for teaching ELA. In addition, this thesis explored the effects of using music as a tool in tandem with English language arts in order for students to improve their ELA skills. This included using music as a tool for learning through reading, as well as teaching writing processes through song. For this thesis I created five original lyrics to current songs centered on the writing process. I included the creative products within this chapter. This included the original lyrics to current songs, the song titles, and the original title and artist. Lastly, this chapter contained the lesson plans that are related to the parodies created in this thesis. Chapter five will share ideas surrounding the educational implications for elementary teachers in language arts and across many disciplines as well as plans for future research.
Chapter Five: Conclusion and Future Research

This thesis explored the effects of using music as a tool in tandem with English language arts in order for students to improve their ELA skills. This included using music as a tool for learning through reading, as well as teaching writing processes through song. For this thesis I created five original lyrics to current songs centered on the writing process. In this section, I will share closing remarks as I reflect on this thesis. In addition, I will share ideas surrounding the educational implications for elementary teachers in language arts and across many disciplines as well as plans for future research.

**Personal Reflections**

Lessons Learned

In completing this thesis, I have learned many things. Some of the lessons that I learned have been academic and will be of great assistance to me during my future graduate and doctoral studies. Some of the lessons I’ve learned include how to research, how to synthesize information, and how to reference academic works. I have learned about services on campus that I would not have known of had it not been for this thesis. Some of the services include the library and librarian services. The workshops and other appointment based meeting teach you how to maneuver through the databases of the University’s online library system. Some of the topics of discussion included how to narrow a search, how to save articles and pages, and how to determine a reliable source from a non-reliable source. Other academic advantages this thesis provided me with was the opportunity to work with doctoral level professors and staff in my
undergraduate career. Both the rigor of the Honors in the Major (HIM) program and the expectations of committee members allows one to work past what they thought was possible. They also provide support that you would need being a student. To name a few ways that committee members showed support towards my thesis incorporated reserving rooms, meeting face to face during a spare moment of time, countless phone conferences, emailing, suggesting, commenting, and connecting me to other faculty and staff. Most of all, the committee assisted me tremendously in the overall research process. The research process is an all-encompassing term to describe the committee selection process, the research, the proposal writing, the creative projects and findings, and the thesis writing are all tasks that required great support from my committee.

The Writing Process

This research had several benefits for me as a learner as well as a future educator. One benefit was that the research process allowed me myself to go through the writing process. One thing that is a part of my teaching philosophy is that you should never have your students’ do something that you as a teacher is not willing to do. Students need both exemplary and not such exemplary examples in order to grow as learners. Throughout this experience I went through prewriting, drafting, revising, editing, and to my excitement, publishing. One thing that I would tell my future students is: I know that it can be frustrating. Writing is a task that develops over time, however nobody ever really perfects it. Some of the best writers in the world have editing teams in place to assist them. Instead, I would want my future students to view writing as a craft. As with any craft you must practice in order to improve. Through this experience of thesis
writing, I began to look at the writing process as a means to practice writing. I would want to translate this to my students as we learned about writing all together.

**Educational implications**

This thesis focused on the effects of using music as a tool in tandem with English language arts in order for students to improve their ELA skills. This included using music as a tool for learning through reading, as well as teaching writing skills and processes through song. This thesis concentrated on creating at least five original lyrics to current songs centered on the writing process.

In completing this thesis, I enjoyed thinking through the eyes of a future educator. I created a way to integrate music into the language arts curriculum in order to increase student engagement and learning of the writing process. Using music as a teaching tool affords students the unique opportunity to improve skills such as phonemic awareness, rhyme, and fluency. The writing process is essential for elementary grade students due to the Florida Standards Assessment (FSA) for writing. As stated earlier in this thesis, because the songs are already flooding the internet and social media, as well as echoing in the background of children’s lives, music could motivate and enhance both reading and writing abilities. And, because the songs resonate with students in this era, their level of engagement would be elevated.

One thing that struck me in doing this thesis is the fact that more and more schools are opting to decrease or eliminate special area courses, including music. This is not a good idea. Music allows students to develop skills in both reading and writing. In an article written by Laura Lewis Brown, Mary Luehrisen states that “A music-rich experience for children of
singing, listening and moving is really bringing a very serious benefit to children as they progress into more formal learning” (Brown, 2017, n.p.).

To support this, and similarly to Howard Gardner’s theory of multiple intelligences presented in this thesis, the National Association for Music Education (NAME) notes that having music in school helps to “develop the areas of the brain related to language and reasoning” (NAME, 2014, n.p.). In addition to developing areas of the brain and reasoning, the NAME discusses how music has a multitude of benefits. Some of these benefits mentioned included student engagement, pattern recognition, improved eye-coordination, fine-tuned auditory skills, and memorization skills. Lastly, a group called the Children’s Music Workshop reported that linking familiar songs to new information can also help imprint information on young minds (Brown, 2017, n.p.). This is the very goal of my research thesis.

**Future Research**

If I had another six months to explore this thesis further, I would want to fill out IRB paperwork in order to receive feedback from human subjects. While I believe that this thesis provided research and practices that are beneficial in the classroom, receiving both teacher and student feedback would be useful in determining the effectiveness of the findings. Teachers could be sent surveys in which they determine whether or not they would use music in the way this thesis explores in their own classrooms. Likewise, student feedback would allow me as the teacher to measure their growth and mastery of material. In addition to mastery and growth, one of the topics this thesis sought to discover was how to elevate student engagement. Completing
an IRB form would allow me to have the student contact and data that I would need to make the conclusion possible.

Another idea that would help to further this thesis would be to record the songs in a studio, or to find a software program that has a high quality sound. Reasons such as health, time, and money deterred this from occurring in this thesis. However, the songs that were recorded gave great examples of how the pedagogical parodies would sound. After recording the songs, it would be my desire to create videos to go along with the songs. The videos that would be made could consist of me with volunteered people for extras, or the videos would consist of me with students. Adding students would create the engagement that was discussed in the thesis, but as stated before, an IRB form would be essential for completing this task.

If I could continue this idea for my Master’s thesis, I would like to expand the topic beyond the writing process I would delve deeper into content such as literary elements, main idea, author’s purpose, types of writing (i.e. argument, narrative, or opinion), story structure, topic sentences, etc. As my internship II experience is coming to a close soon, I have learned more of what students are mastering in class. When it comes to the grades that take the FSA test, it is vital that they understand most of the topics that I mentioned creating music for. Using music as a tool for learning in tandem with English Language Arts (ELA) instruction would engage students, assists in memory, and promotes the use of ELA skills.
References


Appendix A: Proposed Charts
## Appendix A

### Proposal Charts

#### Timeline for my proposed research for the summer (May - August)

<table>
<thead>
<tr>
<th>Date of completion</th>
<th>What is completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20</td>
<td>Timeline due</td>
</tr>
<tr>
<td>June 1</td>
<td>Send in rough draft with corrections from the end of last semester including methodology, what, and how</td>
</tr>
<tr>
<td>June 9</td>
<td>Turn in paper again based on feedback if returned</td>
</tr>
<tr>
<td>June 22</td>
<td>Format and touch up</td>
</tr>
<tr>
<td></td>
<td>FTCE EXAM BREAK</td>
</tr>
<tr>
<td>July 14</td>
<td>Final Touches</td>
</tr>
<tr>
<td>July 20</td>
<td>Turn into committee</td>
</tr>
<tr>
<td>August 5</td>
<td>Due to BHC</td>
</tr>
</tbody>
</table>

#### Timeline for my proposed research for the fall (August - December)

<table>
<thead>
<tr>
<th>Date of completion</th>
<th>What is completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 20</td>
<td>Turn in proposal to committee</td>
</tr>
<tr>
<td>August 5</td>
<td>Turn in proposal</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 26</td>
<td>Gather information about the writing process and literary devices</td>
</tr>
<tr>
<td>September 9</td>
<td>Choose/pair content with current songs</td>
</tr>
<tr>
<td>October 12</td>
<td>Have drafts of songs; share with chair</td>
</tr>
<tr>
<td>November 16</td>
<td>Finalize songs and record them</td>
</tr>
<tr>
<td>November 23 (TBD)</td>
<td>Present songs to chair and committee</td>
</tr>
<tr>
<td>November 23</td>
<td>Have all songs (at least five) recorded and put into a file and or CD</td>
</tr>
<tr>
<td>November 30</td>
<td>Create a timeline for the Spring</td>
</tr>
</tbody>
</table>

**Timeline for my proposed research for the spring (January- May)**

<table>
<thead>
<tr>
<th>Date of completion</th>
<th>What is completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/02/2016</td>
<td>Turn in Intent to graduate</td>
</tr>
<tr>
<td>01/31/2017</td>
<td>Go through each song to clean up lyrics (email to Jennings)</td>
</tr>
<tr>
<td>First week in February</td>
<td>Meet with chair; create a letter to send to connections; (start to record if ready)</td>
</tr>
<tr>
<td></td>
<td>Discuss when to have formatting appointment</td>
</tr>
<tr>
<td>02/06/2017</td>
<td>Send out letters via email</td>
</tr>
<tr>
<td>02/06-02/16/2017</td>
<td>Record songs (if not already finished)</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>02/19/2017</td>
<td>Create questions/prompts for teachers about the effectiveness of the songs created and the likeliness of trying them in their classrooms</td>
</tr>
<tr>
<td>03/03/2017</td>
<td>Last day to request defense</td>
</tr>
<tr>
<td>03/03-03/19/2017</td>
<td>-Create lesson plans</td>
</tr>
<tr>
<td><em><strong>03/10/2017</strong></em></td>
<td><em><strong>Attending the Thesis workshop preparing for defense</strong></em></td>
</tr>
<tr>
<td>03/20-03/24/2017 (OCPS SPRING BREAK)</td>
<td>Type up and revise plans and conclusions</td>
</tr>
<tr>
<td>03/24/2017</td>
<td>Last day to attend an initial format review appointment</td>
</tr>
<tr>
<td>03/31/2017</td>
<td>Submission to Turnitin through thesis chair</td>
</tr>
<tr>
<td>04/07/2017</td>
<td>Thesis defense deadline</td>
</tr>
<tr>
<td>04/18/2017</td>
<td>Thesis approval from and thesis attachment due to BHC @ 4:30</td>
</tr>
<tr>
<td>04/21/2017</td>
<td>Final submission due to UCF Library @ 5</td>
</tr>
<tr>
<td>04/24/2017</td>
<td>HIM Exit survey due</td>
</tr>
</tbody>
</table>
Appendix B: Table of ELA Elementary Standards
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade</th>
<th>Song Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.5.L.1.1-</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Prewrite Maybe</td>
<td></td>
</tr>
<tr>
<td>a. Demonstrate fluent and legible cursive writing skills.</td>
<td>Draftline Bling</td>
<td></td>
</tr>
<tr>
<td>b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
<td>Edit</td>
<td></td>
</tr>
<tr>
<td>c. Form and use the perfect (e.g., <em>I had walked</em>; <em>I have walked</em>; <em>I will have walked</em>) verb tenses.</td>
<td>Closer</td>
<td></td>
</tr>
<tr>
<td>d. Use verb tense to convey various times, sequences, states, and conditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Recognize and correct inappropriate shifts in verb tense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Use correlative conjunctions (e.g., <em>either/or, neither/nor</em>).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAFS.5.L.1.2-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
</tr>
<tr>
<td>a. Use punctuation to separate items in a series.</td>
<td></td>
</tr>
<tr>
<td>b. Use a comma to separate an introductory element from the rest of the sentence.</td>
<td></td>
</tr>
<tr>
<td>c. Use a comma to set off the words yes and no (e.g., <em>Yes, thank you</em>), to set off a tag question from the rest of the sentence (e.g., <em>It’s true, isn’t it?</em>), and to indicate direct address (e.g., <em>Is that you, Steve?</em>).</td>
<td></td>
</tr>
<tr>
<td>d. Use underlining, quotation marks, or italics to indicate titles of works.</td>
<td></td>
</tr>
<tr>
<td>e. Spell grade-appropriate words correctly, consulting references as needed.</td>
<td></td>
</tr>
<tr>
<td>LAFS.5.L.2.3-</td>
<td>5</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td></td>
</tr>
<tr>
<td>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</td>
<td></td>
</tr>
<tr>
<td>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
<td></td>
</tr>
</tbody>
</table>
### LAFS.5.W.1.1-
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
d. Provide a concluding statement or section related to the opinion presented.

### LAFS.5.W.1.2-
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e.</td>
<td>Provide a concluding statement or section related to the information or explanation presented.</td>
</tr>
</tbody>
</table>

LAFS.5.W.1.3-
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.5.W.2.4</td>
<td>5</td>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td>LAFS.5.W.2.5</td>
<td></td>
<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
<tr>
<td>LAFS.5.W.2.6</td>
<td></td>
<td>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</td>
</tr>
<tr>
<td>LAFS.5.W.4.10</td>
<td>5</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>Standard</td>
<td>Requirement</td>
<td>5</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>LAFS.K12.L.1.1</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Draftline Bling</td>
</tr>
<tr>
<td><strong>LAFS.K12.L.1.2</strong></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Edit</td>
</tr>
<tr>
<td><strong>LAFS.K12.W.1.1</strong></td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>Close</td>
</tr>
<tr>
<td><strong>LAFS.K12.W.1.2</strong></td>
<td>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>Edit</td>
</tr>
<tr>
<td><strong>LAFS.K12.W.1.3</strong></td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td>Publishing Magic</td>
</tr>
<tr>
<td>Standard</td>
<td>Level</td>
<td>Step 1</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>LAFS.K12.W.2.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>5</td>
<td>Prewrite Maybe</td>
</tr>
<tr>
<td>LAFS.K12.W.2.5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.W.2.6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
<td>5</td>
<td>Prewrite Maybe</td>
</tr>
<tr>
<td>LAFS.K12.W.4.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.4.W.2.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
<td>4</td>
<td>Prewrite Maybe</td>
</tr>
<tr>
<td>LAFS.K12.W.2.5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| LAFS.4.SL.2.4- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | 4 | Prewrite Maybe
Draftline Bling
Edit
Closer
Publishing Magic |
### LAFS.3.L.1.1-
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate beginning cursive writing skills.
2. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
3. Form and use regular and irregular plural nouns.
4. Use abstract nouns (e.g., childhood, friendship, courage).
5. Form and use regular and irregular verbs.
6. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
7. Ensure subject-verb and pronoun-antecedent agreement.
8. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
9. Use coordinating and subordinating conjunctions.

### LAFS.3.L.1.2-
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Capitalize appropriate words in titles.
2. Use commas in addresses.
3. Use commas and quotation marks in dialogue.
4. Form and use possessives.
5. Use conventional spelling for high-frequency and other studied words.
and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
**LA.FS.3.L.2.3**
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

| 3 | Prewrite Maybe Draftline Bling Edit Closer Publishing Magic |
| LAFS.3.W.1.1- | 3 | Write opinion pieces on topics or texts, supporting a point of view with reasons.  
| | | a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
| | | b. Provide reasons that support the opinion.  
| | | c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  
| | | d. Provide a concluding statement or section.  
| LAFS.3.W.1.2- | | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
| | | a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  
| | | b. Develop the topic with facts, definitions, and details.  
| | | c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  
| | | d. Provide a concluding statement or section.  
| LAFS.3.W.1.3- | | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
| | | a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
| | | Prewrite Maybe  
| | | Draftline Bling  
| | | Edit  
| | | Closer  
<p>| | | Publishing Magic |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</td>
</tr>
<tr>
<td>c.</td>
<td>Use temporal words and phrases to signal event order.</td>
</tr>
<tr>
<td>d.</td>
<td>Provide a sense of closure.</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LAFS.3.W.2.4</td>
<td>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td>LAFS.3.W.2.5</td>
<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
</tr>
<tr>
<td>LAFS.3.W.2.6</td>
<td>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</td>
</tr>
<tr>
<td>LAFS.3.W.4.10</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>LAFS.K12.L.1.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>LAFS.K12.L.1.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>LAFS.2.L.1.1-</td>
<td>2</td>
</tr>
<tr>
<td>-------------</td>
<td>---</td>
</tr>
<tr>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
</tr>
<tr>
<td>a. Demonstrate legible printing skills.</td>
<td></td>
</tr>
<tr>
<td>b. Use collective nouns (e.g., group).</td>
<td></td>
</tr>
<tr>
<td>c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</td>
<td></td>
</tr>
<tr>
<td>d. Use reflexive pronouns (e.g., myself, ourselves).</td>
<td></td>
</tr>
<tr>
<td>e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</td>
<td></td>
</tr>
<tr>
<td>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
<td></td>
</tr>
<tr>
<td>g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <em>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</em>).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAFS.2.L.1.2-</th>
<th></th>
<th>Draftline Bling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Capitalize holidays, product names, and geographic names.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use commas in greetings and closings of letters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use an apostrophe to form contractions and frequently occurring possessives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>LAFS.2.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>a. Compare formal and informal uses of English.</td>
<td></td>
</tr>
<tr>
<td>LAFS.2.W.1.1</td>
<td>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</td>
<td>2</td>
</tr>
<tr>
<td>LAFS.2.W.1.2</td>
<td>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
<td></td>
</tr>
<tr>
<td>LAFS.2.W.1.3</td>
<td>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Level</td>
<td>Tools</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>LAFS.2.W.2.5- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
<td>2</td>
<td>Draftline Bling, Edit, Closer, Publishing Magic</td>
</tr>
<tr>
<td>LAFS.2.W.2.6- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.L.1.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>2</td>
<td>Prewrite Maybe, Draftline Bling, Edit, Closer, Publishing Magic</td>
</tr>
<tr>
<td>LAFS.K12.L.1.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.W.2.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.W.2.5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.W.2.6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
<td></td>
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<tr>
<td>2</td>
<td>Prewrite Maybe</td>
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<tr>
<td></td>
<td>Draftline Bling</td>
<td></td>
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<tr>
<td></td>
<td>Edit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closer</td>
<td></td>
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<tr>
<td></td>
<td>Publishing Magic</td>
<td></td>
</tr>
</tbody>
</table>
LAFS.1.L.1.1-
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print all uppercase and lowercase letters.
   b. Use common, proper, and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
   e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   f. Use frequently occurring adjectives.
   g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   h. Use determiners (e.g., articles, demonstratives).
   i. Use frequently occurring prepositions (e.g., during, beyond, toward).
   j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

LAFS.1.L.1.2-
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.
   c. Use commas in dates and to separate single words in a series.
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Code</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.1.W.1.1- Write opinion pieces in which they introduce the topic or</td>
<td>1</td>
<td>Prewrite Maybe</td>
</tr>
<tr>
<td>name the book they are writing about, state an opinion, supply a reason</td>
<td></td>
<td>Draftline Bling</td>
</tr>
<tr>
<td>for the opinion, and provide some sense of closure.</td>
<td></td>
<td>Closer</td>
</tr>
<tr>
<td>LAFS.1.W.1.2- Write informative/explanatory texts in which they name</td>
<td>1</td>
<td>Edit</td>
</tr>
<tr>
<td>a topic, supply some facts about the topic, and provide some sense of</td>
<td></td>
<td>Publishing Magic</td>
</tr>
<tr>
<td>closure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.1.W.1.3- Write narratives in which they recount two or more</td>
<td>1</td>
<td>Draftline Bling</td>
</tr>
<tr>
<td>appropriately sequenced events, include some details regarding what</td>
<td></td>
<td>Closer</td>
</tr>
<tr>
<td>happened, use temporal words to signal event order, and provide some</td>
<td></td>
<td>Edit</td>
</tr>
<tr>
<td>sense of closure.</td>
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<td></td>
</tr>
<tr>
<td>LAFS.K12.L.1.1 Demonstrate command of the conventions of standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.L.1.2 Demonstrate command of the conventions of standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
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<tr>
<td>Standard</td>
<td>1</td>
<td>Steps</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>LAFS.K12.W.1.2- Write informative/explanatory texts to examine and</td>
<td>1</td>
<td>Prewrite Maybe</td>
</tr>
<tr>
<td>convey complex ideas and information clearly and accurately through</td>
<td>1</td>
<td>Draftline Bling</td>
</tr>
<tr>
<td>the effective selection, organization, and analysis of content.</td>
<td>1</td>
<td>Closer</td>
</tr>
<tr>
<td>LAFS.K12.W.1.3- Write narratives to develop real or imagined</td>
<td>1</td>
<td>Edit</td>
</tr>
<tr>
<td>experiences or events using effective technique, well-chosen details,</td>
<td>1</td>
<td>Publishing Magic</td>
</tr>
<tr>
<td>and well-structured event sequences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.W.2.4- Produce clear and coherent writing in which the</td>
<td>1</td>
<td>Prewrite Maybe</td>
</tr>
<tr>
<td>development, organization, and style are appropriate to task, purpose,</td>
<td>1</td>
<td>Draftline Bling</td>
</tr>
<tr>
<td>and audience.</td>
<td>1</td>
<td>Closer</td>
</tr>
<tr>
<td>LAFS.K12.W.2.5- Develop and strengthen writing as needed by planning,</td>
<td>1</td>
<td>Edit</td>
</tr>
<tr>
<td>revising, editing, rewriting, or trying a new approach.</td>
<td></td>
<td>Publishing Magic</td>
</tr>
<tr>
<td>LAFS.K12.W.2.6- Use technology, including the Internet, to produce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and publish writing and to interact and collaborate with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAFS.K12.W.4.10- Write routinely over extended time frames (time for</td>
<td>1</td>
<td>Prewrite Maybe</td>
</tr>
<tr>
<td>research, reflection, and revision) and shorter time frames (a single</td>
<td>1</td>
<td>Draftline Bling</td>
</tr>
<tr>
<td>sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td>1</td>
<td>Closer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Publishing Magic</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Grade</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>LAFS.K.W.1.1</td>
<td>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</td>
<td>K</td>
</tr>
<tr>
<td>LAFS.K.W.1.2</td>
<td>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td>K</td>
</tr>
<tr>
<td>LAFS.K.W.1.3</td>
<td>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
<td>K</td>
</tr>
<tr>
<td>LAFS.K12.L.1.1</td>
<td>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. LAFS.K12.L.1.2</td>
<td>K</td>
</tr>
<tr>
<td>LAFS.K12.W.2.6</td>
<td>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
<td>K</td>
</tr>
</tbody>
</table>
Lesson Plan Handouts

Peer Review Steps: (Revising Lesson Plan)
Peer Edit with Perfection!
Handout

There are three steps to good peer editing:

1. Compliment the author
   • What are a few things that you liked about the author’s writing?

2. Make specific suggestions regarding the author’s
   • Word choice
   • Use of details
   • Organization
   • Sentence length
   • Topic

3. Mark corrections on the writing piece
   • Look for spelling, grammar, and punctuation mistakes.

In addition, remember to:

• Stay positive!
• Be specific!
Venn Diagram: (Editing Lesson Plan)

Name: ___________________________ Date: ____________

Closure: (Editing Lesson Plan)

- **Questions from content information: (3 points)**
  
  • What is the difference between revising and editing? (2)

  • What does the acronym “CUPS” stand for? (1)
- **Questions from lyrics: Fill in the blanks! (6 points)**

- Mess with my edits ____________! (1)

  (Answer from lyrics; stanza 3)

  ...Keep number 2 by my side
  I’m gonna write me a side
  Note with passion and pride
  **Mess with my edits I’ll cry!**

- You’re __________ way too much, you need to __________! (2)

  (Answer from the lyrics; hook)

  *Edit (x8)*

  *Your essay’s way too much, you need to edit!*

  *Your essay’s way too much, you need to edit!*

- I ain’t coming to edit unless I got a my ______________ pieced

- The_________________, all slayin

- Revised first then I _______________

  (Answers from lyrics; stanza 10)

  *I ain’t coming to edit unless I got a my grammar pieced*

  *I don’t want it, bump it, your essay you need to edit*

  *Your format you need to check it*

  *The font, the space, the indents*

  *The punctuation, all slayin*

  *In my composition*

  *Don’t skip the process*

  *It’s time to talk publishing*

  *Young students playing with edits*

  *Revised first then I edited*
Anchor Charts

https://www.google.com/search?q=writing+process+anchor+chart&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwirmOOMtvXSAhUIPiYKHRvNDrUQ_AUIBigB&biw=1366&bih=638#imgrc=7b0grTeFMCTLSM:
Visual Aids

1. Bubble Map

[Diagram of a bubble map with words like delicious, wet, cold, sweet, and fattening connected to the center word ice cream.]

Visual Aids

2. Clustering

http://www.nhcs.k12.nc.us/parsley/Curriculum/ThinkingMaps.html;
https://www.slideshare.net/jimlerman/graphic-organizers-2008-349340

3. Freewriting

**Example of Free Writing**

**Topic:** Describe the most beautiful place you've seen.

I remember climbing to the top of Smolenskii cathedral in autumn, the leaves of St. Petersburg on fire, like an ocean of gold red leaving me breathless with its depth. Stretching out for miles and miles it was all I could see and suddenly the grime and sorrow of the city was drowned with beauty, God's beauty, God's love for everyone, his artistic touch meant just for me at this moment.

https://www.slideshare.net/dhoffmann/writing-process-8237088

4. Brainstorming/listing
Topic: My favorite person

My cousin Dani
Partner-in-crime
Shoulder to cry on
Wonderful
Beautiful, inside and out
Way too smart for her own good
Most obnoxious laugh
Never gets embarrassed
Always fun to be with

https://www.slideshare.net/LaurenBirdsongMA/class-topic-phases-of-writing

5. Drawing

Backpack
- rounded top
- somewhat flat bottom
- flexible
- comes in many colors
- pockets on outside
- straps that go over shoulders
- loop on top for carrying
- holds binders + textbooks
- zips up closed

### Rubrics

<table>
<thead>
<tr>
<th>Point Earned 30 total</th>
<th>Unsatisfactory 0-1</th>
<th>Satisfactory 2-3</th>
<th>Excellent 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>The student not able to identify the steps of the writing process. The student did not participate in the overview game.</td>
<td>The student identified some of the steps to the writing process. The student participated in the overview game.</td>
<td>The student identified all of the writing process steps correctly. The student participated in the overview game.</td>
</tr>
<tr>
<td><strong>Prewriting</strong></td>
<td>The student can identify and define the prewriting step, but cannot discuss the importance of what prewriting is and why it is important. The student did not use a graphic organizer to brainstorm.</td>
<td>The student can discuss what prewriting is. The student successfully used a graphic organizer to brainstorm.</td>
<td>The student can discuss what prewriting is and why it is important. The student successfully used a graphic organizer to brainstorm.</td>
</tr>
<tr>
<td>Drafting</td>
<td>The student can identify and define the drafting step. The student did not create a draft based off of their graphic organizer.</td>
<td>The student can identify and define the drafting step. The student creates a one paragraph draft based off of their graphic organizer.</td>
<td>The student can identify and define the drafting step. The student creates a two paragraph draft based off of their graphic organizer.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Revising</td>
<td>The student can identify and define the revising step. The student does not revise their drafts.</td>
<td>The student can identify and define the revising step. The student revised part of their draft.</td>
<td>The student can identify and define the revising step. The student revised their and complete draft.</td>
</tr>
<tr>
<td>Editing</td>
<td>The student can identify and define the editing step. The student does not participate in the class activity at all.</td>
<td>The student can identify and define the editing step. The student participate in the class activity.</td>
<td>The student can identify and define the editing step. The student participates in the class activity.</td>
</tr>
</tbody>
</table>

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<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Publishing</strong></td>
<td>The student can identify and define publishing. The student does not turn in a published product.</td>
<td>The student can identify and define publishing. The student turns in a published product with few errors.</td>
<td>The student can identify and define publishing. The student turns in a published product with no errors.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>