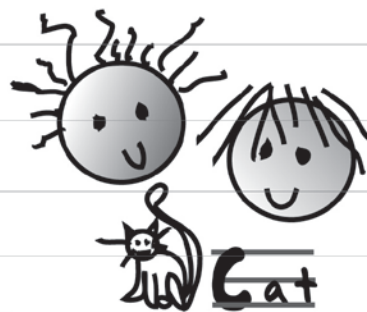


Teaching
Writing
with
Young
Children



Teaching Writing with Young Children Table of Contents

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Growing Young Writers

Learning to write is probably one of the most challenging hurdles children encounter in the first few years of school. The good news is that when we prepare our learning gardens with optimal conditions, writing development is relatively painless, and children's skills flourish. In our experience checking to make sure these conditions are in place will prevent a slowdown in development, and when things aren't going so well, you can always make adjustments based on these essential elements.

Time:

Daily writing time of at least 40 minutes



Time for Writing: at least 40 minutes daily.

Routine:

Every time we write there is some

- teaching (modeling, shared, or interactive writing and/or a mini-lesson)
- time to write
- time to share and get a response

Demonstration:

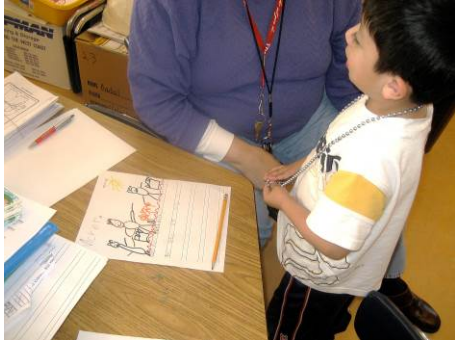
Students watch the writing process multiple times a day through modeled, shared or interactive writing experiences about any learning going on in the classroom.



Celebrate approximation!

Speak to young writers about what they are doing, don't focus on their errors.

Infuse the daily schedule with writing



- **Opening:** You can add a daily message about the day. Write this in front of the students.

- **Calendar:** Include writing a sentence about the weather—a weather monitor can write this on his/her own after the first month of school and post it near the calendar.

- **Language Arts Time:** Include writing practice with routines such as "write the words you know" or McCracken Spelling during phonics on white boards.



- **Math:** Include writing about what you are learning, writing math problems, writing observations of graphs, etc.

- **Science/Social Studies:** Maintain a shared writing chart about each topic you are studying and add a sentence or two to this piece every time you learn something new. In this way your class will basically write their own textbook about the topic. You can type and copy this for each unit into a class book.



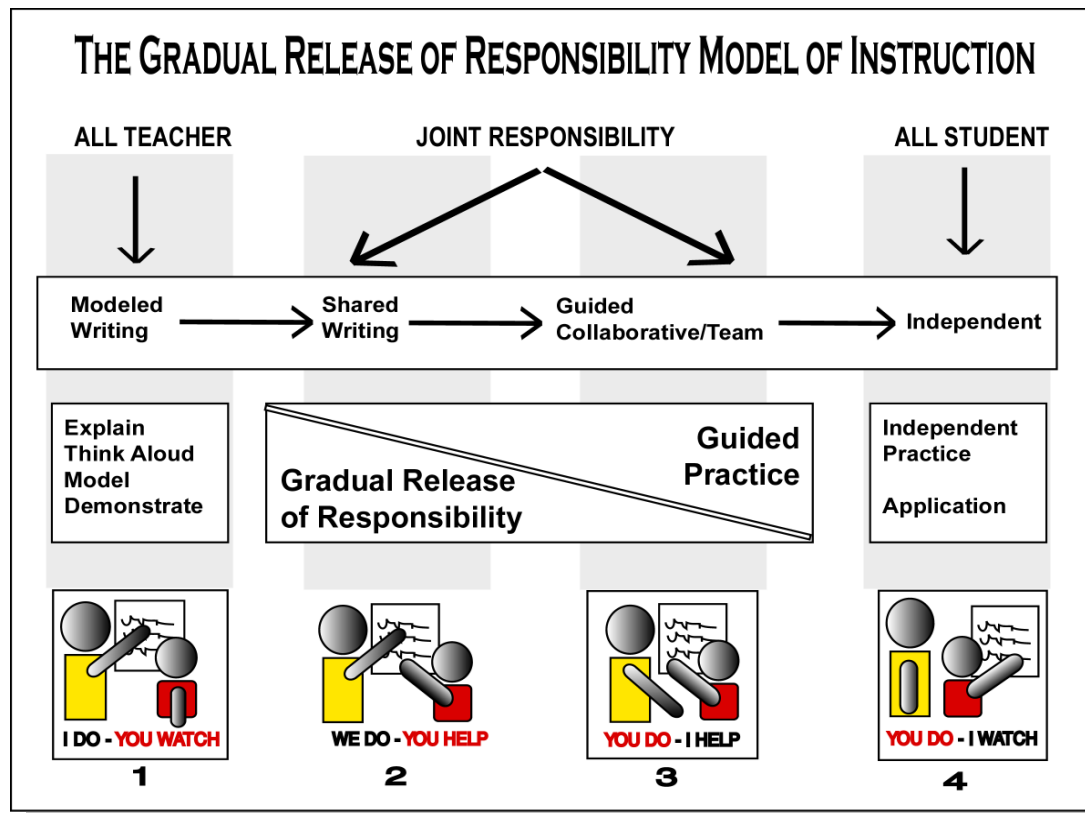
- **Grow Lists:** Maintain "grow lists" for every topic to display vocabulary with pictures as it is learned, students can reference these for their own writing.



- **Closing:** Right before students go home add a sentence or two to the "daily news" chart about what happened during the day.

Happy Writing!

The Gradual Release of Responsibility Model of Instruction*



The Gradual Release of Responsibility model of instruction was developed by Pearson and Gallagher (1983). The model was then applied to key aspects of a comprehensive literacy program by Ritterskamp and Singleton (2001). Additional reference information is on the last page of this section.

Teaching Writing - Scaffolding

"Scaffolding is not simply a case
of breaking learning segments into scope and sequence.
Instead, it is a complex interactive process
whereby the teacher regulates levels of support
according to how well the children understand the task at hand."
"By that we mean that the child's behavior
signals the teacher, *I don't need your help anymore.*
I can do this by myself."

Dorn et. Al (1998). *Apprenticeship in Literacy*. York, ME: Stenhouse.

One of the most important aspects of the scaffolding process in writing is the celebration of the independence being earned along the way. The students need to be praised and validated for the skills that are becoming automatic. Understanding that automaticity means mastery provides a springboard for the student to take further risks and go deeper into the writing process. Writers invent themselves from successful feedback and praise experiences.

Most of us unfortunately learned to write through trial and error. We were given a writing assignment, and told how it would be graded. Then we faced the blank page and tried to figure out how to do the assignment to get the grade. Our efforts focused on getting a grade, not on improving our writing. When we are writing, our thinking should be about writing. Once we turned the paper in, we waited with trepidation to see how we did. The marks on our papers either became our "teachers" as reminders of what NOT to do next time, OR they simply made us feel a surge of resistance to any future writing tasks. As a result, many of us do not enjoy writing. This is not the way to train writers. However, it does scare students into copying someone else's voice and style. Writing instruction is sabotaged when students only focus on completing assignments during the K-12 experience. Students learning to write in this way will never get to the depth necessary to be successful in college.

The most successful approach to teaching writing we have found with today's students is to honor the Gradual Release of Responsibility Model of Instruction. The model is shown in the graphic on the previous page. To make this paradigm work, 1) we first model the process through writing in front of the students OR through showing them examples of that writing type. Next, 2) we identify the steps or processes involved with producing that genre and list these in student friendly language. After that, 3) we write another sample piece with input from the class. This is often called "shared writing" or "language experience". Finally, 4) we provide guided writing experiences through mini-lessons preceding an independent writing period. During this phase of the model, 5) teachers can pull small groups of students to re-teach or extend the process based on individual progress with understanding writing skills. Differentiating for the language needs of English learners can also be offered during these small group sessions.

When this supportive flow is offered to student writers they become able to independently write a variety of complex forms of writing as indicated by the grade level standards for their age group. If students are still having difficulty, it's a signal to the teacher that perhaps a more gradual release of responsibility is called for. The teacher can ask him or herself, "Did I model enough? Did we look at enough examples? Did we walk through the process as a group in shared writing? Have I provided support for vocabulary for English learners? Did I leave up the examples and checklists for reference as students write?" If the answer is no to any of the above...more support may be needed.

Teaching Writing - Scaffolding

As an example, we are choosing to provide a detailed explanation for teaching *descriptive writing* as a model for this section. Remember that using description in writing is a skill that extends across all grade levels and needs to be taught and revisited throughout elementary and middle school. The following pages show how descriptive writing instruction may look over a 6-week period. The first few pages in this chapter provide a template for lesson planning with reminders about what might happen during each phase of the model. Detailed notes for each phase follow the template and provide examples of the kinds of teaching charts that may be generated over this 6-week course of instruction. This process is repeated for each of the other genres explored in this book. The amount of time and the individual lessons can be planned by each teacher or grade level team based on the needs of the student writers and the constraints on the instructional schedule.

If necessary, for example, something new in writing could be taught with a single session each for modeling, shared writing, and guided writing. However, writing is a complex task, and most teachers will find it necessary to take more time to teach specific aspects of the writing process at hand. Direct explicit instruction must always be followed by a writing project or inquiry based activity to ensure integration of the material presented. The formula we prefer is: explicit instruction: 10/15minutes – writing practice: 20/30minutes – edit, debrief the process, and get response: 10/15 minutes. This provides for some variation in the classroom time and emphasis but ultimately allows for one hour of writing instruction, practice, support, review, editing, and reinforcement. Stand and deliver writing instruction does not stand alone without practice in writing. Worksheets regarding language conventions and rules are not writing practice; practice worksheets involve the subskills that lead to writing. SO, when we say practice the gradual release model related to descriptive texts, we are asking you to allow the students to **write descriptions** of something on a daily basis.



The Language Experience Approach

(Also known as Shared Writing)



2

*“What I can think about, I can talk about.
What I can say, I can write about, (or someone can write for me).
What I can write, I can read”*

Van Allen & Allen, 1966

What is the Language Experience Approach?

An approach to language learning in which students' oral compositions are transcribed and used as materials of instruction for reading, writing speaking, and listening.

Why use the Language Experience Approach?

- Offers a **perfect match** between the English language the student controls and the reading task at hand.
- Provides a means for teachers to discuss in detail **how texts work** and how words are written within the context of a meaningful experience.
- Demonstrates **conventions of writing**--spelling, punctuation and grammar.
- Supplies reading material in the classroom that is meaningful and **readable for all students**.
- Focuses students on **composing**, and leaves the writing of the material to the teacher.
- Helps students see **new possibilities** for their own writing. Many students can share orally material which is far more complex and interesting than what they are able to write independently.
- Aids students to see how to **organize their writing** in terms of sequence, categories of information, and transitions.
- Builds a **sense of community** as class events, feelings, and thoughts are shared and written down.
- Enables both students and teachers to **gain confidence** in their writing ability.

The Language Experience Approach: How Do You Teach with It?

Step 1 - Language Experience Charts are Generated Around Key Concepts and Group Experiences

Examples:

1. Daily news from the class, or weekly summaries for parents
2. Writing from a shared experience: a field trip, school-wide event, science experiment
3. Retellings of favorite stories
4. Summaries of content area learning, i.e., social studies/science
5. Classroom observations of pets, plants, or science projects
6. Class rules and procedures

The teacher facilitates **much oral discussion** of the key concepts before, during, and after the group experience in individual, small group, and whole group contexts.

Teachers use sheltering techniques during these discussions to **support and extend** students' language use at their English language proficiency levels.

Examples:

Beginning and Early Intermediate use:

- Realia
- Opportunities to label
- Patterned language

Intermediate and Early Advanced use:

- Experience/discussion in small heterogeneous groups
- Read and research with support
- Negotiated responses to extend sentence patterns

Advanced use:

- Independent writing of some portions with white boards
- Focus on word choice, style, and voice

The Language Experience Approach:

Step 2 - Generate the Language Experience Chart

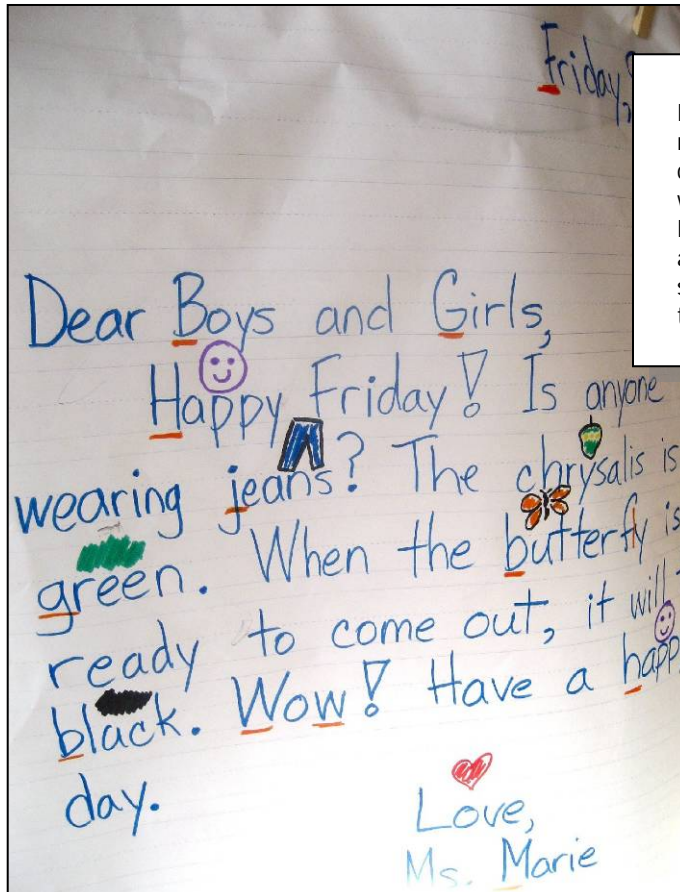
During these shared writing sessions the teacher and students compose writing collaboratively. They discuss the writing together to choose topics, select words, and create the meaning they want. The teacher acts as a guide, not a director of the material. While acting as a scribe for the class she enables students to compose far more complex material than would be possible for students writing on their own. The teacher takes care to keep the experience democratic by avoiding suggestions such as "I would choose," or "I don't think that should come next" instead invites their judgment with questions such as "What do you think about...?" or "Does that fit in here next?"



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Daily news or morning message is one of the most common uses of the shared writing approach. This Kindergarten teacher has added doodles and graphics so that students can "read" the message on their own.

The Language Experience Approach:

Step 3 - Work the Text

Language experience charts provide contexts for **teaching English language print conventions**.

- **Key words, concepts and phrases** should be lifted from the chart and listed on word banks for future reference as students engage in independent reading and writing on the topic.
- **Phonics, spelling, word origin** elements can be highlighted in context, then taught and extended during future lessons.
- **Grammatical structures and concepts** may be discussed in this context
- **Concepts about print and punctuation** of English may be noted.

Shared Writing/Language Experience Model With “Work the Text” Sample

- Add “ed” for past tense: planted, placed, covered, watered
- Has capital letter for a day of the week (Tuesday)
- Uses sequence words: first, next, finally
- Uses “pl” blend: planted, placed
- Using ! shows excitement!

We planted green beans on Tuesday.
First we put soil in the cup. Next we dug
a whole with our finger. We placed one
bean seed in each hole. We covered the
seed with dirt. Finally we watered the
plants so that they can grow!

The Language Experience Approach

Management: Use LEA charts to Support Independent Reading, Writing, Listening and Speaking.

- Refer to charts during class discussions.
- Illustrate elements of the charts with small “doodles” where possible.
- Type up and distribute group generated charts for independent reading material.
- Enter key vocabulary into personal word dictionaries.
- Highlight phonics/spelling elements and extend with word study instruction.
- Leave charts posted for as long as possible in the classroom.

Using the LEA throughout the School Day

Summaries

Using LEA to scaffold story retellings/summaries teaches students the important skill of summarizing. Often this is a **tested** skill, not a **taught** skill.

1. Facilitate students oral retelling of a Read Aloud by providing the signal words of story sequence:
 - In the beginning....
 - Next.....
 - And then.....
 - After that.....
 - Suddenly.....
 - Finally.....
 - At the end....
2. Help students keep track of the retelling by using the book illustrations and/or drawing “doodles” on the chalkboard.
3. Have students tell each sentence of the retell, and then record their ideas on chart paper. You may list student names next to each contribution, then have students copy and illustrate each section to make up a class book.

The Language Experience Approach: Using LEA Charts to Summarize Information in Nonfiction Books

1. Have students restate what they have learned in their own words. Scaffold this discussion by providing word banks of key vocabulary illustrated with simple “doodles” where possible.
2. Have students dictate to you the information in whatever format you are expecting them to be able to eventually write on their own.

For example:

Beginning/Early Intermediate ELs or K-1st students:

- Lists
- Labels on drawings
- Brief phrases and captions on drawings or diagrams
- Patterned sentences (Frogs can____, Frogs can _____ etc.)

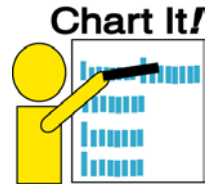
Intermediate ELs or 1st-3rd grade students:

- Notes on topic
- Question/answer re: the topic
- Simple paragraphs with topic sentence and supporting details
- Graphic organizers/Matrices
- Step by step directions.
- Simple reports organized by topic
- Observation journal

Advanced ELs or 3rd-8th grade students:

- Note taking format
- Report outline
- Multi-paragraph report
- Cause/effect, problem/solution, other nonfiction text structures
- Multiple writing genres: (for example: persuasive essay, interview, etc.)

3. Have students read aloud the charts as you develop them. Leave them posted as references for information and spelling. Students may also recopy/type these selections and illustrate them in order to produce class books about content area topics in school.



2



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The Language Experience Approach: Using the LEA after a Fieldtrip

LEA is the ideal way to record the thoughts and responses to a fieldtrip. Be sure to create these charts with students as soon as you can after a fieldtrip experience.

1. Have students orally discuss the fieldtrip. Try having them start the discussion in small groups or pairs to get everyone involved. Let students discuss the experience in their primary language when possible. Try to group students with a more bilingual "language broker" who can translate the small group discussion to the whole class when the LEA chart is being built.
2. Scaffold the discussions with a word bank of key vocabulary illustrated by "doodles" or with actual artifacts from the trip: maps, brochures, photos, etc.
3. Have students dictate their recollections to you in whatever format you would like them to be able to write independently:
 - Fieldtrip sequence
 - Paragraphs by topic
 - Graphic organizers/matrices
 - Question/answer
 - Letter
 - Travel journal
4. Have students recopy and illustrate these charts when appropriate to make class books.



2



3

The Language Experience Approach

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Color Books

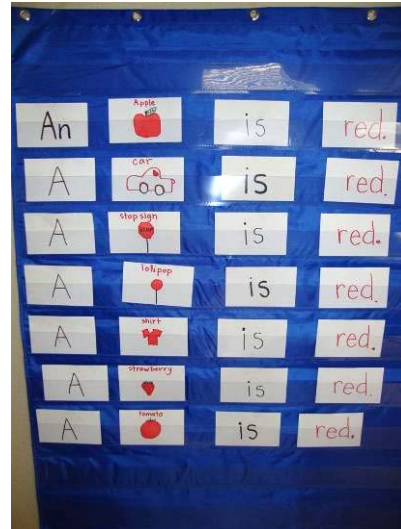
I use color books to during the first six weeks of school to teach various components of writing. Each week focuses on one color and follows a routine that enables the students to make their very own color book that they can read and take home. The following outline follows our weekly routine for a new color.

Monday: Introduce the new color by reading a book that focuses on the color. (For example red = Clifford book) Do a classroom search for the color. Have students label the things they find with a post-it with the color name. Then have students brainstorm a list of other objects that are red. Write the list on chart paper or white board. Focus on blending and segmenting the words.

Tuesday: Pick 6-8 objects from the list on which to focus. Use the following sentence frame for each object:

A __ (object) ____ is __ (color) ____.

Write each word of the sentence on an index card. Arrange the indexcards in the pocket chart to make 6-8 sentences. Have students chorally read the sentences. Call on individual students to come up and read a sentence from the pocket chart. Focus on tracking, spacing, capitalization, punctuation, and high frequency words.



Wednesday:

Have students reread the sentences in the pocket chart. Next, play a game of **Fix Up my Mix Up**. In order to play have the students close their eyes. Then mix up the order of the words in a sentence. Have the students read the mixed up sentence. Call on a student to come up and fix the sentence. Have students chorally read the correct sentence. Have the volunteer mix up the next sentence and then repeat the processes until all sentences have been mixed up and fixed up.

Thursday: Play **Fix Up my Mix Up** again.

Friday: Students will make their own color book to take home. Copy the Title of the book on colored construction paper. Staple 6 pages that have the sentence frame (A _____ is _____.) typed on the bottom of the page. Have students fill out the missing words and then draw the picture of the object.

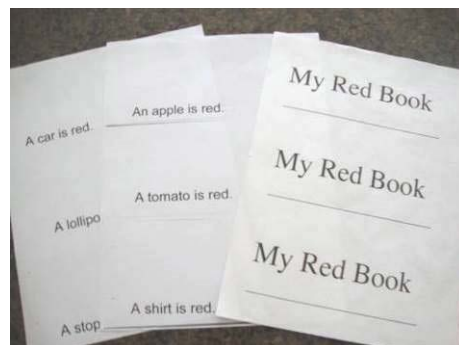
- * Lesson can be adjusted to the level of students' capability. At the beginning I type out the whole sentence and students just draw the picture. By the time I am introducing the 6th color, I expect that the students can write the whole sentence and draw the picture.

The First Six Weeks of Kinder

By Jami Lauchner

Bates Elementary School

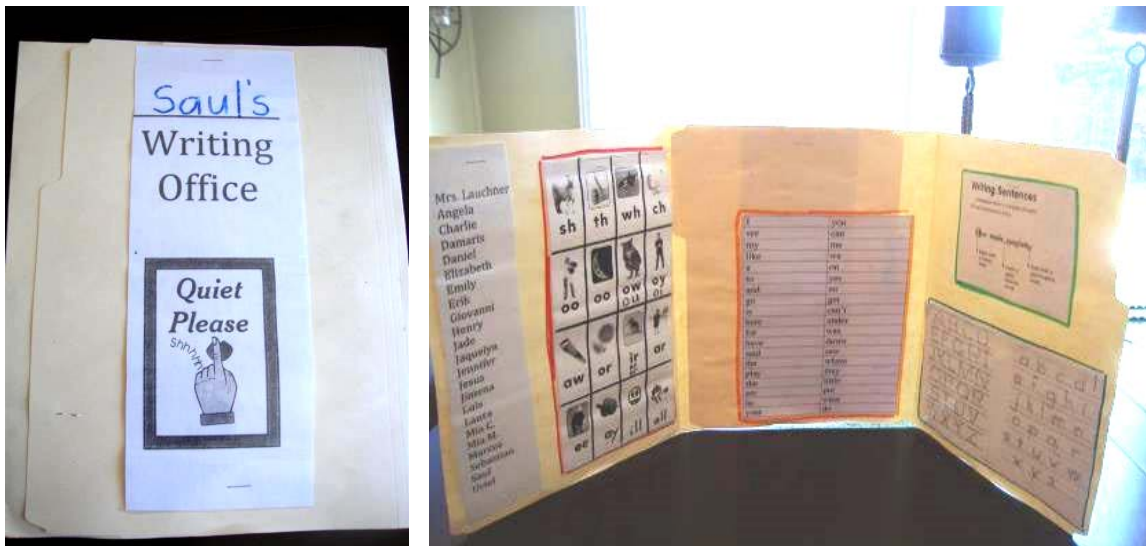
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Journals

I introduce journal writing at the very beginning of the year. I start the journal time by sharing about 3 different student journal entries and discussing why I think these students are superstar writers. I usually focus on skills that I want more students to start demonstrating. For example, I might show a student's journal entry and discuss how they use the guideline to form letters correctly.

I find that by showing student work the other students are more motivated to produce that same kind of work. Next, I tell the students what I want them to write about for the day. I usually pick a topic that we have been studying and include high frequency words that I know the students are familiar with. For example, one my very first journal activities would be the sentence I am ___(name)____. I know that students are familiar with capital I because of Friend of the Day. I also know that I will be able to show them how to sound out (am) and finally I know that most of my students will be able to write their name. I will demonstrate how to write the sentence and discuss various concepts of print as I write. I will have students orally practice the sentence that they will be writing in their journal. I will also discuss how I want my picture to match my words. When I feel that most students will be able to complete their journal with little assistance I have them go to their tables and put up their writing office.



(Each student's **Writing Office** includes a class list, letters and sounds, high frequency words, and a guide for spacing, capitalization, and punctuation.)

Students can begin their journal with the picture or the sentence.

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Journals: Tips for Creating Independent *Writers*

- I try to avoid the question “How do you spell...” by reminding students to use their HFW list, the Word Wall, our classroom walls or to sound it out. I will rarely spell a word for a student.
- I really want to focus on creating independent writers so I never write a sentence frame for the students to copy. I do not want them to start to rely on copying as a form of writing. After I have demonstrated my journal I will remove it from view.
- I always make sure that I establish “writing time” as a quiet activity. I put on soft music and encourage the students to whisper during this time.
- I also establish a certain amount of time that I want the students to be writing. I do not allow any student to say, “I am done.” Instead I will teach the students how to add more details both to their writing and picture.
- I increase the number of lines on the journal writing paper as the year progresses. I have noticed that the more lines I provide the more the students will write.
- I end the journal time by sharing each of the students’ journals with the whole class. This time also provides the students with an opportunity to finish up if they are not done or to make any corrections to their journal after it is read. (For example, many students will notice that they forgot a period or need to start with a capital.)
- I save one journal entry from each student per week. I use the saved journals to track progress and to be able to give the students a yearlong journal at the end of the school year.
- I make sure the students know that if they would like to write about a different topic than I suggested that that is just fine with me.

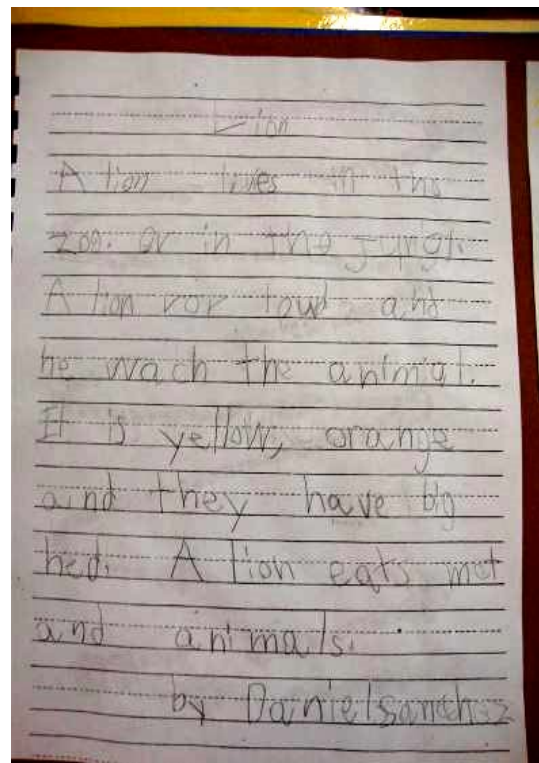
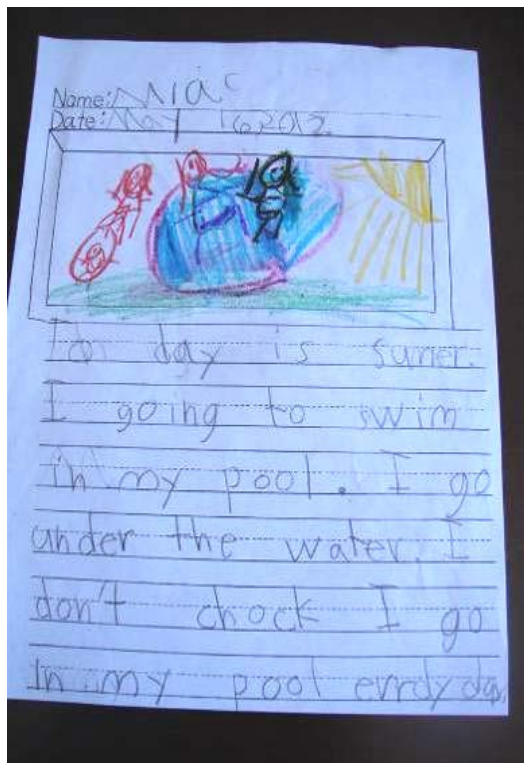
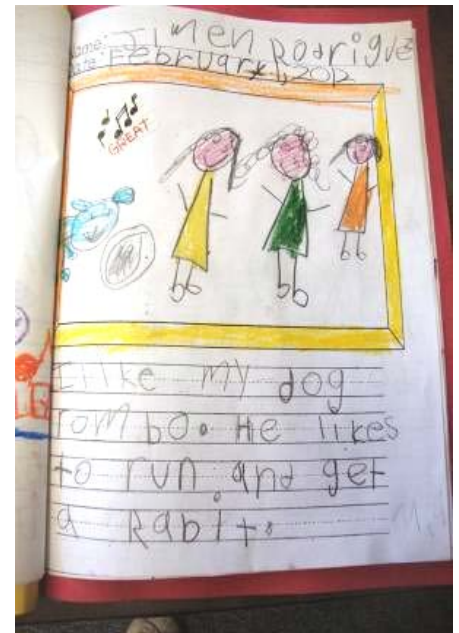
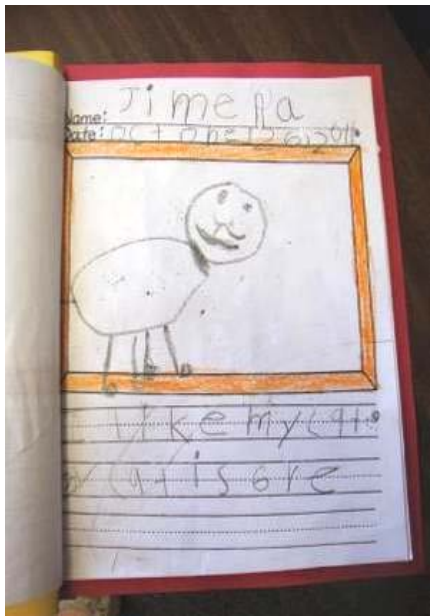
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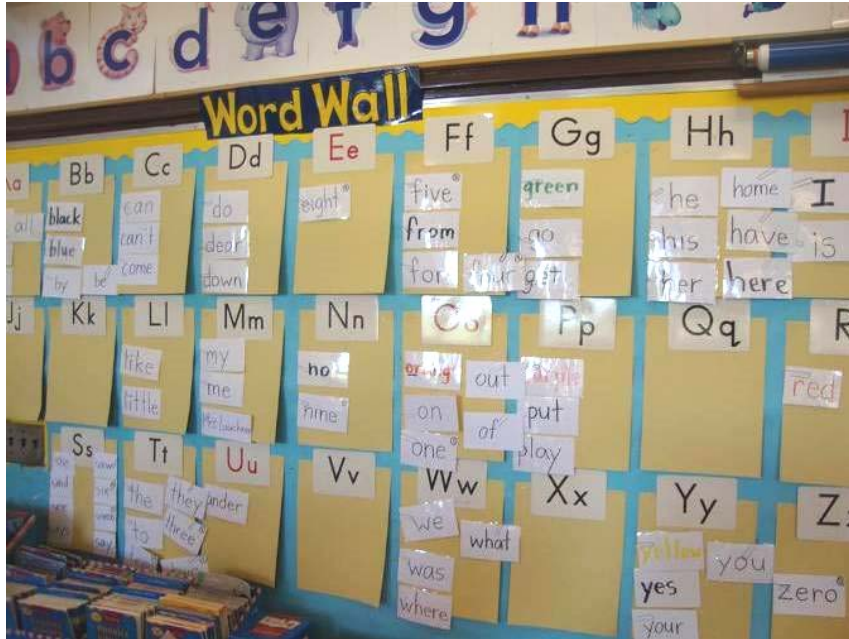
Sample Journal Entries: One student's writing over a year's time



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Word Wall

The word wall is a resource students can use to recall high frequency words that have been taught. I often refer to the word wall when I am writing in front of the class. I notice the more I use the word wall the more the students use the word wall. I also make sure that the words are held in place by paper clips. This allows students to take the word back to their table or for me to take it off their word wall during a lesson.



Making New Vocabulary Accessible

One important component of getting my students to write is to make sure that they have the vocabulary and experiences to do so. Most of my students are second language learners and come to kindergarten with little to no English. It is not only my job to teach them to write but also to give them the vocabulary to do so. I use various strategies to make sure that new vocabulary is accessible and that students have many opportunities to use the new vocabulary, and that the vocabulary and concepts are at a high level. On the following pages I have shown a few ways I make our classroom a print rich environment.

The First Six Weeks of Kinder

By Jami Lauchner

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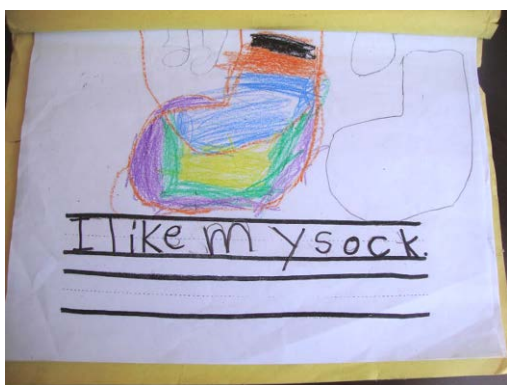
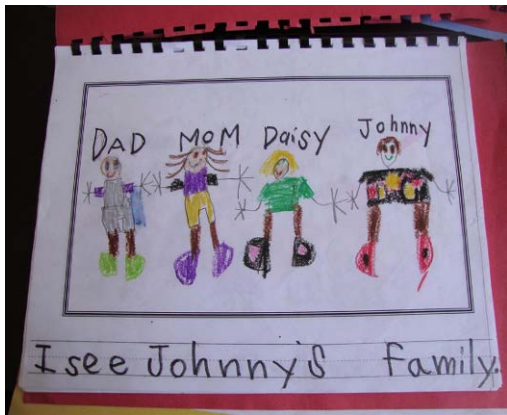
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Class Books



After I have created a theme word list I like to create a class book on the theme. I will have the students orally practice the sentence they are going to write for the book. I also have them find the word on the word list they will need for their sentence. Since the students have already had so much practice reading the word list it should not be too hard for them to create their sentence.

I collect all the pages for the book and make a cover. I then read our class book to the class and add the book to our library. Students really enjoy revisiting these book and take pride in their written abilities.



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From Reading to Writing with Informative Text

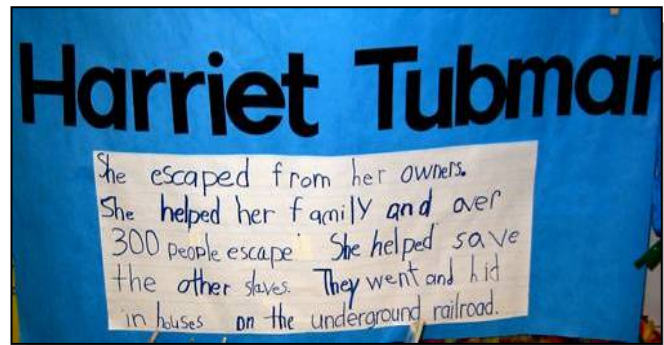
Input: Teach students about a topic of interest with:

- Big books
- Multimedia
- Guest speakers or fieldtrips
- Hands on experiences
- Photos
- Read alouds

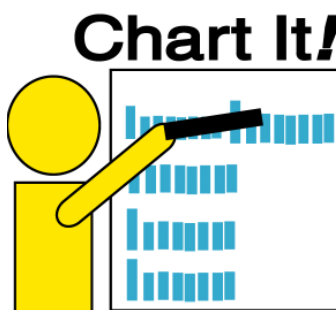


Capture: Write down vocabulary and facts learned so that they “hold still” for the students.

- Use word banks in categories.
- Add doodles or graphics so that the words can be read and the meanings remembered.
- Leave room to “grow” the list as the students learn more.
- Use graphic organizers for the information as needed.



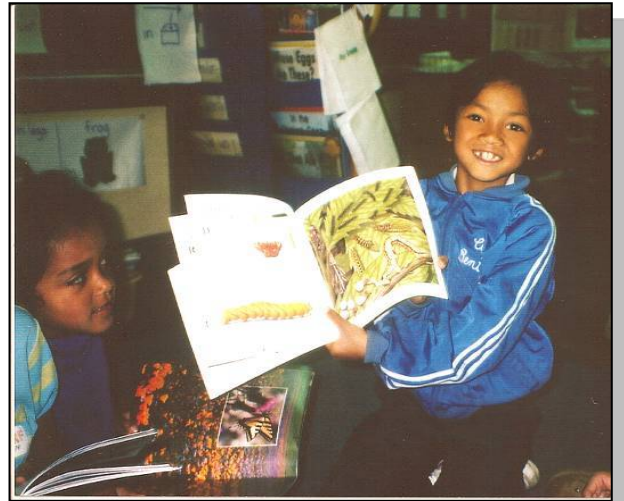
escaped
hid
helped
underground
railroad
save



Talk:

Have students discuss the learning prior to working—reading and writing “float” on a sea of talk.

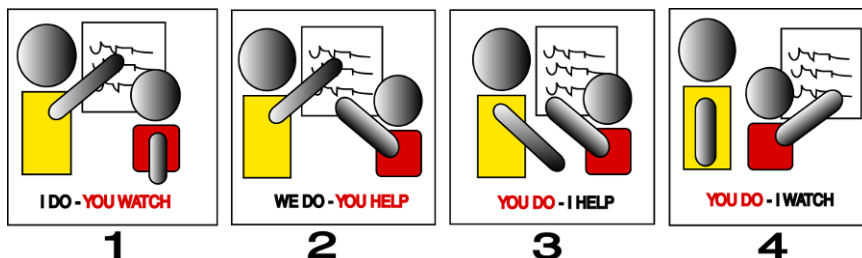
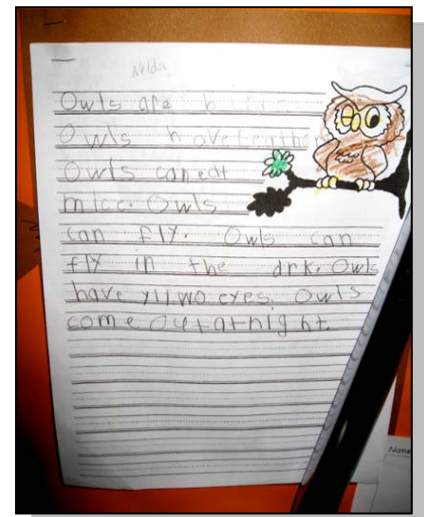
- Think pair share
- Discuss experiences or personal connections with the topic
- Use *Cooperative Talk* structures (see graphics for these on the website-www.knoxeducation.com)
- Try patterned talk as in MacCracken language frames for beginning English speakers (e.g., “Butterflies can _____.”)



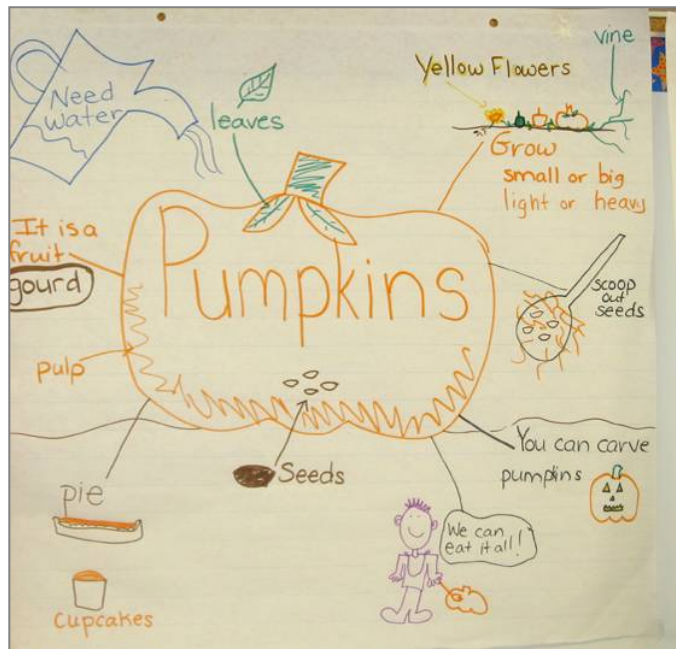
Write:

Use the gradual release model of instruction to have students learn to write about what they are learning in their own words.

- **Modeled Writing:** label the parts when you are finished, list the steps for the process.
- **Shared or Interactive Writing:** refer to the steps, take input from the students.
- **Independent Writing:** as students are able, have them write on their own. You may continue to differentiate support for this as you observe what the students are able to do on their own.
- **Publishing:** guide the students through the revision and editing process, have them recopy and illustrate their final pieces.



This chart of pumpkin vocabulary and concepts uses icons and pictures to help the students know what the English words mean and retrieve them easily for use in their own writing.



This bulletin board about ants provides support for kinder students with recalling concepts and vocabulary as they use the information in their own writing.



This first grade teacher uses interactive writing to record new information they learn each day about bats. Published student writing is displayed next to this.





CCSS Week Long Unit Planner for Informative Reading and Writing K-1

"Begin with the end in mind."

| Grade | Topic | Focus |
|-------|-------|-------|
|-------|-------|-------|

Content Standards/Big Enduring Ideas:

Writing Standard 2

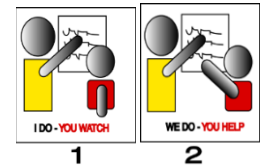
| Grade K | Grade 1 |
|--|--|
| 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |

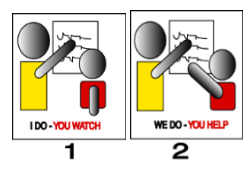
Reading Informational Text Standards

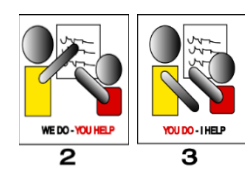
| Grade K | Grade 1 |
|--|---|
| 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. |
| 2. With prompting and support, identify the main topic and retell key details of a text. | 2. Identify the main topic and retell key details of a text. |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA |
| 5. Identify the front cover, back cover, and title page of a book. | 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 7. Use the illustrations and details in a text to describe its key ideas. |
| 8. With prompting and support, identify the reasons an author gives to support points in a text. | 8. Identify the reasons an author gives to support points in a text. |
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |


MONDAY


- Introduce topic with hands on experience or google images/video, ask students what they already know, partner share and share out with echo
- Generate list of questions about the topic and chart this
- Read aloud or shared reading about topic
- Begin vocabulary grow list or pictorial
- Model or shared writing about what we learned so far



| | |
|---|---|
| TUESDAY | |
| <ul style="list-style-type: none"> • Review Monday information--read charts • Shared reading of more information • Add to grow list or pictorial • Shared writing about what learned • Students draw and write--labels |  |

| | |
|--|---|
| WEDNESDAY | |
| <ul style="list-style-type: none"> • Review all charts • Shared or guided reading • Add to grow list or pictorial • Interactive writing about new information • Students write some information |  |

| | |
|--|--|
| THURSDAY | |
| <ul style="list-style-type: none"> • Review all charts • Students write about what they know about the topic • Teacher meets with small groups to support at level of need • Students share writing so far |  |

| | |
|---|---|
| FRIDAY | |
| <ul style="list-style-type: none"> • Teach students how to revise (say more) and edit (check for capitals, periods, spelling of words on charts) • Students continue writing and create a page for a class book about the weekly topic • Assemble book and celebrate with a shared reading of the class book |  |

Interactive Writing

Basic Procedure

PLEASE NOTE: It is critical that teachers know what each student understands about letters, sounds and concepts of print prior to using this technique. The teacher uses this information to help select the level of participation each student will take during the session.

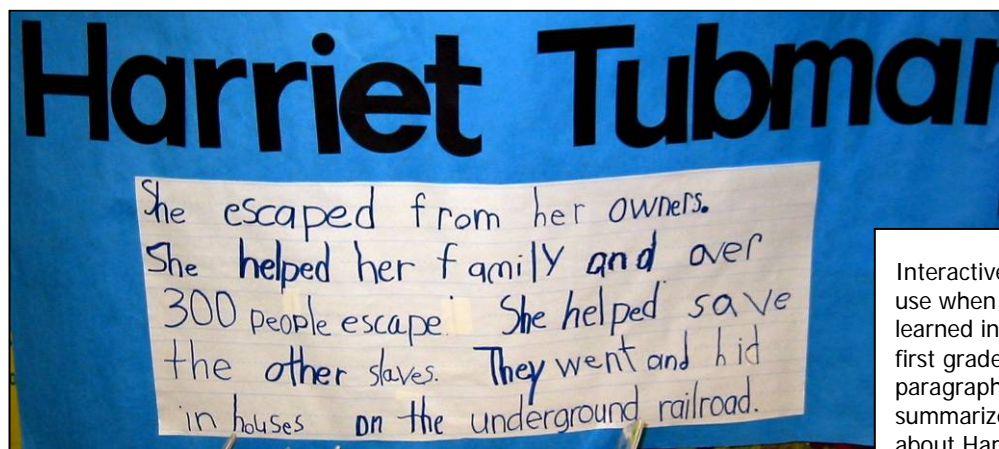
1. The teacher and children compose a short text. The subject may include the retelling of a familiar story, a classroom experience, a list for a recipe, labels for a science project, etc.
2. Once the message is decided upon, the teacher helps the children remember what will be written by repeating it with the children several times. Next, count how many words will be written in the message.
3. The teacher and children write the message word by word on a piece of chart paper. The teacher guides the children through the concepts about print as necessary throughout by reminding them of conventions such as where to start on the page, what to do at the end of a line, spaces between words etc. The teacher invites students to write words or letters within the text as they are able. Children may practice on a practice sheet before adding their bit to the chart. A letter chart, name chart, word wall, and teacher modelling on a chalkboard or "magnadoodle" provide additional supports where needed.
4. Words that are not known by the group are said slowly several times in order to be analysed for the sounds and predict letters that may appear in the word. Children may supply some or all of the letters. The teacher provides those not given by the children. During the process of constructing a word, the teacher reminds children of what they already know about words that may help them figure out a new word.
5. As each word is written the whole text is reread from the beginning in order that the children will know which word is to be written next.
6. It is important that the product of the interactive writing session be readable by the children. Post-it correction tape may be used to fix up any errors in letter formation or placement as the text is completed.
7. The resulting text is posted where all students may reread it independently throughout the day. Children will also refer to this text as a resource for their own independent writing.



2



3



Interactive writing is an ideal tool to use when reviewing new information learned in the content areas. This first grade class has written a paragraph together which summarizes what they have learned about Harriet Tubman.

Name: _____

My Sentences for the week of _____

Winter is a cold season.

In winter see rain and cloudy
skies.

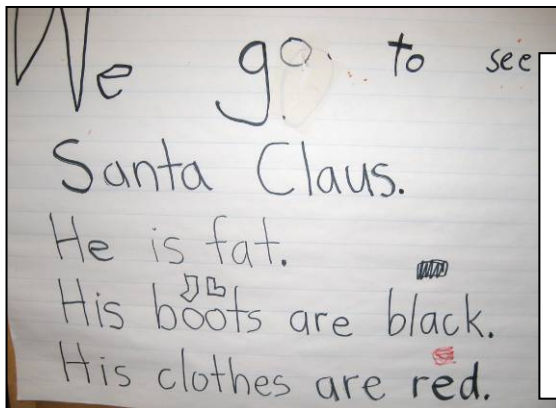
In winter we can play in puddles.

We need to wear warm clothes
in winter.

Interactive Writing



Interactive writing can play a dual role when it is used to not only teach students how it works, but the writing itself is teaching the grade level standards as well as reminding students about reading strategies and skills.



This kindergarten teacher has used a combination of shared and interactive writing to show students how to write about seeing Santa Claus at a school assembly. The first four words of the first sentence have been written by the students in class because they are sight words the students already know. The rest of the text was provided orally by the students and written down by the teacher so that the students could read it back to themselves. The graphics for boots, black, and red were added to the chart as anchor points to help these emerging readers "read" this extended text on their

Assessment Considerations:

1. Teachers may observe the ability of individual children to contribute sounds and words to the text as an assessment during the lesson. During small group interactive writing sessions different colored pens are given to each student and the text is signed by the students at the end of the session. This provides a record of what was contributed by each student.
2. In order to involve all children in the experience, it is important that the teacher is aware of the individual abilities of the students. The teacher is then able to invite children to contribute successfully.

Further Reading:

Button, Johnson, and Furgerson (1996) "Interactive writing in a primary classroom." *The Reading Teacher*, 49 (6). 446-494.

Dorne, et al. (1998) *Apprenticeship in Literacy*. pp.58-64. Stenhouse.

Fountas and Pinnell (2001) *Interactive Writing*. Portsmouth, NH: Heinemann.

— (1996) *Guided Reading: Good First Teaching for All Children*. pp. 23-38, 164, 170, 182. Portsmouth, NH: Heinemann.

Swartz, S. et al. (2002) *Interactive Writing and Interactive Editing*. Carlsbad, CA: Dominic Press.

Using a Matrix Chart to Read, Research, and Write about Animals

| | |
|---|--|
| Description Butterflies have_____. | Habitat Butterflies live_____. |
| Behavior Butterflies can_____. | Diet Butterflies eat_____. |
| Predators Butterfly enemies are_____. | Life Cycle |

1. Gather books at multiple reading levels about the animal.
2. Show pictures of the animal and ask children if they already know anything about the animal. Then generate a list of questions they have about the animal.
3. Display this chart and tell the students we will use this to organize information we learn about the animal through reading and observation.
4. Use a big book about the animal to show students how to read informational text and then enter their learning on this chart. Show students how to list new information in the appropriate box as a list or with phrases. Add doodles after words to show the meaning as you can.
5. Students continue to read and research on their own or in small guided reading groups and add to the chart individually or as a group.
6. Use shared or modeled writing to show students how to write a paragraph about each box in the chart. Vary expectation and amount of support offered as needed:

English Language Development (ELD) Strategies for Using a Matrix Chart to Read, Research, and Write

Beginning English Learner Students: (CELDT 1-2)

Use the patterned sentence in each box. Generate patterned sentences on sentence strips. Use picture cues on the sentence strips. Have students cut up these strips, reassemble them, and then copy them into little books.

Intermediate English Learner Students (CELDT 3), Below Grade Level EO students

Use shared or modeled writing to show students how to write a simple paragraph for each box. You may need to provide a frame for the topic sentence. Nudge students to add adjectives, adverbs, or prepositional phrases to extend their writing within the paragraph. Students can publish this as a 6 page flip book report.

Early Advanced/Advanced English Learner Students and On Grade Level EO students:

Use shared writing to generate a paragraph about one of the boxes with the students. Extend their responses by asking for further detail. Show students how to add a concluding sentence to each paragraph. Include mini-lessons on different ways to generate a topic sentence. Expect students to write a 6 page report after they have finished gathering notes for each box. Have students read aloud their paragraphs to each other as they finish them in order for students to get ideas from each other.



Animal Report Matrix

Animal Report on: _____

Name _____ Date _____

| | |
|---|--|
| <p style="text-align: center;">Description</p> <p style="text-align: center;">_____ have _____.</p> | <p style="text-align: center;">Habitat</p> <p style="text-align: center;">_____ live _____.</p> |
| <p style="text-align: center;">Behavior</p> <p style="text-align: center;">_____ can _____.</p> | <p style="text-align: center;">Diet</p> <p style="text-align: center;">_____ eat _____.</p> |
| <p style="text-align: center;">Predators</p> <p style="text-align: center;">_____ enemies are _____.</p> | <p style="text-align: center;">Life Cycle</p> |

My Animal Report

Name: _____ Date _____

- 1. Choose an animal to research.
- 2. Read about your animal.
- 3. Learn about your animal on the internet.
- 4. Write notes about your animal.
- 5. Write one page about each box.
- 6. Draw a picture for each page of writing.
- 7. Read your report to a friend.
- 8. Share your report with your family.




| Animal Report Matrix | |
|--------------------------|-------------------|
| Animal Report on: _____ | Date: _____ |
| Name: _____ | _____ |
| Description: _____ | Habitat: _____ |
| _____ | _____ |
| Behavior: _____ | Diet: _____ |
| _____ | _____ |
| Predators: _____ | Life Cycle: _____ |
| Butterfly example: _____ | _____ |



Butterflies have 4 wings. The wings are made of scales for protection.

Animal Report Checklist

- Read about your animal.
- Take notes on the graphic organizer.
- Write a paragraph about each box.
- Use the main heading in the topic sentence. Include supporting details.
- Paraphrase—  no copying
- Check for:
 - Capital at the beginning of each sentence
 - Punctuation
 - Spelling
 - Neat!


Animal Report Matrix

Animal Report on: _____ Date: _____

Name: _____

| | |
|--------------------------------|-----------------------|
| Description have _____ | Habitat live _____ |
| Behavior can _____ | Diet eat _____ |
| Predators Bigger than _____ | Life Cycle |

Animal Report Checklist

- Read about your animal.
- Take notes on the graphic organizer.
- Write a paragraph about each box.
- Use the main heading in the topic sentence. Include supporting details.
- Paraphrase—  no copying
- Check for:
 - Capital at the beginning of each sentence
 - Punctuation
 - Spelling
 - Neat!

Animal Report Matrix

Animal Report on: _____ Date: _____

Name: _____

| | |
|--------------------------------|-----------------------|
| Description have _____ | Habitat live _____ |
| Behavior can _____ | Diet eat _____ |
| Predators Bigger than _____ | Life Cycle |

Samples of Matrix and Classification

Bats

| | |
|--|--|
| <p>Have</p> <ul style="list-style-type: none"> thumbs knees that point backward fingers on their wings strong claws | <p>Can</p> <ul style="list-style-type: none"> walk dance see in the night fly at night hang upside down fly but they aren't birds |
| <p>Live in</p> <ul style="list-style-type: none"> trees attics houses caves | <p>Some Eat</p> <ul style="list-style-type: none"> blood fruit insects frogs |
| <p>Enemies are</p> <ul style="list-style-type: none"> some farmers some bats | <p>Kinds</p> <ul style="list-style-type: none"> Vampire fox little brown bat big brown bat fruit bat insect-eating bats |

Explorers

capitalization

suffixes, prefixes, contractions, syllable

Name of Explorer
Vasco Núñez de Balboa
AMERIGO VESPUCCI

Why did he go?

What impact did the exploration have on the local community?

Basic Facts
 - Where from?
 - When?
 - What?

He is from Portugal. He is famous for going around Africa and the India. On April 24, 1498

1499 Amerigo Vespucci

Amerigo Vespucci was looking for things to make maps and then sell them.

September 1513
 - He is Spain in 1500
 - possible place

He was looking for the Pacific. He wanted gold, spices and pearls.

Spice Islands

Vasco Núñez de Balboa

Ferdinand Magellan 1505

Spice Islands

Literary Elements

| Selection | Story Genre | Point of View | Setting | Characterization | Plot |
|-----------------|-------------------|---------------|---------|------------------|------|
| The Land I Lost | Autobiography | 1st person | ... | ... | ... |
| In Two Worlds | autobiography | ... | ... | ... | ... |
| The West Side | ... | ... | ... | ... | ... |
| Love As | realistic fiction | 2nd person | ... | ... | ... |

How is the story classified? (Fiction, Non-Fiction, Biography, etc.)

Where is the story being presented from? Is it first person (I) or third person (he/she)?

Where does the story take place? What time?

How does the author show the personalities of the characters? How do the characters feel and act? What do they think?

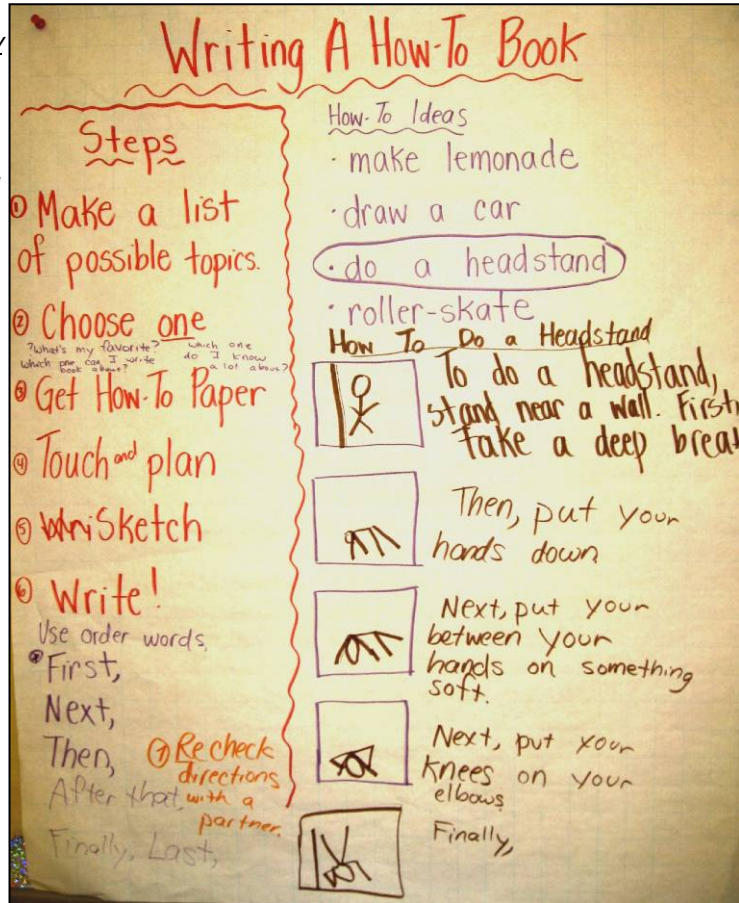
What are the events that take place in the story? What is the problem and solution?

Procedural Writing: “How-To” Writing

Lucy Calkins in her series, *Units of Study for Primary Writing*, calls this sort of writing “teaching texts” and begins this series of lessons by having kids graduate into not only becoming writers, but teachers.

Children know how to do all sorts of things and engaging them in writing about how to do them teaches them to be clear and precise.

As always, using models of procedural writing and modeling the process yourself for the students first will help them understand the features of this genre.



Examples of “How To” Writing include:

How a Book Is Made (Reading Rainbow Book)
by [Aliki](#)

How to Make an Apple Pie and See the World (Dragonfly Books)
by Marjorie Priceman

How to Draw Cartoon Animals (Christopher Hart Titles)
by Christopher Hart

National Geographic Publishing - www.ngschoolpub.org

The “Windows on Literacy” series contains some leveled reading titles and big books with a “how to” theme. For example, “You can make a pom-pom” or “Making Raisins” in the emergent science series.

Benchmark Education - www.benchmarkeducation.com

“How to” books that are clearly written and include engaging topics and photographs of each step.

How to Write a How-to Book

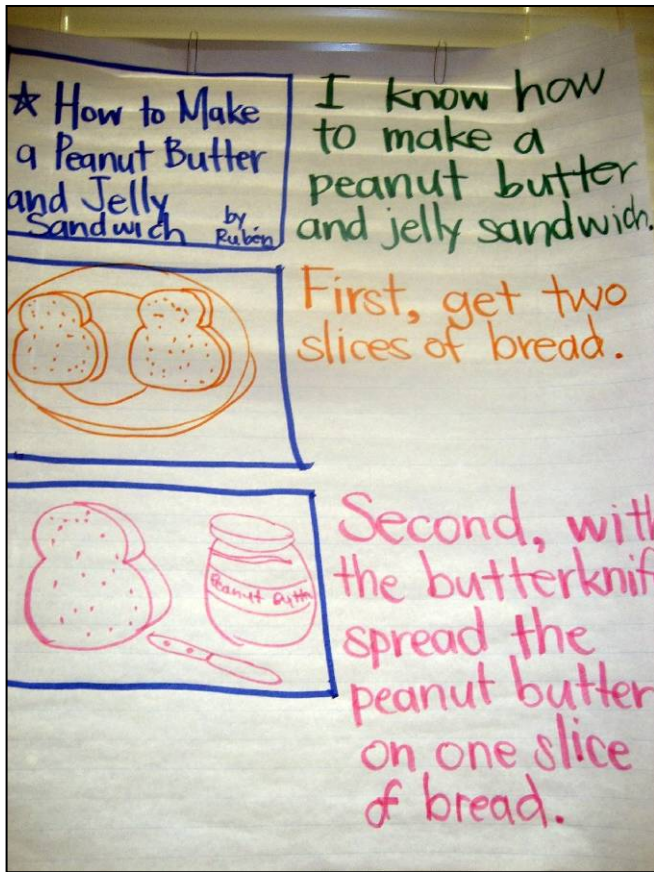
Chart It!



1. List things you could teach people how to do.
2. Choose one to write about.
3. Plan the steps on paper and draw pictures about the steps if you want to.
4. Write about each step in order.
5. Write a list of things you will need to have on the first page of your book.
6. After you write your book, read it to a friend and see if they can follow your directions.
7. Change anything you need to so that they can learn from your book.

Adapted from Calkins, L. (2005) *Units of Study, Nonfiction Writing: Procedures and Reports*.
Portsmouth, NH: Heinemann.

Example of Teacher Modeling for How-To Writing



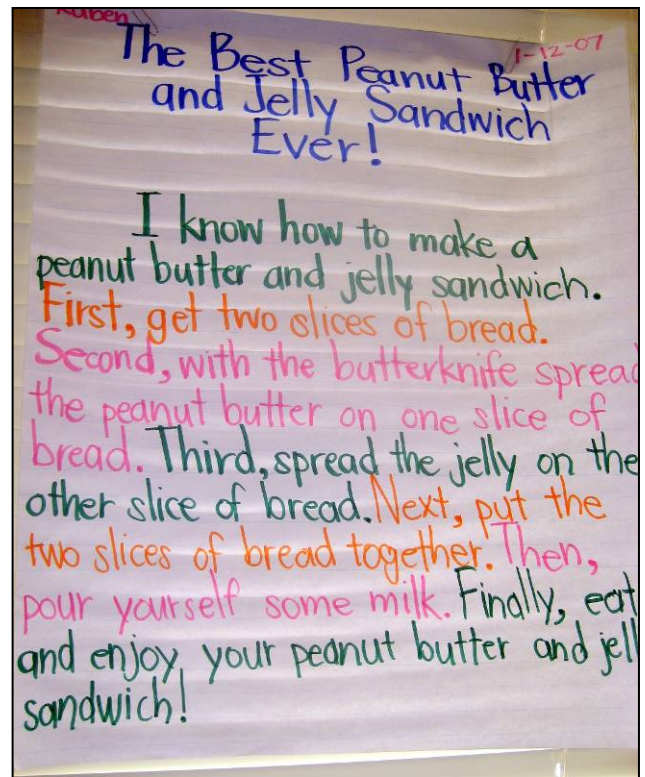
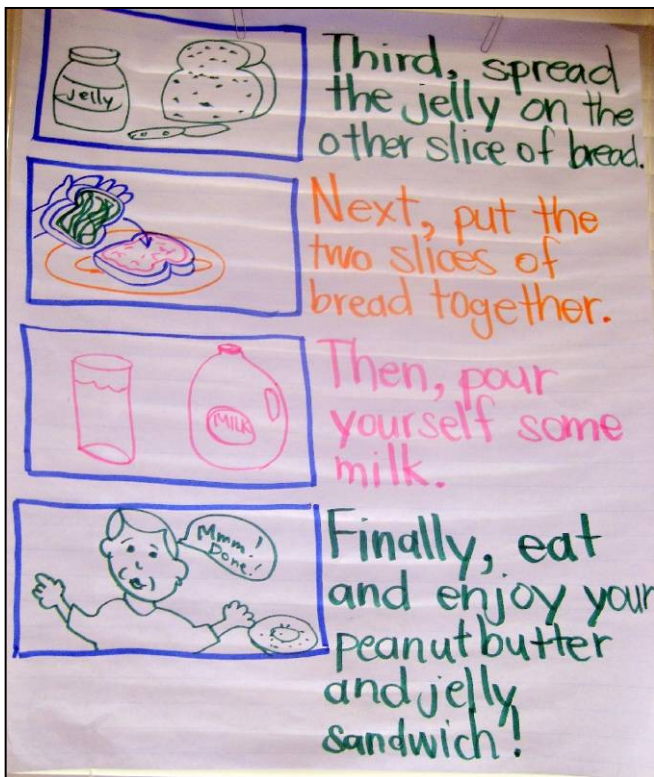
This first grade teacher has modeled all of the steps for writing a simple paragraph about how to make a sandwich.

First he used a hands-on experience and drawings to help him see the steps and rehearse the language to describe them.

Then he took notes to go with each picture.

Finally he reassembled the notes into a simple paragraph.

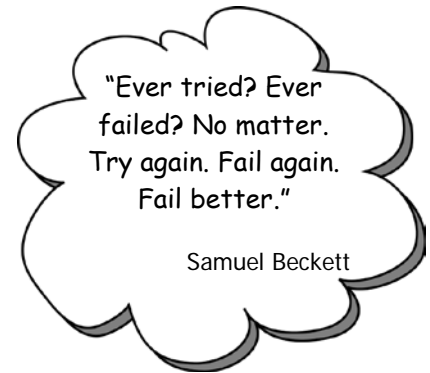
With explicit modeling, even young children can write about multi-step procedures.



Mini Lesson: Find it and Fix it!

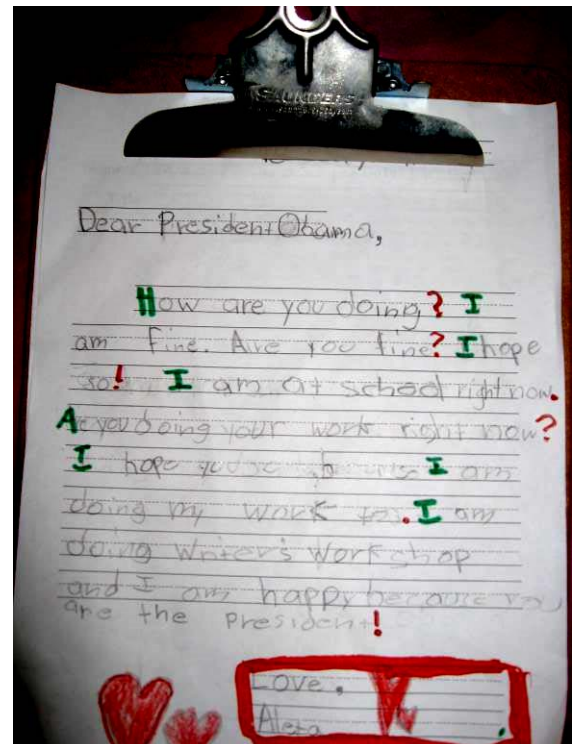
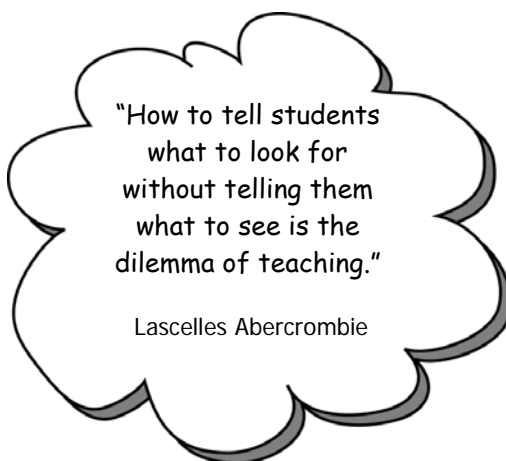
Have Students Edit for One Element at a Time

1. Use a writing sample under the document camera to model for students how to edit for one element at a time. For grammar and punctuation read aloud the piece and listen for errors. For spelling try reading the piece backwards so that you can just focus on how each individual word looks.
2. Review the rules and/or refer to the resources for the element you focused on. For example, with punctuation refer to a chart of rules, spelling refer to personal dictionaries, word walls, vocabulary charts about the topic, grammar—your language arts reference book.
3. Have students read aloud their pieces to themselves and edit for that element. Next have them trade papers with each other, read them aloud as well and edit for that element.
4. Repeat the process for each element as needed over a few days.



Tips

- Have students skip lines when they write drafts so that they can revise and edit easily.
- Use a different colored pen for your modeling and have students do the same for their edits.
- Make sure students have access to reference materials to support their editing.
- Utilize personal word walls/dictionaries.
- Provide handbook of basic grammar
- Hang posters with basic punctuation rules and examples.



Mini Lesson: “Tell Me More”

Use a photo of something with some action that can be described. Show the photo to the students and tell them that a picture is worth a thousand words and that they need to tell you if you have described everything they see in the photograph.

1. Lead off by stating a very simplistic sentence about the photo, such as “kids playing.”
2. Prompt students to say “tell me more” if you haven’t described everything in the photo. Say more each time they prompt you to do so until you have orally provided a rich description of the photo.
3. Next write a description of the photo in front of the students modeling descriptive detail at a level that is understandable for the students. This will depend on the grade level of the students.
4. Provide practice with this by passing out photos to students and having them take turns orally describing their photo in the same manner with a buddy.
5. Finally, have students write descriptions of the photos they receive after having ample time to rehearse what they want to say with a partner.
6. Display this writing with the photo described. This strategy is particularly useful after a class event, fieldtrip, hands on activity which has been photographed.



“I might write four lines or I might write twenty. I subtract and I add until I really have something I want to do. You don’t always whittle down, sometimes you whittle up.”

Grace Paley

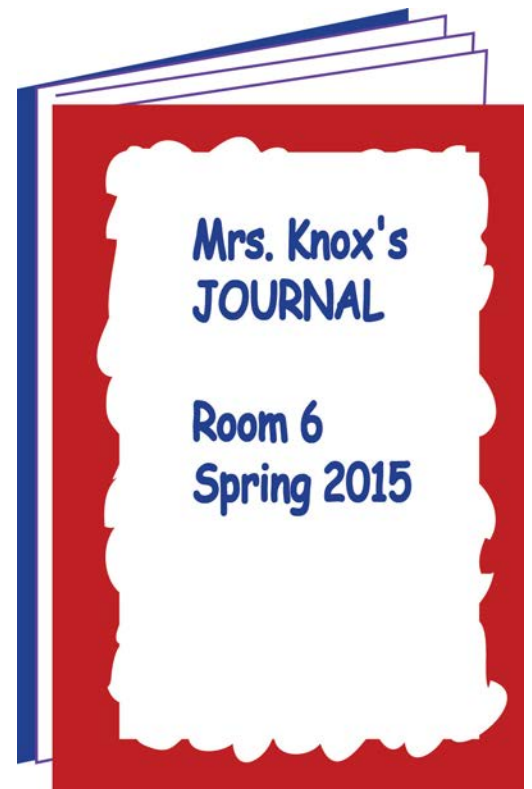
Mini Lesson: Teacher Journal

When encouraging kindergarten students to write in journals for the first time model the whole process for the students by showing them how you write in a journal:

1. Prepare a journal that looks like the format of the students' journals, but is in a large format visible by all students.
2. On the first day show them your own journals/diaries and tell them about your own history with journal writing. Tell them about the kinds of things you write about in a personal journal.
3. Next, prepare a favorite topic list in front of the students about what you like to write about and glue that into the front cover of your large teacher journal. Add pictures to the topic list so that all can know what the words listed are.
4. Finally, write in front of the children a couple of times a week about your own life. Think aloud as you do this. Provide an ongoing description of your process such as: "today I want to write about my cat because she did something funny last night. I'm going to draw it first to get my ideas ready to write." Draw this story as you tell it with a simple sketch. Next model how you rehearse what you want to say. Write the story in 2-3 sentences modeling the writing process as you go and providing a model that is just above the independent capability of the group.

Students will look forward to hearing about your life and getting an inside look into how writers actually write their thoughts onto paper.

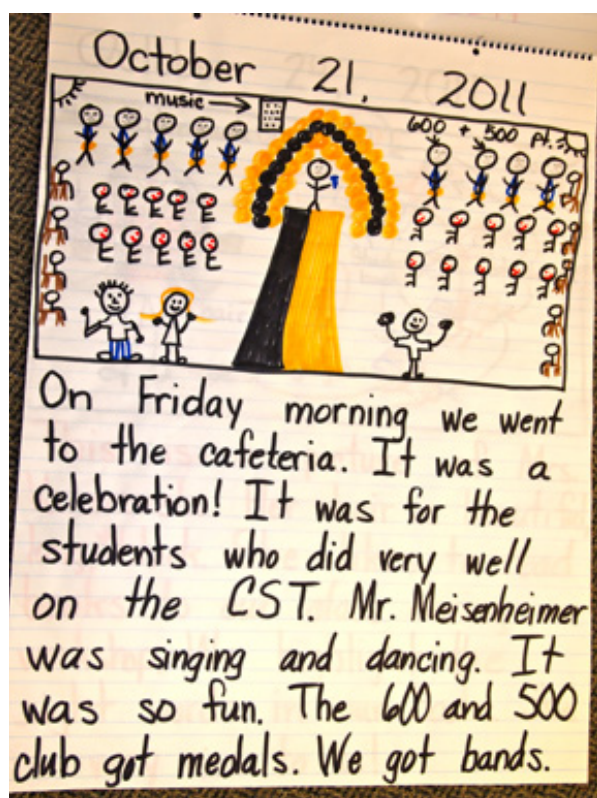
See some samples on the next page.



Teacher Journal Samples — Penny Sumpter, TK teacher in Atwater, California

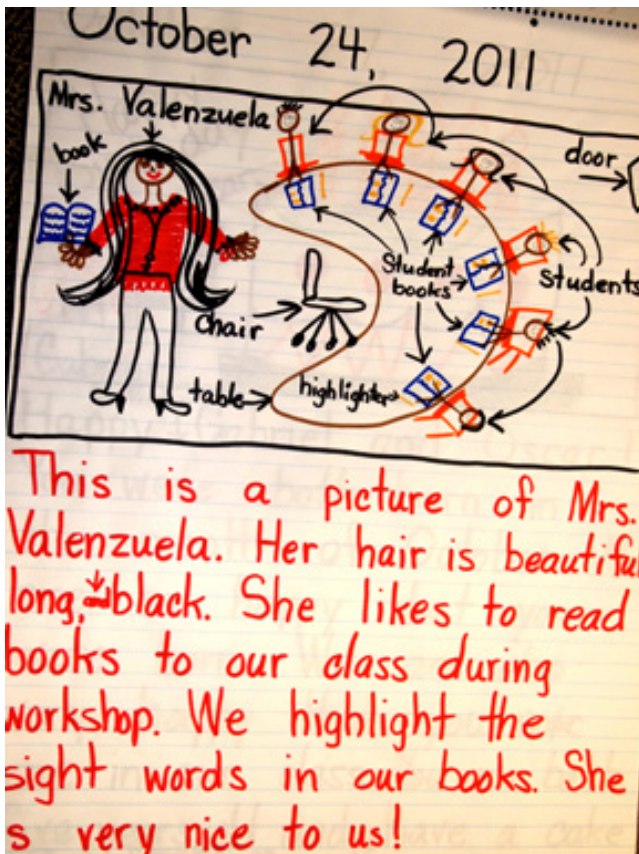


In the beginning of the year this teacher writes mostly about her own life as students are learning to write personal narratives about themselves.

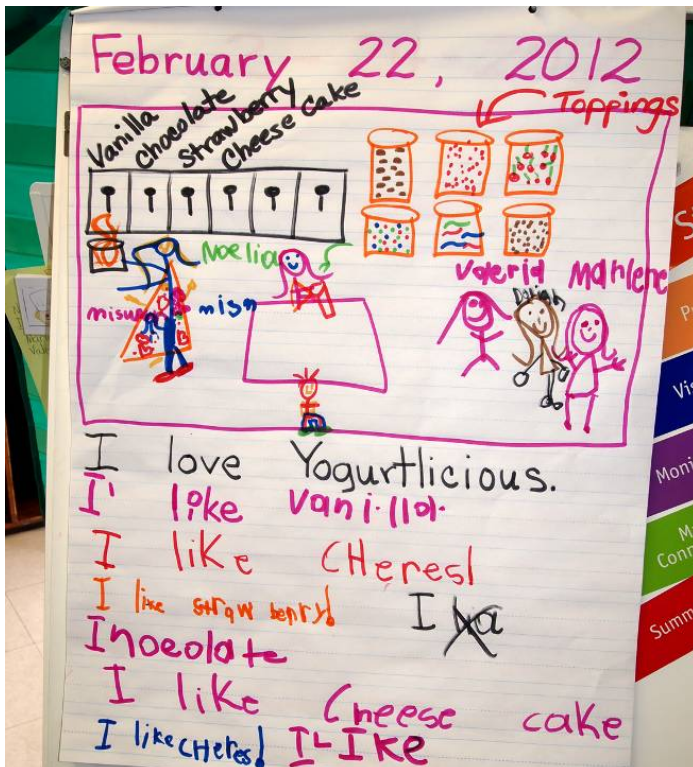


Later she begins writing stories about the classroom and school. Now she is sharing the writing process in the "shared writing" or Language Experience Approach mode wherein the students are composing the sentences out loud and the teacher writes down their ideas.

Teacher Journal Samples



This teacher did several pieces about the important people who help in the classroom and the school. She is also modeling lots of descriptive writing in these pieces.



By February, the students are beginning to take over this class journal and are ready to write some of the words and sentences in the piece by themselves. Yogurtlicious was a new ice cream place that just came into town and was very popular with these TK children!

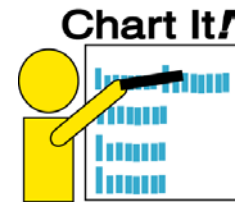
Mini Lesson: Help Yourself with Spelling

During this mini-lesson explain to the students that there are many ways that they can figure out how to spell words that they want to write without having to ask a teacher.

Label a chart with the title: "Help yourself with Spelling".

Next prompt the students to share all of the ways they know about for how to solve the spelling of an unknown word without asking an adult. Chart these ideas as they are shared and demonstrate each strategy to make sure everyone understands the strategy. Add to the chart as you teach new strategies throughout the year.

The short list of these strategies may include:

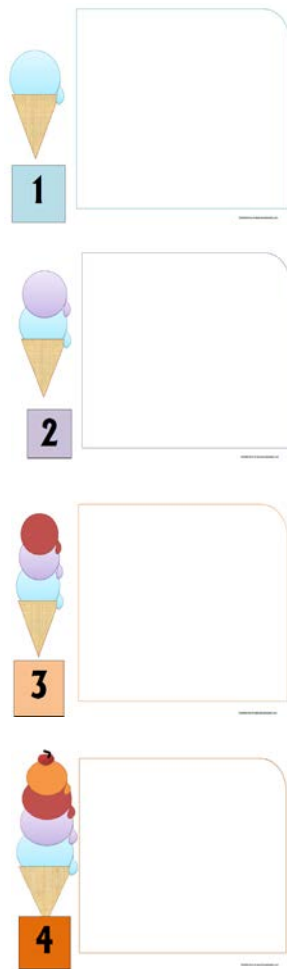


- *Say it slowly and listen for the letter sounds you know.*
- *Ask yourself if that word is up somewhere in the room.*
- *Use a personal or class dictionary.*
- *Check the word wall.*
- *Is there a chunk in that word you know?*
- *Have you seen that word in a book you've recently read?*
- *Ask a neighbor.*
- *Put the letter sounds you hear and leave a line for the rest.*
- *Have a go with the word on scrap paper until it looks right.*

Writing Anchor Papers with the Children

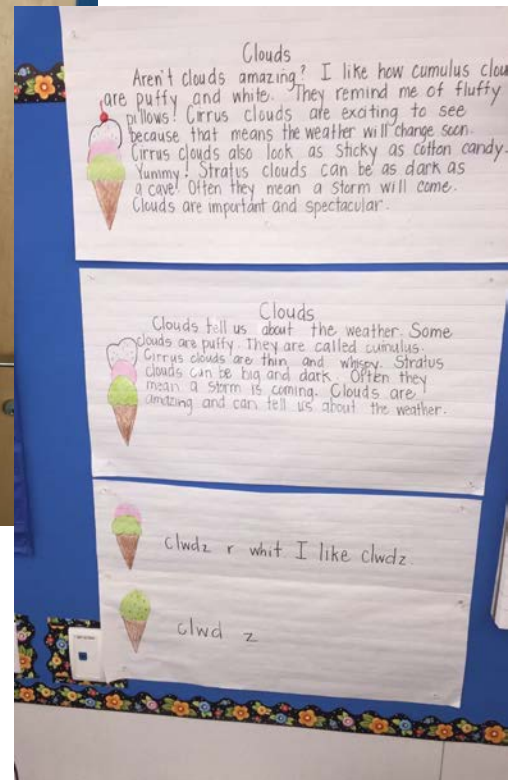
Once students are beginning to feel like writers, you can use the ice cream cone templates to write anchor papers in front of the students so that they have a model for how their writing will develop over the course of a year. When I do this, I always start by writing the level 2 anchor paper in front of the students.

Make it a piece of writing that is just below where you would expect them to be. Next ask them what they think of the writing and what it needs to make it better. Take their suggestions and write the level 3 piece. Then tell them you will write the level 4 piece in front of them and they will see what can make it really great. Add more detail, sentence variety, or even a little dialogue. Finally, let the student take the level 2 piece and decide how to make it worse, they have fun mixing up the spelling and shortening the piece.



The template for these posters can be found at the website

http://www.knoxeducation.com/sites/main/files/file-attachments/grade_k-1_frames_for_anchor_papers_ice_cream_cones.pdf



Write the Words You Know

Jose
me
like
the
is
we
love
cat
bat

A great way to build confidence and fluency in writing is to have students use white boards to simply write down as many words as they know how to write on their own. This makes a great “sponge” or transition activity to regroup the children. Simply supply them with a white board and marker and have them start writing down any word they know. They may want to start with their name and then begin with sight words, favorite words, or whatever. Circulate as the students do this and celebrate any connections you see them making. You may see a child write, for example, “bat” and “cat.” You can point that out by saying to the group, “I see that Jose wrote bat, then cat.....he only had to change one letter! Shall we all try that?” You can also use this strategy as a periodic assessment by following the procedure below:



Using “write the words you know” as an Assessment

This assessment is an adaptation of Marie Clay’s in *An Observation Survey of Early Literacy Achievement*. Its purpose is to examine young children’s writing for left-to-right sequence, letter formation, the use of rimes, and the acquisition of written “sight” words. Known words can serve as a springboard for learning similar ones in both reading and writing.

Administration

Give the child a pencil and a blank sheet of paper. Then say, “I want to see how many words you can write. Can you write your name?”

Start the 10-minute timing here.

- If the child says YES, say, “Write your name for me.” When the child finishes, say, “Good. Now think of all the words you know how to write and write them down.”
- If the child says NO, ask him if he knows an single-letter or two-letter words. “Do you know how to write...?” (is, I, me...)

When the child stops writing or needs prompting, suggest words he might know how to write, such as words he may have met in reading or that he may be able to work out how to write (words like a, the, mom, up, etc.). Be careful not to interfere with his searching of his own mental repertoire. You could also ask, “Do you know any other words like that?” but do not prompt the child to create words within a pattern (such as hat, sat, mat). He may do this on his own, but don’t coach him toward it.

Have the child write for up to ten minutes, or until his writing vocabulary is exhausted.

Scoring/Observation

Each correctly spelled word scores a point, unless a child happens to write a correct word but says it is a different one, such as writing “am” but saying it is “on.” A word also does not score a point if the observer realizes the child does not know what word he has written.

Considerations for word correctness:

- Reversals of letters are acceptable as long as they do not look like another letter. While a reversal of the letter “s” would be acceptable, a reversal of “b” would not.
- Letters must be written left-to-right for a word to count.
- If a child produces variations of a word or pattern, all of them count (e.g., look, looks, looking).
- Letter case is not considered in scoring. Lower- and upper-case letters are acceptable.

Once a child is able to produce 40-45 words on this assessment, its usefulness is limited and other assessments of written word knowledge are more informative (such as spelling inventories).

Qualitatively, it is helpful to look at rimes in words the child knows. For example, if the child can write “dad,” then it can be a springboard for learning *bad*, *sad*, *mad*, etc. This helps the child build from a known word toward writing new words.

My Writing Office for Young Writers



Children can keep references for writing within a glance with a mini-office made of folders.

The reference tools can change throughout the year to offer support with:

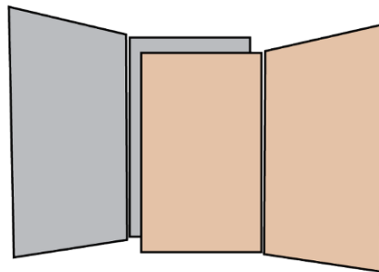
- Letter information
- Letter sounds
- High-frequency words
- Thematic words related to school content

Introduce each element slowly—don't bring them in all at once! These reference tools boost confidence and reduce teacher interruptions. Students can help themselves with writing!

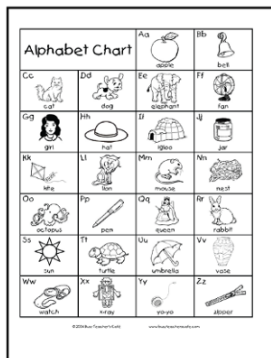
This idea is brought to you by Sylvia Mariscal, Diane Vargas, Vicki Scott, and Pam Kolat from the Atwater Unified School District in California.



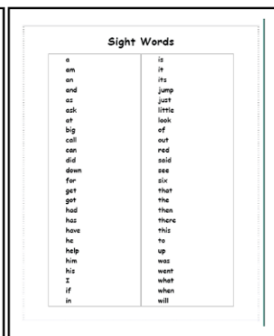
Two file folders stapled together



Back and of Tri-fold Writing Office Folder



Inside of Tri-fold Writing Office Folder



Generating Personal Topic Lists



Students write best when they are writing about topics that interest them. Furthermore, English learners need to be able to select from topics that include the English vocabulary and language structures at their command. For example, if you ask EL students to write about a family celebration, that event may have been experienced while speaking in the home language of the child. They will be frustrated that they don't have the English words available to them to match their memory of the time.

"If you have to urge a writing student to "gain experience with life," he is probably never going to be a writer. Any life will provide the material for writing, if it is attended to."

Wallace Stegner

Model for students how you develop your own topic list for writing. Simply list for students the topics that interest you and that you know most about.

For example, my list would include:

- My daughter, Arabella
- Observing the garden
- Funny things students do at school
- Cooking/recipes
- Stories about interesting things that happen to my family
- Thoughts about how best to teach
- Email letters to friends who live far away

Next model for students how you would select one broad topic and narrow it to something to write about today:

Arabella

- Learning to read
- Green hair
- I don't want to do chores
- Best friend Gracie

Next pick one of those and model writing a brief list of what you will include in your piece:

- Green hair
- Swimming all summer
- Greener and greener
- People stopping us at Target with suggestions—lemon, hair rinse, caps
- Saving the green hair after her back to school haircut

Next have students do this for themselves on a white board. Have them share their lists out loud and then give more time for students to add ideas they get from each other.

At the beginning of the year, have students share their lists with someone they don't know in class as a way for students to get to know each other. You can have students count off A,B,C,D. Next have "As" share with C and B with D then switch so that they get to know more than one person's list.

Have them copy the lists onto a topic lists chart they can keep in the inside cover of their writing notebook or journal. Have them refer to this at the beginning of writing periods and allow them to add/delete from their lists throughout the year.



Writing Daily News

Teachers can use shared or interactive writing to teach students about summarizing the events of a day in school through the "daily news" routine.

1. Simply gather the children in front of a piece of chart paper and ask them to talk with a partner about what happened during the school day. After several children share out, decide on a sentence or two to write about the day in the class news.
2. Write out the sentence as the students watch, and ask them to "read as I write." That is, don't read aloud the words as you write them, let the students decode each word and read it aloud as you construct the text.
3. When you are finished, reread the text and/or invite a student to lead a shared reading of the text with a pointer and all of the students reading along. You may also choose to point out a language standard and highlight it for the week. For example, use of **capital letters**, a particular **phonics skill**, or **a sight word**. You can add a routine of allowing one or more students to highlight the "skill of the week" in the daily news. You may also want to allow a different child each day illustrate a little picture depicting the weather for the day and attach that to the chart.

If you turn this into a daily practice, you will have 5 short descriptions of events by the end of each week. These will become models for how students can write about events in their own lives or events they make up for their own stories. Additionally, these can be typed up and turned into a weekly newsletter that students can take home and read to their parents.

See samples on next pages.

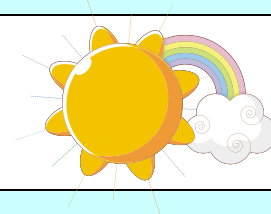
Sample News of the Day Chart

News From Room 6

Monday, January 6, 2014

We went to the library today. We really liked the book about Clifford, the big red dog!

sunny



Tuesday, January 7, 2014

It was cold today. We had to wear our jackets at recess.

cloudy



Wednesday, January 8, 2014

We are learning about winter. We got to feel ice and watch it melt in science class. It was freezing!

cloudy



Thursday, January 9, 2014

Today is Maria's birthday. She is 6 years old. We all sang happy birthday to Maria.

partly cloudy



Friday, January 10, 2014

We went to an assembly today. We learned about safety. We need to look both ways before we cross the street.

sunny

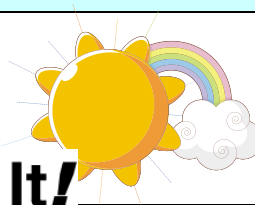


Chart It!
















Writing Daily News in Action





Grade K Narrative Writing Student Checklist

This rubric is to remind you of the elements to include in your story. You can color in the face at the right when you have included each element in your story.

| | | Elements | Self |
|-------------|--|---|---|
| Content |  | I wrote a story about an event. |  |
| | 1 beginning _____ 2 middle _____ 3 end _____ | I told, drew, and wrote about what happened in order. |  |
| |  | I wrote about how I felt about it.  |  |
| Conventions |  Capitals are first! | I wrote a capital to start every sentence. |  |
| | Word  word | I put spaces between my words. |  |
| | This is the end! | I put a period at the end of my sentences. |  |
| | Bb  | I wrote a letter for every sound I hear. |  |

Kinder Narrative Writing Poster

Narrative Writing

1. Think



Mom?
My dog?

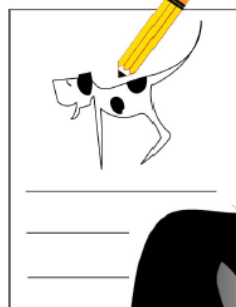


2. Choose

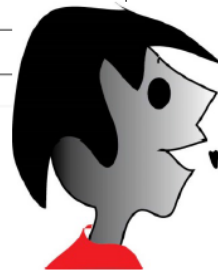
Mom?
My dog?
My friends?
The park?



3. Draw



4. Say



my dog
is smart!

5. Write

My dog is smart!



6. Share













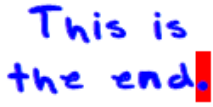



my dog
is smart!





Writing Checklist: Opinion Writing Grade K

Name: _____ Date: _____

| | | Elements | Self |
|-------------|---|--|---|
| Content |  | I told my topic or the name of the book. |  |
| |  | I told, drew, and/or wrote my opinion or why I like or dislike it. |  |
| |  | I gave at least one reason for my opinion. |  |
| Conventions |  | I wrote a capital to start every sentence and for the pronoun, I. |  |
| |  | I tried to put spaces between my words. |  |
| |  | I put a period at the end of my sentences. |  |
| |  | I wrote a letter for every sound I hear. |  |

First Grade Opinion Writing How To Poster

Writing about Our Opinions

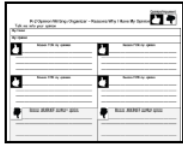
Opinion/Argument



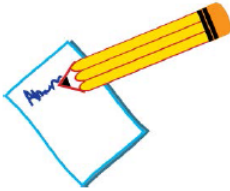
1. *Read or learn about a topic.*



2. *Choose your opinion.*



3. *List reasons for your opinion.*



4. *Write a topic sentence that states your opinion:*



5. *Write sentences about your reasons.*



6. *Read to a partner.*



7. *Reread and Check*

- *capitals*
- *spelling*
- *punctuation*



8. *Celebrate your hard work!*

My Sight Words

Name _____



I can read and write
these words from **MEMORY!**

Color in the
boxes you have
mastered!

Sight Words List 1-50

| 1A | 2A | 3A | 4A | 5A |
|------|-----|------|------|------|
| see | am | call | he | get |
| the | and | look | his | that |
| is | did | was | just | this |
| up | in | what | down | for |
| have | it | big | if | out |

| 1B | 2B | 3B | 4B | 5B |
|-------|------|-----|------|--------|
| I | had | got | its | jump |
| a | him | to | red | little |
| there | said | ask | help | went |
| can | has | of | then | will |
| on | at | as | six | when |

LIST 1A

**see
the
is
up
have**

LIST 1A

**see
the
is
up
have**

LIST 1A

**see
the
is
up
have**

LIST 1A

**see
the
is
up
have**

LIST 1A

**see
the
is
up
have**

LIST 1A

**see
the
is
up
have**

LIST 1B

**I
a
there
can
on**

LIST 1B

**I
a
there
can
on**

LIST 1B

**I
a
there
can
on**

LIST 1B

**I
a
there
can
on**

LIST 1B

**I
a
there
can
on**

LIST 1B

**I
a
there
can
on**

LIST 2A

am
and
did
in
it

LIST 2A

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and
did
in
it

LIST 2A

am
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LIST 2A

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LIST 2A

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LIST 2A

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LIST 2B

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LIST 2B

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LIST 2B

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LIST 2B

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LIST 2B

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LIST 3A

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LIST 3A

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look
was
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big

LIST 3A

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look
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LIST 3A

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LIST 3A

call
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was
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LIST 3A

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was
what
big

LIST 3B

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of
as**

LIST 3B

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as**

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to
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of
as**

LIST 3B

**got
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ask
of
as**

LIST 4A

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down
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LIST 4A

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down
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LIST 4A

he
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just
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LIST 4A

he
his
just
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if

LIST 4A

he
his
just
down
if

LIST 4A

he
his
just
down
if

LIST 4B

its
red
help
then
six

LIST 4B

its
red
help
then
six

LIST 4B

its
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help
then
six

LIST 4B

its
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help
then
six

LIST 4B

its
red
help
then
six

LIST 4B

its
red
help
then
six

LIST 5A

**get
that
this
for
out**

LIST 5A

**get
that
this
for
out**

LIST 5A

**get
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this
for
out**

LIST 5A

**get
that
this
for
out**

LIST 5A

**get
that
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for
out**

LIST 5A

**get
that
this
for
out**

LIST 5B

jump
little
went
will
when

LIST 5B

jump
little
went
will
when

LIST 5B

jump
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LIST 5B

jump
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went
will
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LIST 5B

jump
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will
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LIST 5B

jump
little
went
will
when

Generic Narrative Writing Prompt and Assessment:

A two day prompt to assess writing process.

Day 1

Script:

You have learned lots of ways to help yourself in writing. Over the next two days you will be writing a story on your own. Today you will get ready to write by drawing and brainstorming. Tomorrow you will write your story, and edit your story to make it your best work. I won't help you, because I want to see what you can do by yourself.

Today, you will write about a pet that you have, or that you would like to have. (can change topic to match anything of interest to your students.)

Pre-writing (20-30 minutes)

To get ready to write, you can draw a picture, make a web of words for ideas, or write a list of the things you want to include in your writing. Remember, really describe it. Tell about how it looks, how it sounds, how it feels when you touch it. You can also tell about things you will do with this pet, or how you will take care of it. I want you to paint a picture with your words, so that when I read your ideas I can really see and hear and feel what you are writing about!

Day 2 Script:

Writing: (20-40 minutes)

Now write the best story you can about your pet. Be sure to describe your pet and tell how to take care of it. You will need to work alone. When you are finished, reread your writing to make sure it makes sense and has a lot of detail. Add detail to your writing so that I can really see and hear and feel what you are writing about.

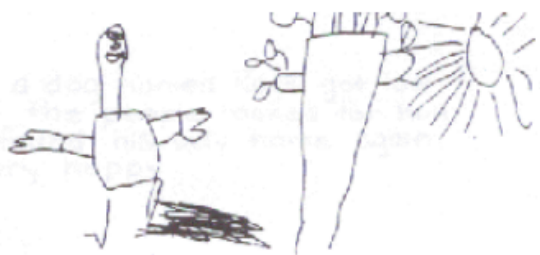
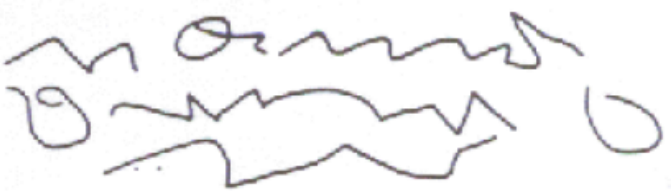
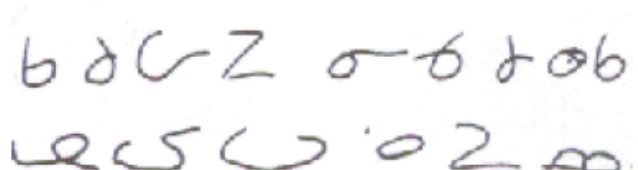
Next re-read your writing to make sure you have capital letters and end punctuation on every sentence, and have used your best spelling. Use your checklist to help you remember.

Informal observations—use the writing development classroom checklist to observe strategies students are using independently as they writing on their own.

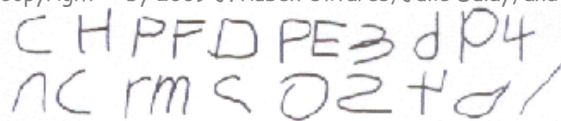
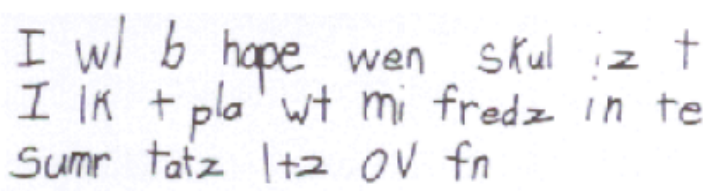
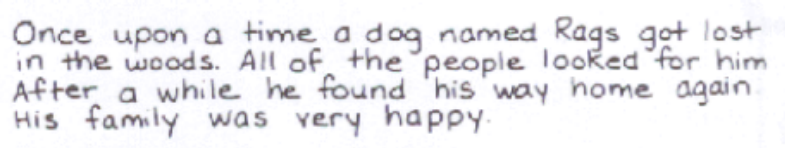
Collect the all of the papers and use the attached rubric to score this work.

Stages of Writing Development

These stages represent a way of looking at writing development in children. All stages overlap and children progress and reach writing stages at many different ages. The development of early writing skills is another aspect of your child's emergent literacy development. Regardless of which stage your child is at, writing development can be enhanced through being encouraged to write on a regular basis. Children should never be discouraged from exploring writing by the means they are able to do, whether it be scribbling, letter strings, invented spelling, or conventional spelling.

| Stage | Example |
|---|--|
| <p>Preliterate: Drawing</p> <ul style="list-style-type: none"> ▪ uses drawing to stand for writing ▪ believes that drawings / writing is communication of a purposeful message ▪ read their drawings as if there were writing on them |  |
| <p>Preliterate: Scribbling</p> <ul style="list-style-type: none"> ▪ scribbles but intends it as writing ▪ scribbling resembles writing ▪ holds and uses pencil like an adult |  |
| <p>Early Emergent: Letter-like forms</p> <ul style="list-style-type: none"> ▪ shapes in writing actually resemble letters ▪ shapes are not actually letters ▪ look like poorly formed letters, but are unique creations |  |

Source: http://www.sedubois.k12.in.us/~jblackgrove/stages_of_writing.htm

| Stage | Example |
|--|--|
| <p>Emergent: Random-letters or letter strings</p> <ul style="list-style-type: none"> ▪ uses letter sequences perhaps learned from his/her name ▪ may write the same letters in many ways ▪ long strings of letters in random order | <p>Copyright © by 2009 J. Ruben Olivares, Julie Dulay, and Katie Shogan</p>  |
| <p>Transitional: Writing via invented spelling</p> <ul style="list-style-type: none"> ▪ creates own spelling when conventional spelling is not known ▪ one letter may represent an entire syllable ▪ words may overlay ▪ may not use proper spacing ▪ as writing matures, more words are spelled conventionally ▪ as writing matures, perhaps only one or two letters invented or omitted |  |
| <p>Fluency: Conventional spelling</p> <ul style="list-style-type: none"> ▪ usually resembles adult writing |  |

Source: http://www.sedubois.k12.in.us/~jblackgrove/stages_of_writing.htm



Writing Development Checklist – Kindergarten

Narrative Writing and Language Skills

| | Student Name | Basic writing skills | | | | | | CCSS Standards | | | | | | | | | |
|----|--------------|----------------------|--------------------------|----------------|--|----------------------------------|-------------------------------|---|--|---|--|--|--|--|--|--|--|
| | | Pencil grip | Knows where to begin, LR | Letter strings | Draws pictures with some letters or labels | Writes simple event – 1 sentence | Some letters correctly formed | Writes name in mixed upper and lower case | K W3 GASF Use a combination of drawing, dictating, writing to narrate a single event or several loosely linked events. | K W3 GASF Tell about events in the order they occurred. | K W3 GASF Provide a reaction to what happened. | K W5 GASF Add details to strengthen writing. | K W6 GASF Use a variety of digital tools to produce writing. | K W7 GASF Participate in shared research projects. | K W8 GASF Recall information from experiences to answer questions. | K W10 Write in short and extended time frames-use research, reflection, and revision, for a range of tasks, purposes, and audiences. | |
| 1 | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | |

GASFA=with Guidance & Support from Adults



Writing Development Checklist – Kindergarten

Informative/Explanatory Writing and Language Skills

| | Student Name | Basic writing skills | | | | | | CCSS Standards | | | | | | | | |
|----|--------------|----------------------|--------------------------|----------------|--|----------------------------------|-------------------------------|---|---|--|--|--|--|--|--|--|
| | | Pencil grip | Knows where to begin, LR | Letter strings | Draws pictures with some letters or labels | Writes simple event – 1 sentence | Some letters correctly formed | Writes name in mixed upper and lower case | K W2 GASF Draws, narrates, or writes a sentence that gives information about a topic. | K W2 GASF Names what they are writing about. | K W2 GASF Supplies some information about topic. | K W5 GASF Uses sources such as print/Internet to gather information about the topic; adds details to strengthen writing. | K W6 GASF Use a variety of digital tools to produce writing. | K W7 GASF Participate in shared research projects. | K W8 GASF Recall information from experiences to answer questions. | K W10 Write in short and extended time frames-use research, reflection, and revision, for a range of tasks, purposes, and audiences. |
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Writing Development Checklist - Grade 1

Narrative Writing and Language Skills

| | Student Name | Basic writing skills | | | | | | CCSS Standards | | | | | | | | | | | |
|----|--------------|----------------------|--------------------------|----------------|------------------------------|----------------------------------|-------------------------------|---|---|---|---|--|--|---|--|--|---|---|--|
| | | Pencil grip | Knows where to begin, LR | Letter strings | Uses some phonetic spelling. | Writes simple event – 1 sentence | Many letters correctly formed | Writes name in mixed upper and lower case | 1 W3 GASF Write brief narratives recounting 2 or more sequenced events. | 1 W3 GASF Include some details about what happened. | 1 W3 GASF Use temporal words to signal event order. | 1 W3 GASF Provide some sense of closure. | 1 W5 GASF Add details to strengthen writing. | 1 W6 GASF Use digital tools to produce and publish writing. | 1 W7 GASF Participate in shared research projects. | 1 W8 GASF Recall information from experiences to answer questions. | L.1A Prints all upper and lower case letters. | L.1-D Uses common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns; occurring nouns and verbs. | |
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Writing Development Checklist – Grade 1

Informative/Explanatory Writing and Language Skills

| | Student Name | Basic writing skills | | | | | | CCSS Standards | | | | | | | | | | | |
|----|--------------|----------------------|--------------------------|----------------|------------------------------|----------------------------------|-------------------------------|---|---|-------------------------------------|-------------------------------------|--|---|--|---|--|----------------------------------|--|-------------------------------------|
| | | Pencil grip | Knows where to begin, LR | Letter strings | Uses some phonetic spelling. | Writes simple event – 1 sentence | Many letters correctly formed | Writes name in mixed upper and lower case | 1 W2 Write informative text in which they name a topic. | 1 W2 Supply some facts about topic. | 1 W2 Provide some sense of closure. | 1 W5 GASF Add details to strengthen writing. | 1 W6 GASF Use digital tools to produce and publish writing. | 1 W7 GASF Participate in shared research projects. | 1 W8 GASF Recall information from experiences to answer | 1 L1A Prints all upper and lower case letters. | Grade level appropriate spelling | Grade level appropriate capitalization | Grade level appropriate punctuation |
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