

I ♥ WRITING

Teach the Writer, Not Just the Writing

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JCS Professional Development
July 20, 2016



What Do We Believe About Teaching Kids to Write?

We believe...



Think, Pair, Share

What does it mean to teach the writer, not just the writing?

Does this relate to our writing beliefs? If so, how?



Our beliefs are enacted into practice
in Writer's Workshop through kids
creating books.



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Bookmaking



Why have students create books?

- It is a developmentally appropriate means by which to demonstrate understanding of writing types.
- Picture books are what they read. They already know about them and how they “work.”
- Children are naturally inclined to make things.
- Making books helps them do bigger work. The medium encourages more volume to their writing.



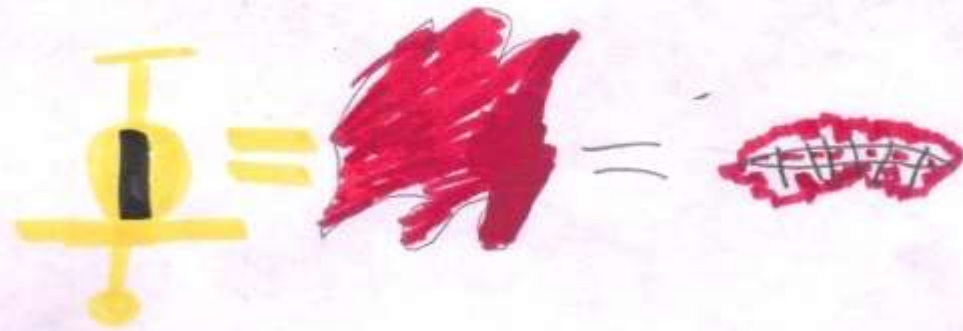
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How will we teach the writer,
not just the writing?



4-2-08

MY BROTHERS STICHIS



ALAN

ONE DAY MY BROTHER
WENT TO THE GROCERIES AND
JUMPED ON THE POGOSTICK.



And then we heard a

waaaaa waaaaa waaaaa waaaaa

waaaaa and then brace

came in wailing waaaaa waaaaa

!! I thought he smashed
his finger in the grog

door.



MOM SAID "GET ME
A WET CLOTH"!!!

"OK!" I SAID.



Then my mom said ^{keep} _{pins}
This on for China!

That's where I saw

The...



Goosh!!!!

Then mom said "ALAN
Get in the car!"



MOM SAID^{NT} WE'RE FINDING
DAD^{NT} SO WE WENT TO
KEYSTONE



We LOKE DAD WASHT There.
Men with DAD IS ANSWERING
HIS PHONE HE SEES MOM'S
MESSAGE DAD SAID
U+OH WHEN HE READ
THE message.



DAD Rushed to Keystone!
He FOUND US, MOM TOOK
BRUCE TO THE ER. I LOST
I LOST THE BASKETBALL
game BUT I DON'T WANT
TO CHANGE THE SUBJECT.
AFTER THAT I WENT TO THE
ER TO SEE MY BROTHER.
THEY WERE JUST GIVING
HIM THE SHOTS IN THE CHIN.



There they still run up.
There we talked about if it
hurt "it hurt" He said There
We went Home.



Let's Examine the Writing...



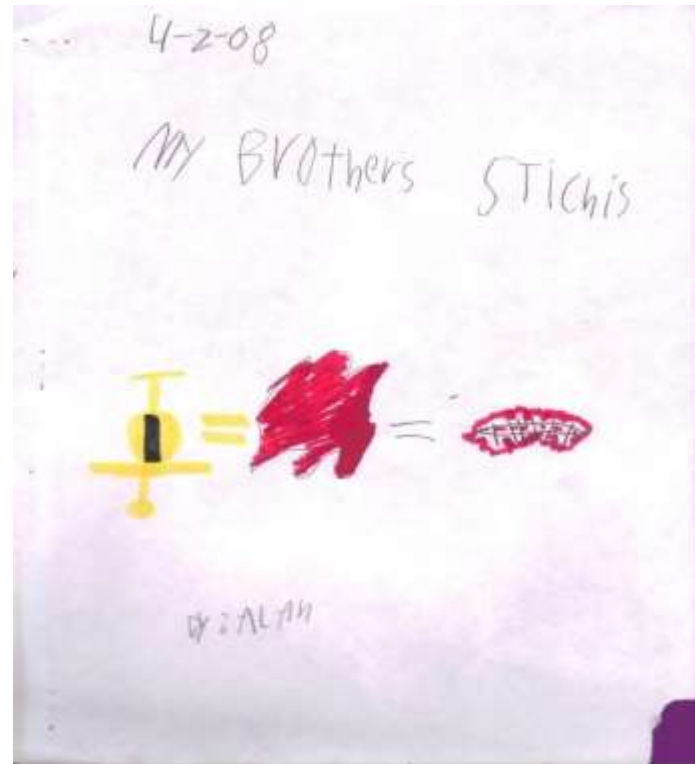
**Writer's
Strengths**

**Writer's Next
Steps**

Blank area for writing strengths.

Blank area for writing next steps.

Where in the literacy block will I attend to this writer and his next steps?



Time to Give the Author



- **Writer's Meeting (15-20 minutes)**
 - Whole group
 - Mini-Lesson, Modeling, Use mentor text to notice, Use student writing as mentors
- **Independent Work Time (30-40 minutes)**
 - Students make own decisions about process.
 - No "finished"...book completed? Start another one.
 - Encourage students to compose with illustrations as much as words.
 - Bookmaking takes time.
- **Share and Reflection Time (5-10 minutes)**
 - Choose 2-3 students to be mentors for other students and share own writing

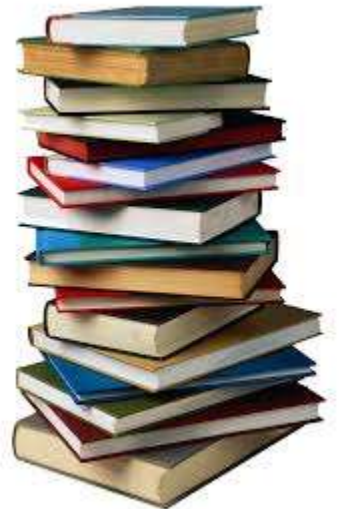
Space and Tools to Give the Author

- Gather and determine placement of materials
 - Folders, stapled blank books, markers, pencils, personal dictionaries, date stamp, word wall, portfolios, picture books, chart paper,
- Think about where students will do independent writing
- Develop a walk-through lesson where teacher models components of the writing time and materials.



Work to Benefit the Author

- Importance of setting a consistent, daily time for writing
- Developing stacks of picture books to use as mentors for modes of writing
- Saving and copying authors' work in your classroom
- Read professional books
- Network with other teachers



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Using Authors and Illustrators as Writing Mentors



Getting to Know Mentors



- **Use photographs.**
 - Find photos and tape into the back of the book.
 - Make a author/illustrator card.
- **Read biographies.**
 - Gives personal information and insight.
 - Might give ideas where idea are formed.
- **Read dedications.**
 - Might give you insight in why topic was chosen.
 - Shows that writing/illustrating can be way to pay tribute.
- **Explore and share websites, interviews, other research.**
 - Reading Rockets, Amazon, Scholastic, Jacket Flap, Teaching Books, The Horn Book, Kirkus Reviews, NY Times Book Review Podcasts, Time for Kids

When choosing mentors...



- Does the mentor...
 - make books in different genres?
 - make books about a variety of topics?
 - have an easily identifiable style?
- have enough published books to make up a study, and can I get my hands on enough of them?
- have a social media or web presence I can tap into for background information that would interest my students?

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Units of Study



Possible Units of Study

Units of Study	Why?
Illustrations	A good first point of entry concerning print concepts
Labeling	Becoming knowledgeable about letters/sounds; not yet in connected text
List Books	Solidifying letter/sound knowledge
Pattern Books	Beginning to acquire high frequency word knowledge
Narrative	Meaning in text with words, spaces, sentences
Informative	Develops specific topic with supporting details
Opinion	Develops ideas on specific topic
Text-Based	Explores topic with focus and beyond the surface

Predictable Rhythm of a Unit of Study



- Gather the books you need for this unit of study.
 - Include both published authors and classroom authors (past and present).
- During the **writer's meeting**,
 - **notice something** about how the book is written or illustrated in a text.
 - noticing as we're reading
 - noticing after we read
 - noticing with a partner
 - **Talk your way to understanding it.**
 - "read like a writer" by hypothesizing what this author did "on purpose" in the book (the craft of the writing).
 - questions to ask include:
 - What do you notice? What is the author doing intentionally or on purpose? What did you notice about how it was written? How can this help you as a writer? What makes this a _____ ?

Predictable Rhythm of a Unit of Study

- **Writer's Meeting** (*continued*)
 - **Imagine doing it.**
 - Other mini-lessons, such as have a student share his book "in process" and give ideas for his/her writing.
 - Make comparisons about what we see an author doing in multiple books.
- **During independent writing,**
 - **Invite children to try it.**
 - Write something like what we've been studying.
 - "Stand on the shoulders" of our authors/illustrators we've been reading.
 - Teacher is conferring with individual students.
- **During share/reflection time,**
 - **Watch and celebrate when someone tries it.**
 - Let students who are doing things intentionally in their books share..."Where did you get your idea to _____?" "Whose shoulders are you standing on to write this book?"



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Unit of Study: Illustrations



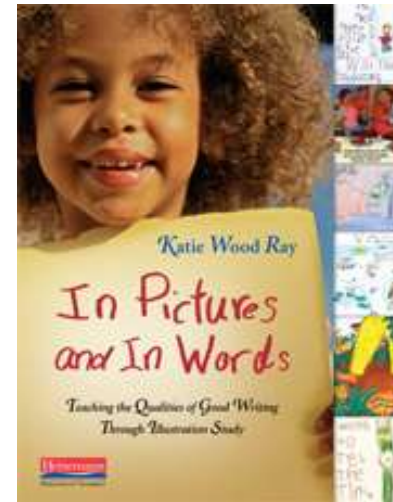
Unit of Study: Illustrations

Purpose:

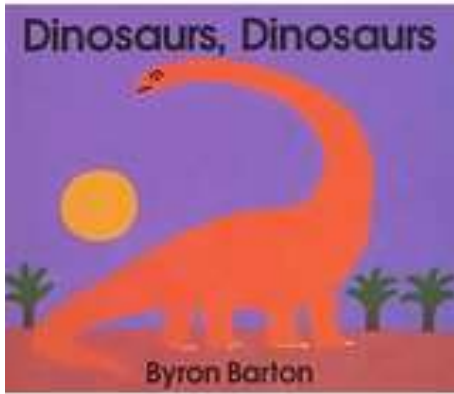
To help students become more intentional in their decision making when they make books. To show how they add information to the words and the details of everyday life that's told in the words.

Possible Illustrations Mini-Lessons:

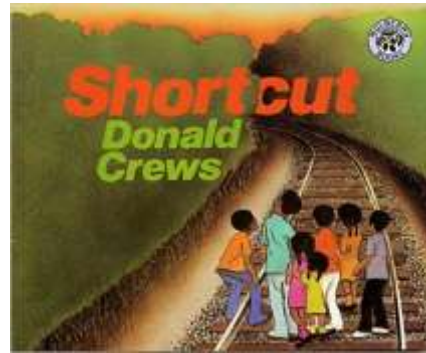
1. Noticing what illustrators do in books
2. Crafting physical details of characters
3. Crafting details of expression and gesture
4. Crafting the setting
5. Designing the placement of words and pictures
6. Designing a cover
7. Designing end pages



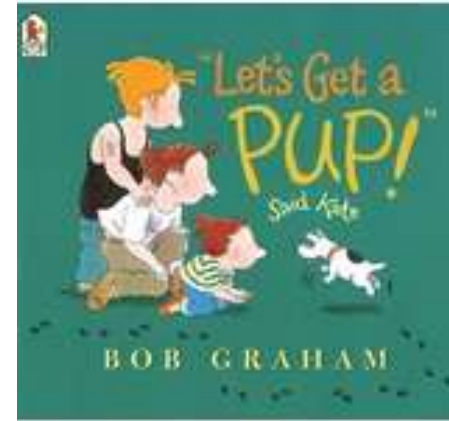
by
Katie
Wood
Ray



**Byron
Barton**



**Donald
Crews**



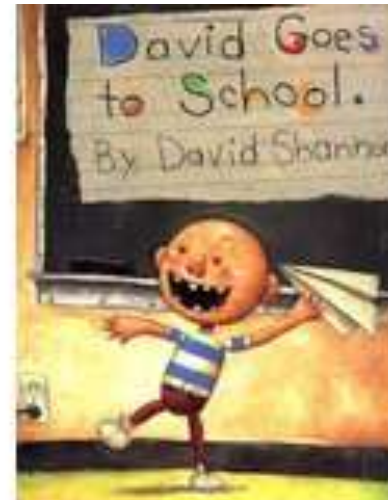
**Bob
Graham**

Illustrator Writing Mentors

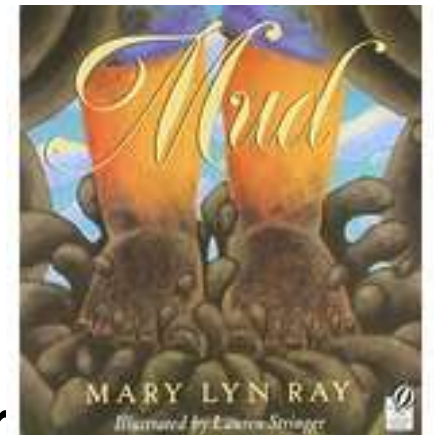
**Marla
Frazee**



**David
Shannon**



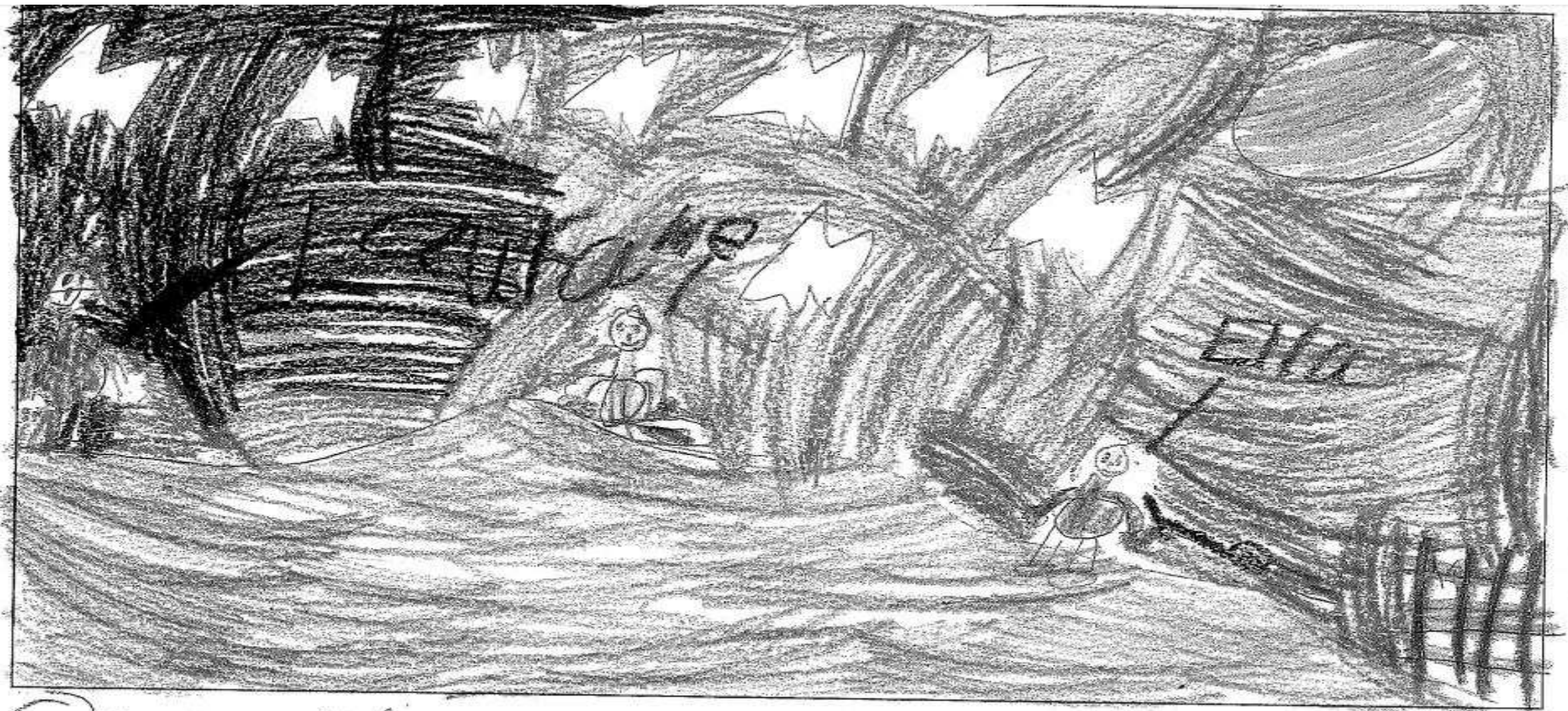
**Lauren
Stringer**



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How will we teach the writer,
not just the writing?



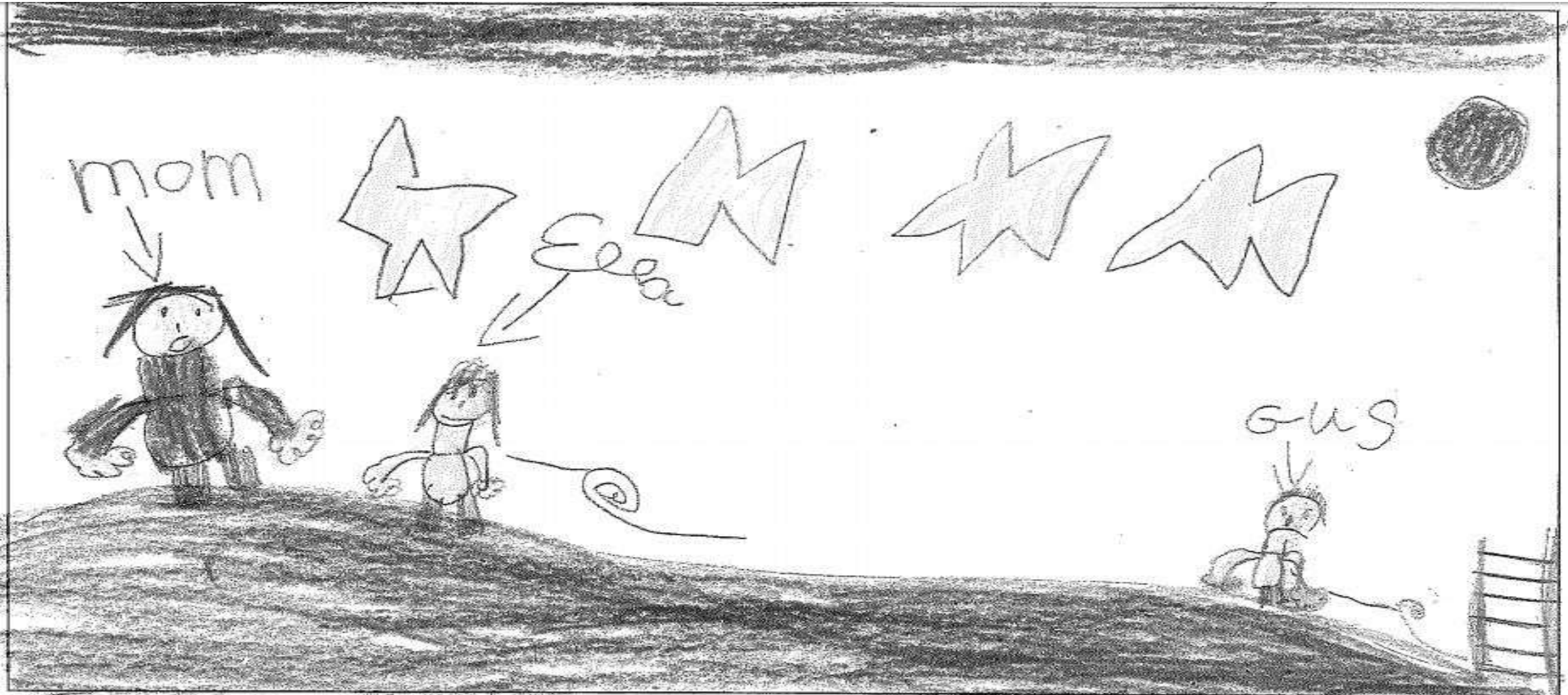


One nite me and Ella and mom
WR goin sledeens.



I ran in to the fas.

The name of the fas.



I was sad. My mom was
sick.

Let's Examine the Writing...



**Writer's
Strengths**

**Writer's Next
Steps**

Blank space for writing strengths.

Blank space for writing next steps.

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Unit of Study: Narrative



Unit of Study: Narrative

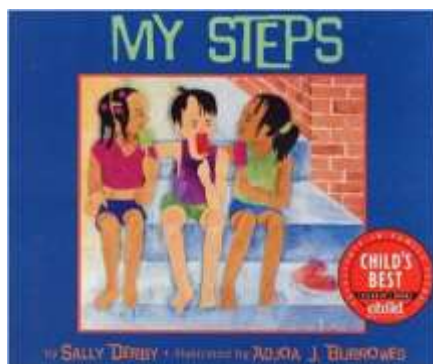
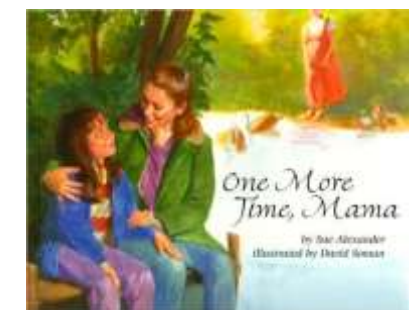
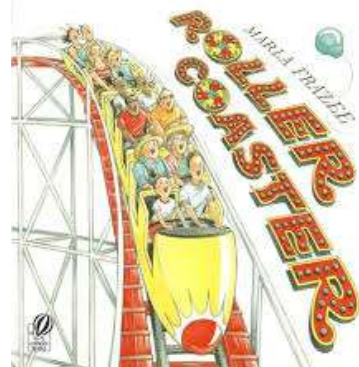
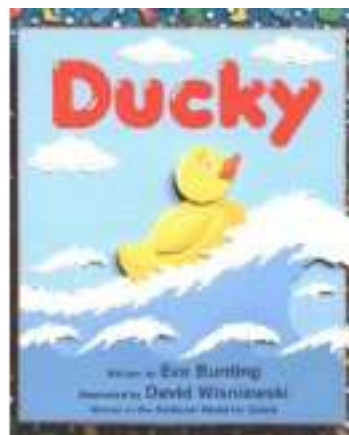
Purpose:

To assist students understand what makes a story a story (characters, setting, movement through time, plot, and makes the reader wonder, “How will this turn out?”)

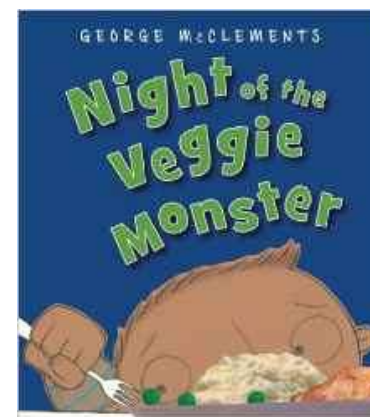
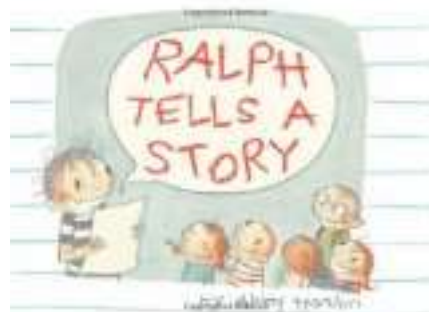
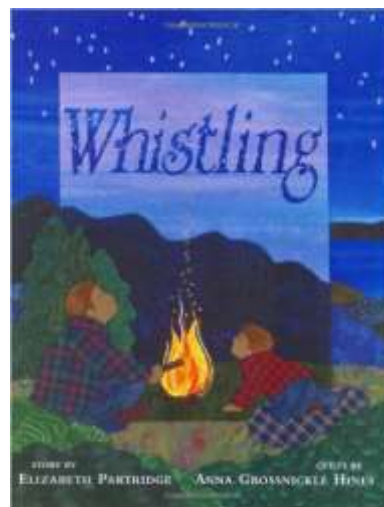
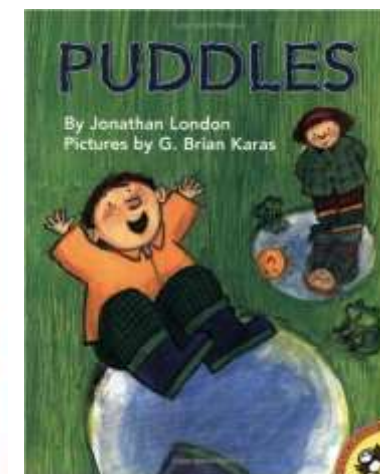


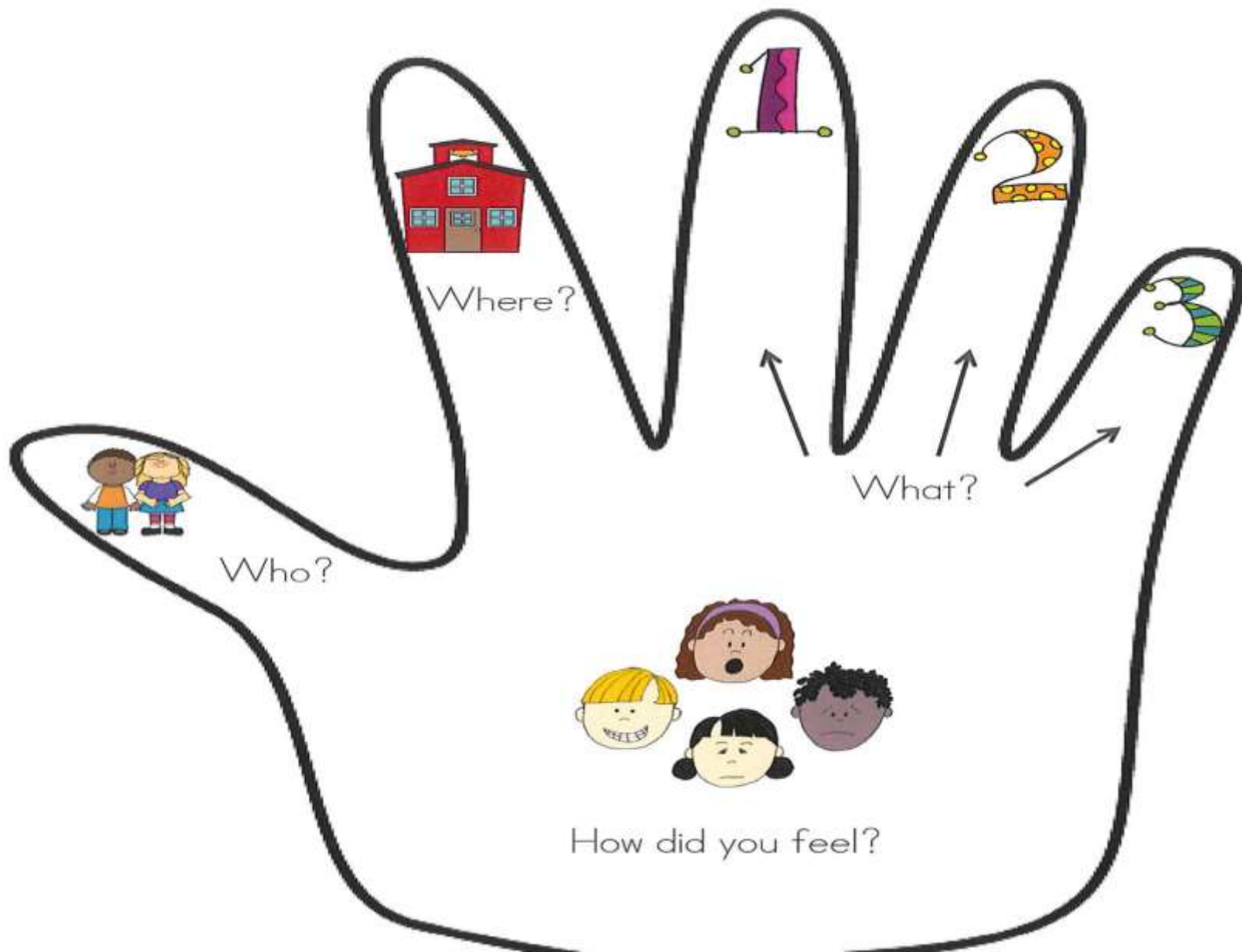
Possible Narrative Mini-Lessons:

1. Teacher reads stories and students listen to author's real life events.
2. Create an ongoing anchor chart about narrative characteristics.
3. Students orally rehearse and share real life events.
4. In writer's notebook, list and/or draw illustrations of real-life events.
5. Share student samples of personal narratives.
6. Interactive writing of an event shared by entire class.
7. Explore a topic with the entire class prior to students' individual topic selection.



Narrative Writing Mentors





Writers use words and pictures to describe their emotions:



Excited



Embarrassed



Surprised



Worried

Writers tell the “inside” of the story!

Writers use words and pictures to describe their emotions:



Happy
Content



Jealous
Annoyed



Angry
Frustrated



Sad
Disappointed

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How will we teach the writer,
not just the writing?



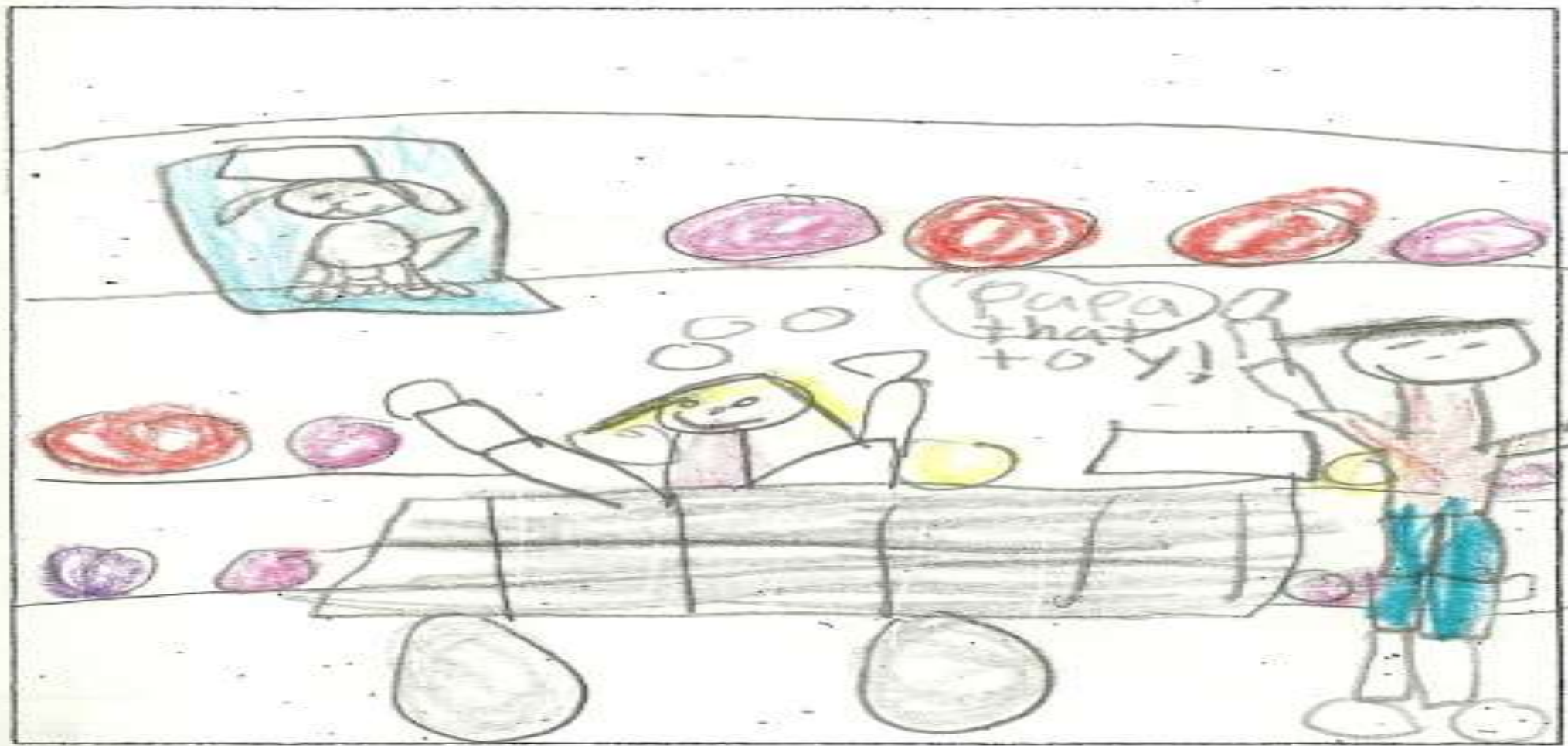
My Trip to the Store



by Isabella Hope Johnson

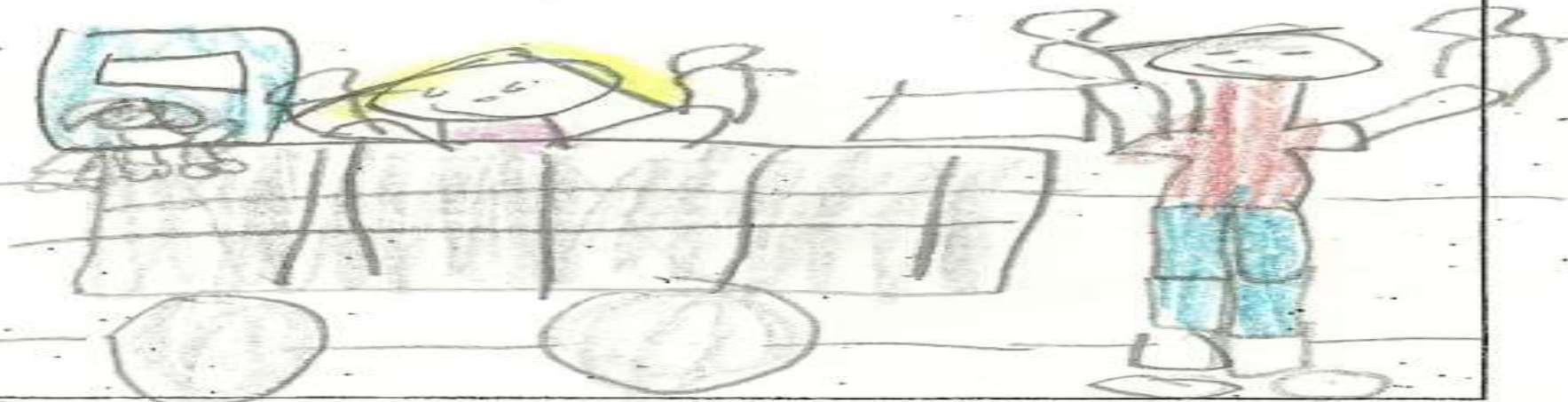


A couple of years
ago ~~my~~ papaw and I went
to Walmart.



My papaw said he
would get me a toy
then all of a
sudden...

toy Center



I FOUND IT - the
perfect toy - a toy
dog!



It's name was
Paws. He was the
perfect dog I felt
great.

Let's Examine the Writing...



**Writer's
Strengths**

**Writer's Next
Steps**

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not just the writing?



2-6-08

Fier fries.



67'cia ud; 9

It
Time.

WOS

Night



it's

Time

To

Go

To

Bed

Bot

MOM!



Well

its

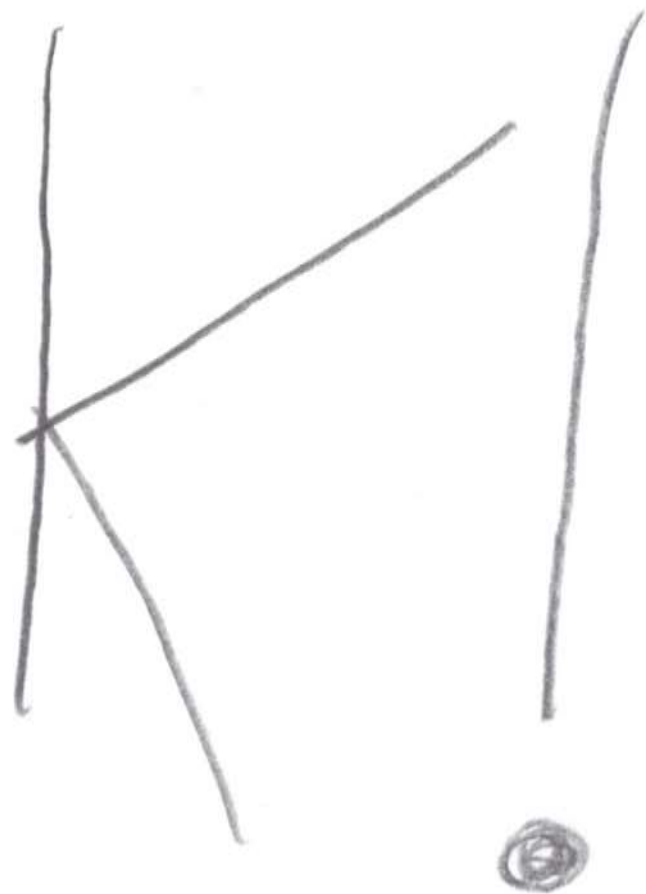
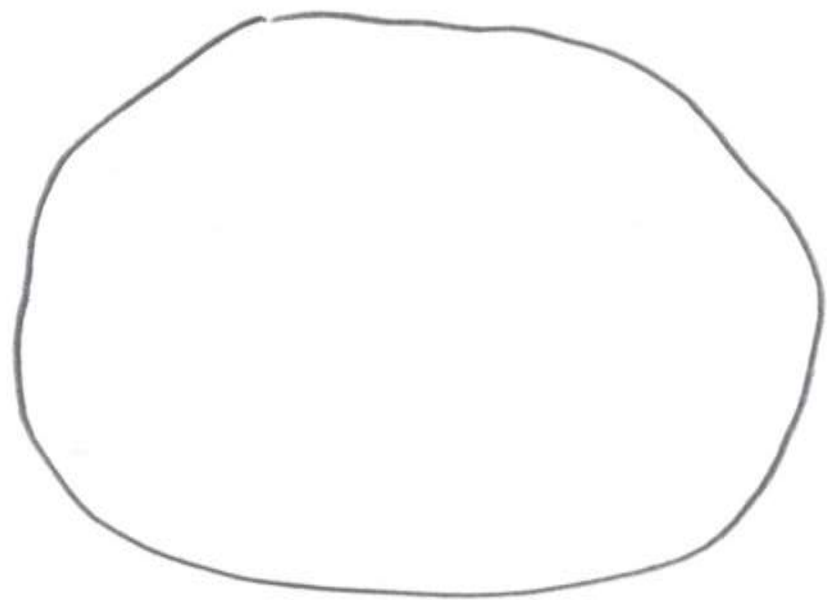
Not

a

School

night





as

as

GO

Sleep

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you

to
we m

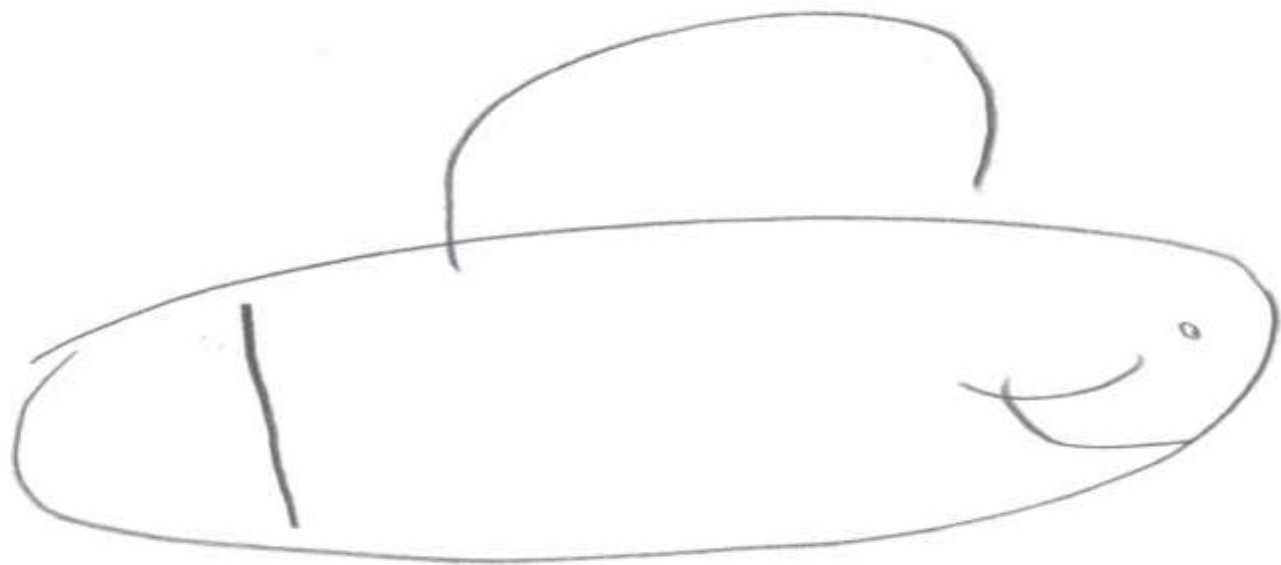
Tel

To

I

GO +

(.



That
flip.

OR

and
went
Bed.

Pier

Let

way

We
to

Let's Examine the Writing...



**Writer's
Strengths**

**Writer's Next
Steps**

Blank space for writing strengths.

Blank space for writing next steps.

Narrative Writing: Text-Based

- Have students use evidence from a text in response to a prompt.
- Possibilities to practice:
 - Finish the story.
 - Write a story about what happens when Amelia gets home from school.
 - Add an alternate ending.
 - Write a different ending to the story. Imagine what Kate's mother says and what happens next.
 - Tell the story from another point of view.
 - Rewrite the story from the point of view of the toad. Use words such as *I* and *me* to describe what happens and how the toad feels.



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Unit of Study: Informative



Unit of Study: Informative

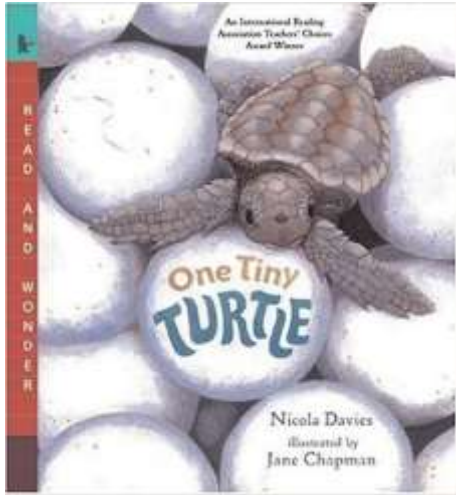
Purpose:

To teach other people about something you know.

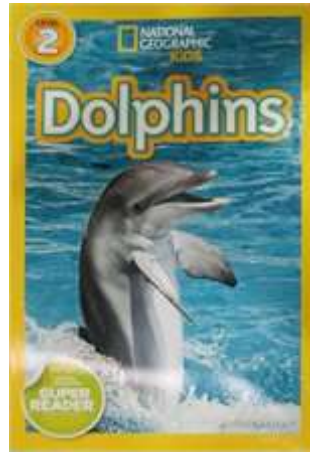
Possible Informative Writing Mini-Lessons:

1. What is information?
2. Traditional non-fiction (straight facts) VS Literary non-fiction (facts but also entertains and engages)
3. Language of non-fiction (descriptions and precise vocabulary)
4. Embedding facts in a story
5. Various techniques for illustrations to convey information (diagrams, labels, close-ups, cutaways)

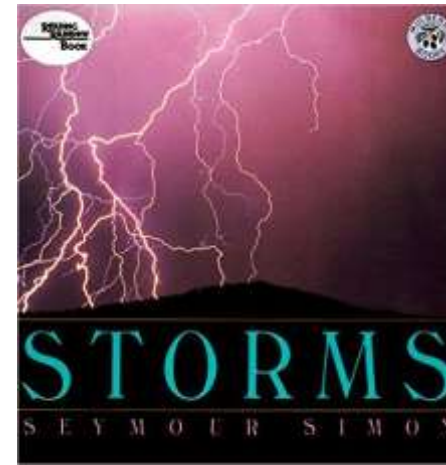




**Nicola
Davies**



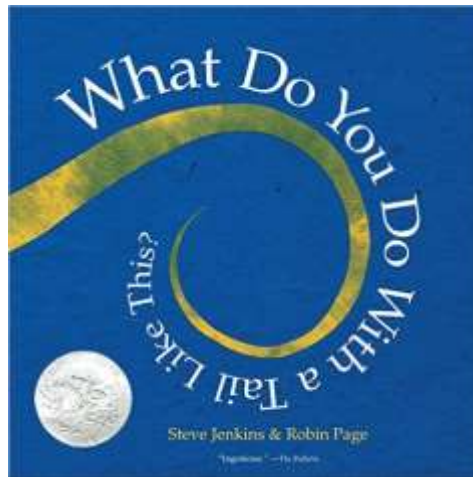
**Melissa
Stewart**



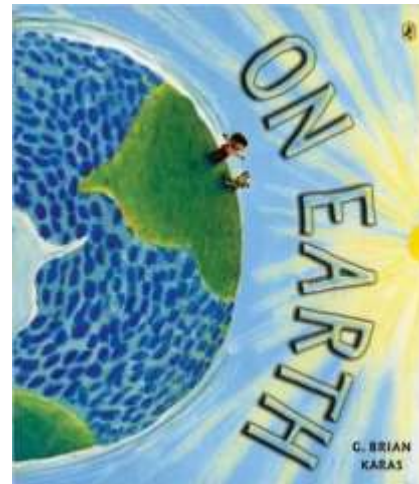
**Seymour
Simon**

Informative Writing Mentors

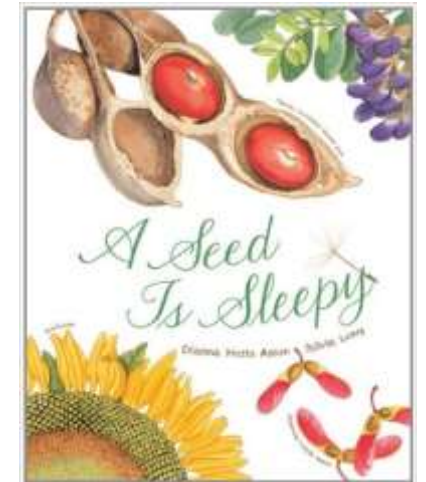
**Steve
Jenkins**



**G.
Brian
Karas**



**Diana
Hutts
Aston**



TIDE Graphic Organizer

Topic:

Important Detail:

Important Detail:

Important Detail:

Ending:

Definitions:

1.

2.

TIDE Graphic Organizer

Topic:

Start with a question (hook)

Have you ever wondered...

Did you know...

Would you like to learn about...

Topic sentence related to prompt

Important Detail:

In the text it says...

According to the text...

Important Detail:

For example...

One example that shows this is...

Important Detail:

The author wrote...

For instance...

Ending:

Finally...

In conclusion...

In closing...

Definitions:

1. This word means...

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How will we teach the writer,
not just the writing?



1
All about plants



1
By: Sullivan


Table of Contents

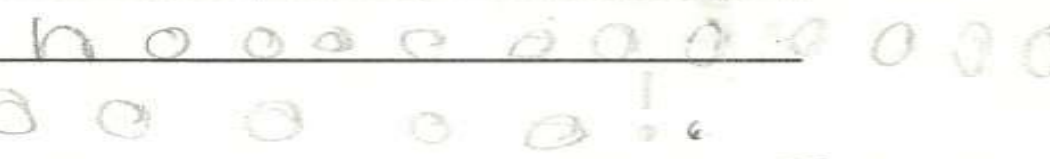
<u>Cacti's</u>	.....	<u>1</u>
<u>House plant</u>	.....	<u>2</u>
<u>rose</u>	.....	<u>3</u>
<u>Blue Bertx Bush</u>	.....	<u>4</u>
<u>Cacti's</u>	.....	<u>5</u>
.....
.....

By: Sullivan

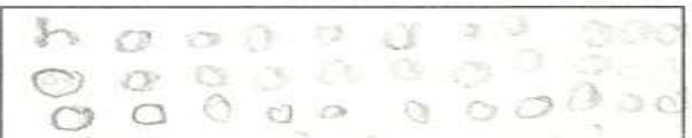


Carrots at roots

What are roots? ?
at Roots - Poyshes Berese

hol. at Roots a
Correct is hol. is a Root
a tree 

IS a Root a tree?


a Root is a stem
which grows
and it can be a
vegetable!

By: Sullivan



What is a House plant?

A house plant
is a plant that lives
inside all the time.

is a House plant
a cactus is?...

nope.

By : S V I Vivek

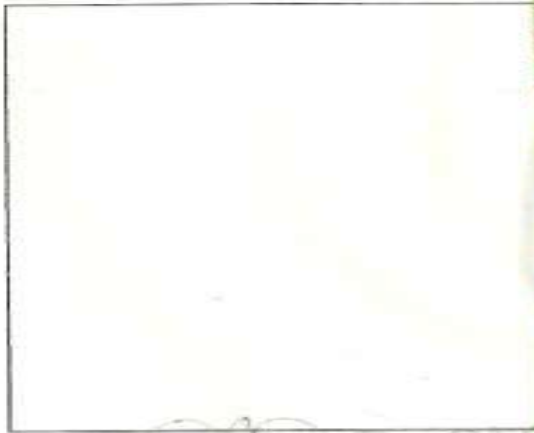


What is a rose? A rose
is a type of flower it
is red with thorns so
Do not get pricked.

What is a rose?

A rose is
a type of flower

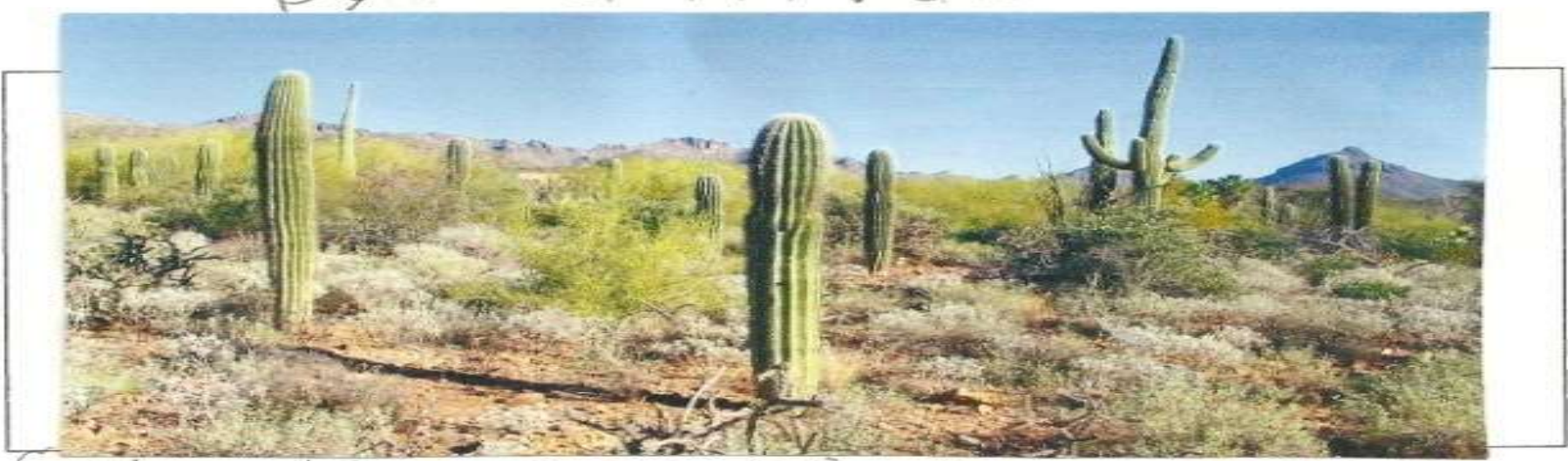
by: Swith



What is a blue berry bush?
 A blue berry bush is a type of bush that has
 of these berries but they are
 all blue and good

What is a blue berry bush?

A blue berry bush is a type of bush.



What is a cactus? A cactus
is a type of plant,
it is prickly and green,
it can have flowers.
But not that off it.

What is a cactus?

A cactus
is a type
of plant

Quiz



1. Do sharks have gills?
2. Do all sharks eat meat?
3. Do some sharks lay eggs?

Answers: 1. Yes 2. No 3. Yes

Let's Examine the Writing...



**Writer's
Strengths**

**Writer's Next
Steps**

Informative Writing: Text-Based

- Have students use evidence from a text in response to a prompt.
- Possibilities to practice:
 - With non-fiction text
 - Explain what happened when immigrants came to the United States from other countries. Use details from the text to support your explanation.
 - With fiction text
 - How do you turn a classroom into a rain forest? Support your explanation with details from the text.



POW

+

TIDE

Helping
students one
text at a time!

P-pull apart
prompt

O-organize
my notes

W-write and
say more

T-topic
introduction

ID-important
details

E-end



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Unit of Study: Opinion



Unit of Study: Opinion

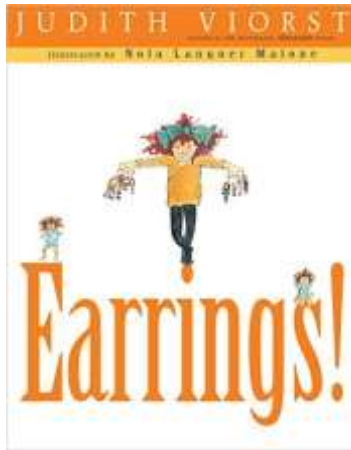
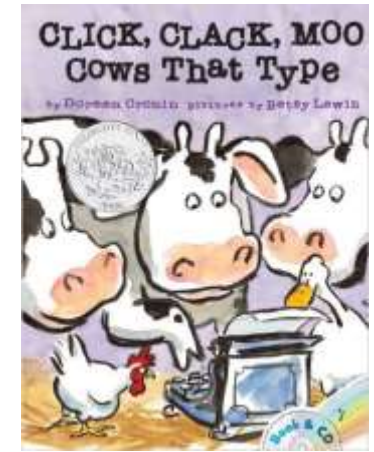
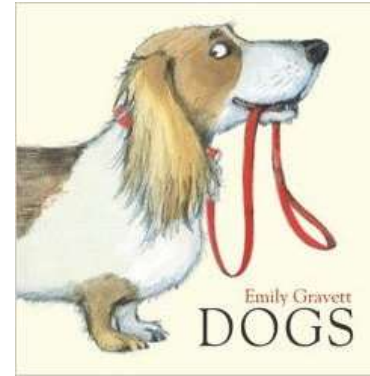
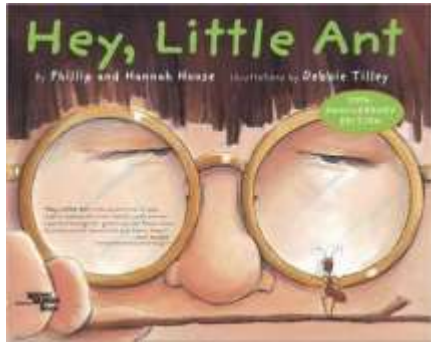
Purpose:

To get an opinion out into the world and into the hands of someone who needs or wants it

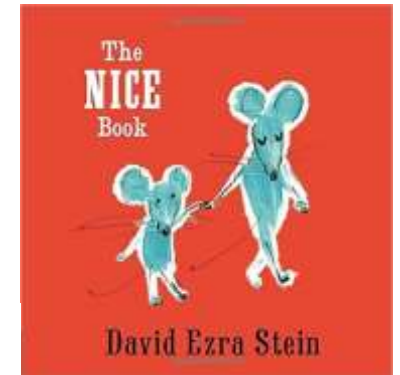
Possible Opinion Writing Mini-Lessons:

1. Difference between fact/opinion
2. Forming an opinion
3. How to write a convincing opinion statement
4. Supporting opinion with reasons
5. Conclusion
6. Product reviews
 - Ratings of products
 - Reviews with tag lines (sums up overall opinion)





Opinion Writing Mentors

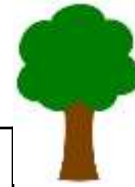


TREEL Graphic Organizer



T	Topic Introduction:
R	<input type="checkbox"/> Reason:
	<input type="checkbox"/> Reason:
	<input type="checkbox"/> Reason:
E	Ending:
E	Examine: Do I have all the parts? <input type="checkbox"/> yes <input type="checkbox"/> no
L	Links:

TREEL Graphic Organizer



<p>T</p>	<p>I think...</p> <p>In my opinion...</p> <p>I believe...</p> <p>I prefer...</p>
<p>R</p>	<p>One reason I feel _____ is because...</p> <p>One reason I feel this way is because...</p> <p>For example,</p> <p>For instance,</p>
<p>E</p>	<p>In closing,</p> <p>Finally,</p> <p>As a result,</p> <p>It is because of these reasons that...</p>
<p>E</p>	<p>Examine: Do I have all the parts?</p> <p>_____ yes _____ no</p>
<p>L</p>	<p>First... Then... and also...</p> <p>Next... One reason...</p> <p>Another reason... because...</p>

Opinion Writing: Text-Based

- Have students use evidence from a text in response to a prompt.
- Possibilities to practice:
 - With non-fiction text
 - Do you think a standard money system is a good idea? Why or why not?
 - With fiction text
 - Why do you think the tale “Why the Sky Is High” was originally told? State your opinion and use evidence from the tale to support your argument.

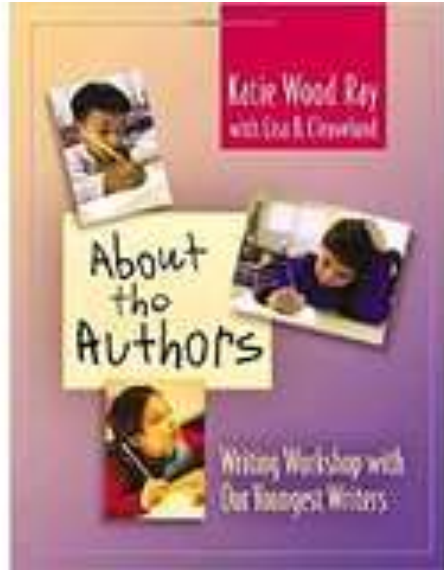


I ♥ WRITING

What's next for you,
the writing teacher?



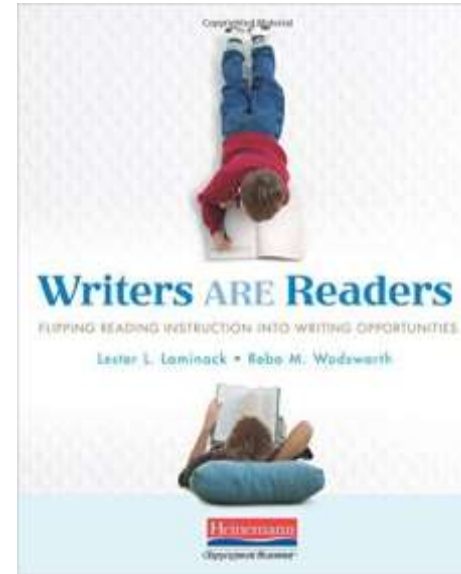
Our Mentors



**Katie Wood Ray
and
Lisa Cleaveland,
2004**



**Lisa Cleaveland,
2016**



**Lester Laminack,
2015**



**Lucy Calkins,
1994**