



4 Steps to Transforming Your Writing Classroom

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Beliefs:

- Every student has the potential to write well. Good writers possess *specific skills and techniques* that can be practiced and learned.
- Reading and writing are flip sides of the same coin. There needs to be a strong reading/writing connection.
- Students always know more than they can articulate clearly. (If they can't say it, they can't write it! Oral language precedes written language.)
- The best way to learn how to write well is through imitation. (literary examples and teacher modeling)
- Consistency and basic assured experiences across and between grade levels are necessary for success. Starting in kindergarten! (Vertical alignment)
- Good writing shares some attributes across all genres – but each genre also requires specific instruction in purpose, audience, organization and elaboration.

Today's Objectives:

Instructional Methodology – The 4 Steps

Understanding: Capitalize on Instructional Time Through Foundational

- Generative vs Responsive
- Recognizing Genre
- Understanding the Reading/Writing Connection
- Close Reading/Deconstructing Text
- Annotation and Analysis



Instructional Methodology

1) Introduce and Define the Skill through published examples
(This builds common language and assured experiences.)

✱ 2) Model, Model, Model
(The MOST important step! The teacher articulates the thought process of the author.)

3) Guided Practice/ Peer Conferencing
(The dress rehearsal! Common Language is put to work.)

4) Application
(Go through steps 1-3 consistently and students will apply it to their own work)

NOTE: Oral language precedes written – if they can't say it, they can't write it!

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Write. Read. Succeed.

Powerful MODELING involves: *

- asking specific, productive questions
- eliciting a wide range of student responses
- providing vivid vocabulary to best represent students' intentions
- charting the revision, "talking out loud",
- articulating the thought processes of an author.

Guided Practice: have students try the same skill in isolation, borrowing from the modeled sample.

*Writers practice skills in isolation and learn by imitation – John Gardner
Author of The Art of Fiction*

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Generative vs. Responsive Writing

<p>Expressing own point of view</p> <p>↓</p> <ul style="list-style-type: none"> • Crafting original writing • Nurturing tomorrow's authors • Understanding expository writing • Increasing deep comprehension • Creative, stylistic, critical thinking 	<p>Analyzing another author's point of view.</p> <p>↓</p> <ul style="list-style-type: none"> • Writing to express reading • Simulating research • Academic writing • Defending conclusions • Pragmatic, deductive, inductive reasoning
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Generative vs. Responsive Writing

<p>EXPOSITORY WRITING</p> <p>↓</p> <ul style="list-style-type: none"> • Expressing information in writing • Organizing information logically • Elaborating on facts • Using research • Introductions, conclusions 	<p>informs RTT</p> <p>↔</p>	<p>Analyzing another author's point of view.</p> <p>↓</p> <ul style="list-style-type: none"> • Understanding purpose • Recognizing organization • Noticing elaboration • Reading with author's eyes • Drawing conclusions
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What is the purpose of an expository/informative piece?

*To inform, provide information.
FOCUS: on a topic*

What is the purpose of a narrative piece?

*To entertain an audience of others
FOCUS: Character*

What is the purpose of an opinion piece?

*To express an opinion based on the
evaluation of information (reasons).
FOCUS: on a point of view*

What is the purpose of an argumentative piece?

*To present an argument using evidence based on research
FOCUS: on an issue and position*

Teachers need to have a clear understanding of the foundational elements of writing:

Genre

Author's Purpose

Organization

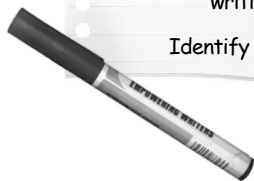
Salient Skills of narrative, expository,
and argumentative/opinion writing

Can *not* skip foundational writing skills, concepts, and the awareness on which good writing is built...

A necessary first step -

Make *every* reading experience a pre-writing experience.

Identify genre and purpose!



Create opportunities to pair narrative stories and expository texts, **SIDE** by **SIDE**. Compare cover art, title, purpose. Make every reading experience a prewriting experience. **ALWAYS** stress **GENRE!**
READING/WRITING CONNECTION!

Title: focus on Character

Artwork: – imaginative, looks “make-believe”

Title: focus on Topic

Artwork: – realistic

Summarizing Framework

Narrative Stories:

Use to summarize when reading, preplan when writing

This story is about _____.

Character

The problem, adventure, experience was that _____.

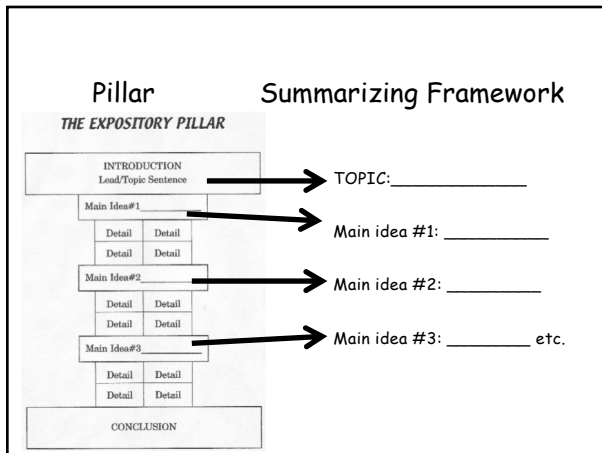
Main Event

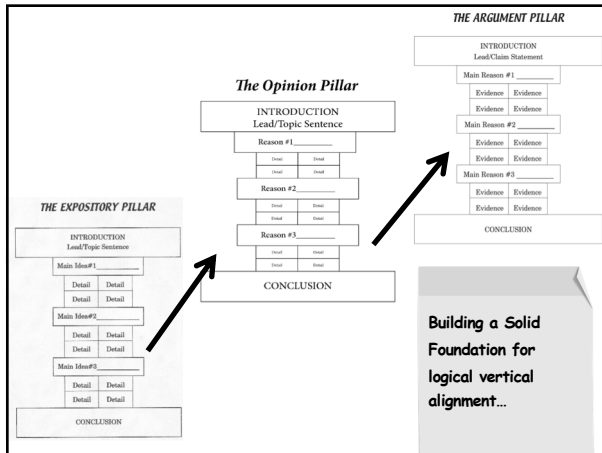
The problem was solved/adventure, experience concluded when _____.

Solution/Conclusion

Narrative Reading/Writing Diamond

The organizational structure narrative stories take.





Foundational Learning Task:
Close, Strategic Reading:

- Recognizing and understanding salient features and organizational structure of each genre
- Ability to deconstruct and summarize text
- This understanding informs and shapes writing
- Important skill in Response to Text

(Quality of written response is commensurate with the ability to read and comprehend well.)

Using Text Conventions to Deconstruct Expository/Informative Pieces

Identify and Discuss:

- Title = Topic
- Headings = Main Ideas
- Bold/italicized print = keywords/details

Organizational Strategy
Author's Prewriting Plan (Summary)

SUMMARIZE!

TOPIC: Bears

MAIN IDEA #1: Kinds of Bears/Where they live

MAIN IDEA #2: Common Traits

MAIN IDEA #3: Bear Behavior

RTT - A tool to express literal comprehension.

Reduce it to the BONES of the text!!!

TOPIC: _____

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

etc.

Simple Summarizing Framework:

TOPIC: Bears


MAIN IDEA #1: Kinds of Bears/Where they Live

MAIN IDEA #2: Common Traits

MAIN IDEA #3: Bear Behavior

Frame topic and main ideas with informative verbs to create a summary paragraph.
 p. 4

discusses explores uncovers
 notes that delves into presents
 explains predicts illustrates
 learns about demonstrates recognize
 identifies notes highlights
 emphasizes discovers observes
 argues examines introduces
 describes analyzes investigates
 outlines scrutinizes determines
 reveals references delves into




Write a summary using informative verbs to assess literal comprehension.

In this text the author *reveals many interesting facts about bears. We delve into a description of the various kinds of bears and discover where they live. The author also discusses the common traits these bears share and describes bear behavior.

*Use of informative verbs!

Annotation and Analysis enhances comprehension and informs student writing.

- Promotes strategic *reading*
- Highlights organizational structure
- Emphasizes salient features of the genre
- Reinforces the reading/writing connection



Annotation and Analysis Process

- 1.) Read text aloud to students. Identify genre/purpose.
- 2.) Project text, provide clean copies to students.
- 3.) Identify title/topic.
- 4.) Number each paragraph.
- 5.) Circle and label introduction.
- 6.) Bracket and label body of the piece.
- 7.) Underline main idea sentences, place blurb in margin - (a word or phrase).
- 8.) Cross check supporting details to main ideas.
- 9.) Box, label the conclusion, reference main ideas.
- 10.) Fill in summarizing framework:

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____ etc.

