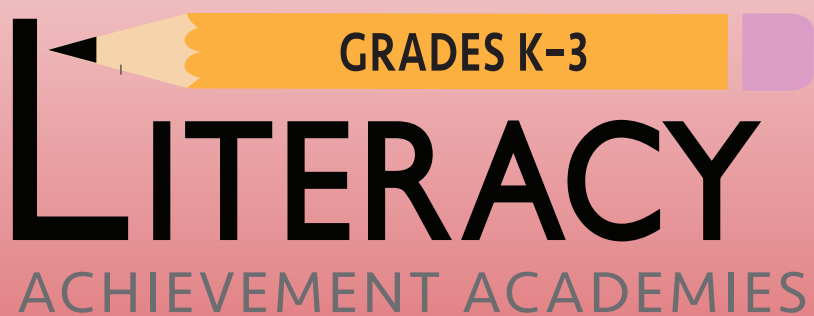




# Writing

## Participant Notes



**GRADE 1**





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A presentation slide with a purple header and a yellow body. The header contains a white column icon and the title "Previewing Quick-Write" in white. The body contains three bullet points in purple text. On the right side of the yellow body, there is a small icon of a purple heart with a white document inside. The footer is green and contains the text "I: Writing" on the left, "© 2016 UT System/TEA" in the center, and the number "2" on the right.

- Reflect on your current writing instructional practices.
- Quickly write your ideas that relate to teaching writing in each of the writing instructional areas on Handout 1.
- Conclude the quick-write with two sentences that summarize your thoughts about teaching writing in first grade.

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A presentation slide with a purple header and a yellow body. The header contains a white column icon and the title "What We Know From Research" in white. The body contains five bullet points in purple text. On the right side of the yellow body, there is a small icon of a purple heart with a white document inside. The footer is green and contains the text "I: Writing" on the left, "© 2016 UT System/TEA" in the center, and the number "3" on the right.

- Provide daily opportunities for students to write.
- Explicitly teach students handwriting, spelling, and syntax skills.
- Explicitly teach students the writing process.
- Model and have students practice writing strategies for different purposes and audiences.
- Create a community of writers in your classroom.

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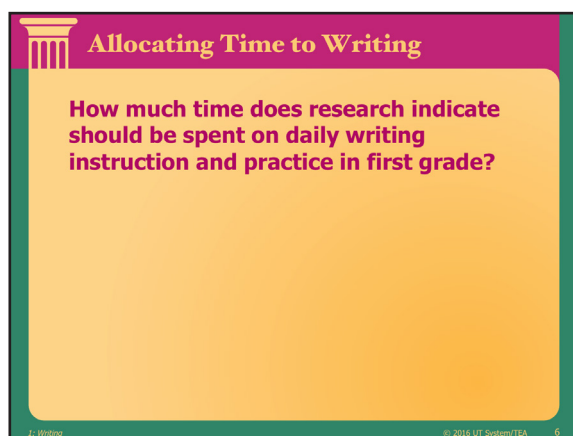
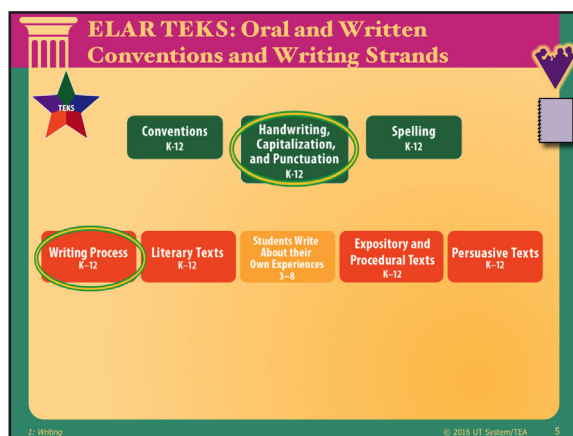
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### Teaching Handwriting

- Show students how to hold a pencil.
- Model efficient and legible letter formation.
- Provide multiple opportunities for students to practice effective letter formation.
- Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.
- Have students practice writing letters from memory.
- Provide handwriting fluency practice to build students' automaticity.
- Practice handwriting in short sessions.

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### Teaching the Writing Process

- Planning
- Drafting
- Revising for content
- Editing for mechanics
- Publishing



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### Explicit Instruction in the Writing Process

- **I do:**
  - Read aloud mentor texts to model specific writing components.
  - Use think-alouds and write-alouds to show students the writing process.
- **We do:**
  - Have students help you through shared writing activities.
  - Support young writers through a gradual-release model of instruction.
- **You do:**  
Students try out what they've learned.

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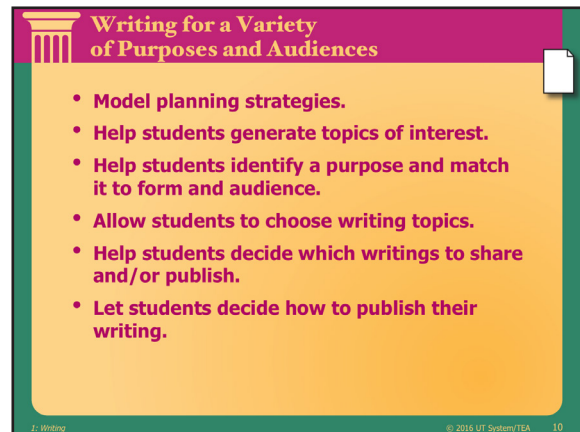
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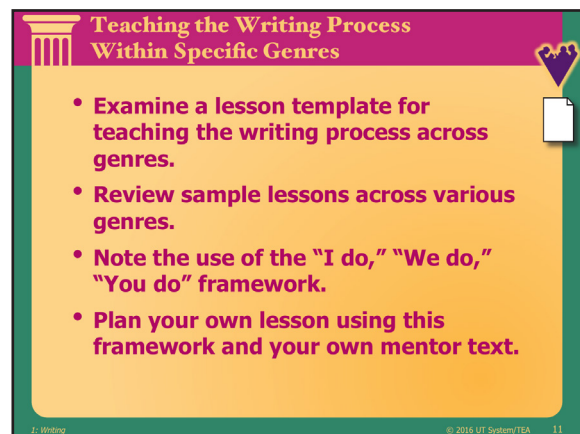
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**Writing for a Variety of Purposes and Audiences**

- Model planning strategies.
- Help students generate topics of interest.
- Help students identify a purpose and match it to form and audience.
- Allow students to choose writing topics.
- Help students decide which writings to share and/or publish.
- Let students decide how to publish their writing.

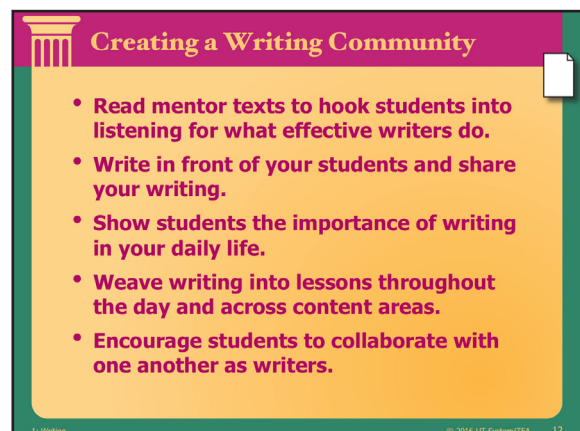
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**Teaching the Writing Process Within Specific Genres**

- Examine a lesson template for teaching the writing process across genres.
- Review sample lessons across various genres.
- Note the use of the "I do," "We do," "You do" framework.
- Plan your own lesson using this framework and your own mentor text.


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**Creating a Writing Community**

- Read mentor texts to hook students into listening for what effective writers do.
- Write in front of your students and share your writing.
- Show students the importance of writing in your daily life.
- Weave writing into lessons throughout the day and across content areas.
- Encourage students to collaborate with one another as writers.

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### Creating a Writing Community (cont.)

- In addition to modeling thinking within the writing process, model motivational aspects of writing.
- Make mistakes in front of your students and show them how you learn from mistakes.
- Give students writing choices.
- Celebrate and share student successes.
- Provide positive feedback in one-on-one conferences with students.
- Publish students' writing both in your class and in the wider community.

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### Scaffolding Writing

- Scaffold writing instruction to meet each student's needs during small-group instruction.
- Extensive writing scaffolding may include the following:
  - More modeling ("I do")
  - More guided practice ("We do")
  - A different type of graphic organizer
  - A sentence or writing frame

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### Monitoring Writing Progress

- Collect students' written work across the year.
- Use response guides, checklists, rubrics, and anecdotal notes to assess students' writing.
- Conference with students regularly to discuss specific writing elements and skills.
- Keep this advice in mind when providing feedback: "Teachers should analyze rather than criticize...Error marks the place where education begins" (Rose, 1989).
- Target specific concepts as you plan instruction.

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**Consider Diversity:  
English Language Learners**

- Explicitly teach, model, and scaffold spelling and writing instruction.
- Create a print-rich environment.
- Engage ELLs in meaningful and carefully planned writing activities.
- Ensure that ELLs work within a sense of community.
- Let students talk with a partner before writing.

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**The Importance of Writing Instruction**

“In our increasingly technology-mediated society, we can no longer afford to consider writing a skill for the privileged few. Writing is one of the primary ways that we persuade and inform, both socially and professionally... The ability to communicate through [various] media has become a gatekeeper for full participation in economic and social life.”

— Graham, 2013

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# Writing

Handouts



**GRADE 1**



## Quick-Writes for Teaching Writing

Take a minute to reflect on your current writing instructional practices. Then, for 2 minutes, complete a quick-write to document those practices as they relate to each of the five areas of writing instruction listed below. Below the table, write one or two sentences to express how you feel about teaching writing.

Writing Instruction Area	Practices
Allocating time	
Explicitly teaching handwriting, spelling, and syntax	
Modeling and practicing the writing process	
Writing for a variety of purposes and audiences	
Monitoring writing progress	

**Teaching Writing Reflection:**



## **Recommendations From** ***Teaching Elementary School Students to be Effective Writers***

### **Recommendation 1:**

**Provide daily time for students to write.**

### **Recommendation 2:**

**Teach students to use the writing process for a variety of purposes.**

- Recommendation 2a:  
Teach students the writing process.
  - Teach students strategies for the various components of the writing process.
  - Gradually release writing responsibility from the teacher to the student.
  - Guide students to select and use appropriate writing strategies.
  - Encourage students to be flexible in their use of the writing process components.
- Recommendation 2b:  
Teach students to write for a variety of purposes.
  - Help students understand the different purposes of writing.
  - Expand students' concept of audience.
  - Teach students to emulate the features of good writing.
  - Teach students techniques for writing effectively for different purposes.

### **Recommendation 3:**

**Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.**

- Teach young writers how to hold a pencil and how to form letters fluently and efficiently.
- Teach students to spell words correctly.
- Teach students to construct sentences for fluency, meaning, and style.
- Teach students to type fluently and to use a word processor to compose.

### **Recommendation 4:**

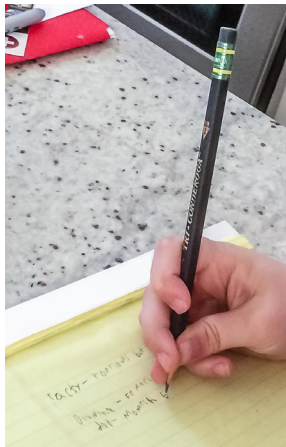
**Create an engaged community of writers.**

- Participate as members of the community by writing and sharing writing with students.
- Give students writing choices.

- Encourage students to collaborate as writers.
- Provide students with opportunities to give and receive feedback throughout the writing process.
- Publish students' writing and extend the community beyond the classroom.

Adapted from Graham et al., 2012.

# Guidelines for Teaching Handwriting



## 1. Show students how to hold a pencil.

Students should learn to hold a pencil comfortably between their thumb and forefinger with it resting on their middle finger.

Students can practice picking up their pencils and holding them correctly. Teachers should regularly evaluate students' pencil grip during writing activities.

Do not allow students to continue to grip their pencil incorrectly. The picture on the left shows what happens when teachers do not take the time to correct a student's pencil grip. This student is in third grade. Poor pencil grips lead to illegible handwriting and fatigue.

## 2. Model efficient and legible letter formation.

Students need to see how each letter is written. Correct letter formation allows students to write both legibly and fluently.

Model correct letter formation on the board or by “sky writing” letters. When doing these activities, face the same direction as your students so they can imitate the strokes you show them.

## 3. Provide multiple opportunities for students to practice effective letter formation.

Students should practice writing their letters both out of context and within the context of writing words and sentences.

Have students say the name of the letter before they write it. As they make progress, have students write groups of letters (e.g., two to five letters). Have students say the letter names before they write them.

During this practice, monitor students' pencil grip and letter formation closely. Provide immediate feedback to students when you see incorrect letter formation. Do not allow bad habits to form.

Make sure that students practice both uppercase and lowercase letter formation. Lowercase letters are much more prevalent in our writing system than uppercase letters, yet students often get more practice with uppercase letters.

Once students have learned how to correctly form a letter, they should practice writing this letter multiple times every day. Once students have learned the entire alphabet, they should practice writing it, especially the lowercase version, at least once a day.

**4. Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.**

Each student should have a desk plate with letters that have numbered arrows showing the order and direction of strokes.

Use handwriting paper with a dashed line in the middle. This paper helps students see where to begin and end the formation of certain letters, especially lowercase ones.

You can create handwriting worksheets with both of these elements for free at this website:  
**[www.handwritingworksheets.com](http://www.handwritingworksheets.com)**

**5. Have students practice writing letters from memory.**

Students should not only copy letters, words, and sentences, but also practice writing them from memory.

For example, show students the letter with the arrows. Then, cover it and have them write the letter from memory.

Gradually increase the amount of time the letter is covered before students are allowed to write it.

**6. Provide handwriting fluency practice to build students' automaticity.**

Just like other skills, students need to build automaticity with handwriting.

A simple activity is having students copy a sentence with specific letters in it repeatedly for a certain time period (e.g., 3 minutes). Afterward, they can count the number of letters they wrote. Students can do this activity with the same sentence three or four times in a week and compare or even graph their number of letters to see their improvement.

For free materials that include this kind of activity, see this document:  
**<http://peabody.vanderbilt.edu/docs/pdf/sped/CASL%20Handwriting%20Program.pdf>**

**7. Practice handwriting in short sessions.**

Like other motor skills, it's good to practice handwriting in brief, distributed sessions (e.g., practicing a letter five or six times).

Have students practice handwriting in both the whole group and teacher-led small groups so you can ensure correct pencil grip and letter formation and provide immediate feedback.

Adapted from Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintraub, 1996.

## The Writing Process

Writing Stage	Procedures
<b>Planning</b> <ul style="list-style-type: none"> <li>Selecting topics, generating ideas, and organizing ideas and related concepts to write about</li> <li>Determining purpose, audience, and writing form</li> </ul>	<ul style="list-style-type: none"> <li>Think</li> <li>Brainstorm</li> <li>Create webs or maps of ideas</li> <li>Read related information</li> <li>List ideas</li> <li>Make and organize notes</li> <li>Outline important points to include</li> <li>Set goals for writing</li> </ul>
<b>Drafting</b> <ul style="list-style-type: none"> <li>Putting planning ideas into writing</li> <li>Reading and rereading to determine whether writing makes sense</li> <li>Conferencing with teacher and peers to discuss and review writing</li> </ul>	<ul style="list-style-type: none"> <li>Have writing materials ready</li> <li>Get ideas down</li> <li>Concentrate on meaning and content</li> <li>Skip lines and write on one side of page</li> <li>Circle unfamiliar words</li> <li>Label: "Work in Progress"</li> <li>Follow planning organizer</li> <li>Remember that first drafts are not perfect</li> </ul>
<b>Revising</b> <ul style="list-style-type: none"> <li>Making content changes discussed during conferences</li> <li>Changing text to clarify or enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>Conference with peer and/or teacher</li> <li>Reread, reword, rewrite for clearer meaning</li> <li>Refine word choice and sentence structure</li> <li>Use self-revising checklist</li> </ul>
<b>Editing</b> <ul style="list-style-type: none"> <li>Correcting punctuation, capitalization, grammar, and spelling</li> <li>Conferencing with teacher or peer to proofread and edit</li> </ul>	<ul style="list-style-type: none"> <li>Reread</li> <li>Proofread</li> <li>Check spelling, capitalization, punctuation, and grammar</li> <li>Use peer-editing and/or self-editing checklists</li> </ul>
<b>Sharing or publishing</b> <ul style="list-style-type: none"> <li>Preparing and sharing writing on a regular basis</li> <li>Celebrating accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>Display for others to read in class and in school</li> <li>Read work to others</li> <li>Write to others (e.g., pen pals)</li> <li>Make own books</li> <li>Write for class newsletter, local newspaper, or children's magazines</li> <li>Write reports or plays to read to class</li> </ul>

Adapted from Bos, Coleman, & Vaughn, 2002; Bromley, 1998; Cunningham & Allington, 1999; Graham et al., 2012; Gunning, 2002.

## El proceso de escritura

Etapa	Procedimientos
<b>Planear</b> <ul style="list-style-type: none"> <li>• Seleccionar temas, generar ideas y organizar ideas y conceptos relacionados al tema del escrito</li> <li>• Determinar el propósito, la audiencia, y el tipo de texto a escribir</li> </ul>	<ul style="list-style-type: none"> <li>• Pensar</li> <li>• Realizar una lluvia de ideas</li> <li>• Crear mapas y listados de ideas</li> <li>• Leer información relevante al tema</li> <li>• Tomar y organizar notas</li> <li>• Identificar importantes puntos para escribir</li> <li>• Establecer objetivos para el escrito</li> </ul>
<b>Escribir un borrador</b> <ul style="list-style-type: none"> <li>• Poner las ideas por escrito</li> <li>• Leer y volver a leer para determinar si el escrito tiene sentido</li> <li>• Realizar una conferencia con el maestro/a o con compañeros para revisar el escrito</li> </ul>	<ul style="list-style-type: none"> <li>• Tener materiales para escribir listos</li> <li>• Escribir las ideas</li> <li>• Concentrarse en el significado y el contenido del escrito</li> <li>• Saltar un renglón al escribir y escribir solo en un lado de la hoja</li> <li>• Circular palabras desconocidas</li> <li>• Marcar el escrito como “En proceso”</li> <li>• Utilizar el organizador utilizado para la planeación</li> </ul>
<b>Revisar</b> <ul style="list-style-type: none"> <li>• Cambiar el contenido del texto escrito de acuerdo a la discusión anterior (la conferencia)</li> <li>• Modificar el escrito para aclarar o mejorar el significado</li> </ul>	<ul style="list-style-type: none"> <li>• Releer y volver a escribir para aclarar significado.</li> <li>• Utilizar una lista de control para la auto-revisión</li> <li>• Realizar otra conferencia para revisar el escrito si es necesario</li> </ul>
<b>Editar</b> <ul style="list-style-type: none"> <li>• Corregir la puntuación, la gramática y la ortografía</li> <li>• Realizar una conferencia con la maestra o compañero para buscar errores y corregirlos</li> </ul>	<ul style="list-style-type: none"> <li>• Volver a leer</li> <li>• Buscar errores y revisar el escrito</li> <li>• Revisar y corregir ortografía, puntuación, uso de mayúsculas y gramática</li> <li>• Utilizar listas de control para auto-editar el escrito y listas de control para que otros editen</li> </ul>
<b>Publicar</b> <ul style="list-style-type: none"> <li>• Preparar el texto escrito para compartir con los demás regularmente</li> <li>• Celebrar los logros de escritura</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibir los escritos para que otros los puedan leer en el salón y en la escuela</li> <li>• Leer el trabajo a otros</li> <li>• Escribir cartas, notas a otros</li> <li>• Escribir sus propios libros</li> <li>• Escribir para el boletín informativo del salón o de la escuela, para el periódico local o para revistas para niños</li> <li>• Escribir reportes u obras de teatro para el salón</li> </ul>

Adapted from Bos, Coleman, & Vaughn, 2002; Bromley, 1998; Cunningham & Allington, 1999; Graham et al., 2012; Gunning, 2002.

## Writing Bookmark

I DO	<p>HOOK: Use literature to invite participation.</p> <p>PURPOSE: Tell what you will do.</p> <p>BRAINSTORM: Invite writers to sketch or draw, list, talk, create word storms, and so on to generate ideas.</p> <p>MODEL: Use a mentor text, your own writing, a picture, or sometimes a student sample to demonstrate a writing technique or strategy.</p>
WE DO	<p>SHARED/GUIDED WRITING: Writers actively take part in the modeled technique or strategy individually, in partnerships, or as a whole class through a shared writing experience. Writers use partner or group sharing, and the teacher has roving conferences to guide young writers.</p> <p>GRAPHIC ORGANIZER: Select according to lesson focus and grade level.</p> <p>ANCHOR CHARTS: Display teacher- and student-generated charts in the classroom.</p>
YOU DO	<p>INDEPENDENT WRITING: Writers compose a new piece or return to a published piece to practice the modeled strategy.</p> <p>REFLECTION: Reflection is an important step that helps students view themselves as writers. How did today's strategy work? What do I do well as a writer? What sets my writing apart from others? If I were to revise, what is one thing I would absolutely change, take out, or add?</p> <p><b>OPTIONAL STEPS—ANY OF THE ABOVE CAN BE REORDERED</b></p> <p>WRITE &amp; REFLECT AGAIN: Writers rewrite their piece, using the revision strategy from reflection. Writers ask themselves whether the piece is ready to be published.</p> <p>GOAL SETTING: Writers set goals based on input from teacher and peers.</p> <p>PUBLISH: Teacher determines what will be published and what pieces will go into a writing folder.</p>

Adapted from Dorfman & Cappelli, 2009.



## Collaborative Writing

**Collaborative writing** helps students learn how to write and spell with teacher support by doing the following:

- Emphasizing a purpose for writing
- Building and activating background knowledge of the topic
- Encouraging students to repeat words aloud as they are written
- Encouraging students to say words slowly to hear individual sounds as words are spelled
- Including rereading of the text after writing to enhance comprehension
- Incorporating word study to show the connections between sounds, letters, and spelling patterns
- Providing a model for future writing

### Shared Writing

Shared writing (or experience charts) transforms students' spoken words into print.

Students narrate a story or message while the teacher records their words. Students do not do the handwriting themselves.

You and your students share what to write about and the rereading of the text.

Identify students' words by writing their names beside their contributions.

Shared writing can be displayed and reread by students throughout the year.

Shared writing activities provide a concrete demonstration of many print concepts and an awareness of words, their spellings, and the conventions of written language.

### Interactive Writing

Interactive writing is a form of shared writing that scaffolds writing by having students "share" the pen as the words are written.

The teacher and students share what to write about, the actual writing of the words, and the rereading of the text.

Teachers are expected to write known words and help students write unknown words by identifying the sounds they hear. Teachers scaffold and write less and less of the text as the year progresses. The goal is for students to write independently.

Interactive writing can be used as a whole-group lesson, with small groups, or with individual students.

**Writing Aloud**

Writing aloud is similar to a thinking aloud.

Teachers vocalize what they are thinking as they write and ask students to assist at various times.

Teachers lead the discussion, encouraging students to contribute, expand, and sequence ideas.

The purpose of writing aloud is to demonstrate how to write different text structures.

Writing aloud provides opportunities for students to learn how to select topics, organize ideas, and compose text.

Adapted from Button, Johnson, & Furgerson, 1996; Dorn, French, & Jones, 1998; Wiley, 1999.

## Different Forms of and Purposes for Writing

Purpose	Forms or Genres
<b>Writing to describe</b> Detailed writing about a person, place, process, or experience	<ul style="list-style-type: none"> <li>• Character sketches</li> <li>• Brochures</li> <li>• Descriptions of people, places, etc.</li> </ul>
<b>Writing to convey feelings or express inner thoughts</b> Illustrations often as a first step	<ul style="list-style-type: none"> <li>• Journal writing:               <ul style="list-style-type: none"> <li>• Personal journals</li> <li>• Response journals</li> <li>• Dialogue journals</li> <li>• Buddy journals</li> </ul> </li> <li>• Personal narratives</li> <li>• Letters</li> <li>• Poems</li> </ul>
<b>Writing to narrate</b> <ul style="list-style-type: none"> <li>• Includes an introduction, a sequence of events, and a conclusion</li> <li>• May use dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Narratives</li> <li>• Sequels</li> <li>• Newscasts</li> <li>• Skits</li> <li>• Obituaries</li> <li>• Biographies</li> </ul>
<b>Writing to explain, inform, or provide factual information</b> Can involve research skills, and use of webs, concept maps, illustrations, and Venn diagrams	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Messages</li> <li>• Reports</li> <li>• Letters</li> <li>• Essays</li> <li>• Lists</li> <li>• Interviews</li> <li>• Character descriptions</li> </ul>
<b>Writing to persuade</b> Attempts to form or change a reader's opinion	<ul style="list-style-type: none"> <li>• Letters</li> <li>• Essays</li> <li>• Book reviews</li> <li>• Advertisements and product descriptions</li> <li>• Travel guides</li> </ul>

Adapted from Bromley, 1998; Graham et al., 2012.

## Examples of Techniques Within the Four Purposes of Writing

Purpose	Technique	How Students Can Use the Technique	Grade Range
Describe	Sensory details	Use the five senses, as applicable: <ul style="list-style-type: none"> <li>• What did I see? How did it look?</li> <li>• What sounds did I hear?</li> <li>• What did I touch? How did it feel?</li> <li>• What could I smell?</li> <li>• What did I taste?</li> </ul>	K–3
Narrate	Story grammar	Consider the following questions when developing a story: <ul style="list-style-type: none"> <li>• Who are the main characters?</li> <li>• When does the story take place?</li> <li>• Where does the story take place?</li> <li>• What do the main characters want to do?</li> <li>• What happens?</li> <li>• How does the story end?</li> <li>• How does the main character feel?</li> </ul>	1–3
		In older grades, expand the strategy in the following ways: <ul style="list-style-type: none"> <li>• Tell the story from the point of view of a character other than the main character.</li> <li>• Add an interesting or surprising twist to the story.</li> </ul>	4–6
Inform	Report writing	<p>Complete a KWL chart:</p> <ul style="list-style-type: none"> <li>• What I <b>K</b>now</li> <li>• What I <b>W</b>ant to know</li> <li>• What I <b>L</b>earned</li> </ul> <p>In the KWL chart, gather appropriate information:</p> <ul style="list-style-type: none"> <li>• Brainstorm. (What do I know about the topic?)</li> <li>• Extend brainstorming. (What do I want to know about the topic? What other information would be helpful to learn about the topic?)</li> <li>• Gather additional information and add to the chart. (What have I learned? Did I list anything during brainstorming that was inaccurate and needs to be crossed off the chart?)</li> </ul> <p>Review the KWL chart and circle the most important ideas to include in the report.</p> <p>Develop an outline, showing which ideas will be included in the report.</p> <p>Continue planning while writing, gathering new information and adding to the outline as needed.</p> <p>Implement each aspect of the plan.</p>	1–6

Purpose	Technique	How Students Can Use the Technique	Grade Range
Persuade or analyze	STOP	Before writing, <b>STOP</b> to do the following: <ul style="list-style-type: none"> <li>• Suspend judgment.</li> <li>• Take sides.</li> <li>• Organize ideas.</li> <li>• Plan to adjust while writing.</li> </ul>	4–6
	DARE	DARE to check the writing to be sure I have done the following: <ul style="list-style-type: none"> <li>• Developed a thesis</li> <li>• Added details to support the thesis</li> <li>• Rejected arguments on the other side</li> <li>• Ended with a strong conclusion</li> </ul>	
	TREE	As I write, I do the following: <ul style="list-style-type: none"> <li>• Tell what I believe. (State a topic sentence.)</li> <li>• Provide three or more <b>Reasons</b>. (Why do I believe this?)</li> <li>• End it. (Wrap it up right.)</li> <li>• Examine. (Do I have all my parts?)</li> </ul>	2–3
		In older grades, expand the strategy by replacing the Examine step with Explain reasons. (Say more about each reason.)	4–6

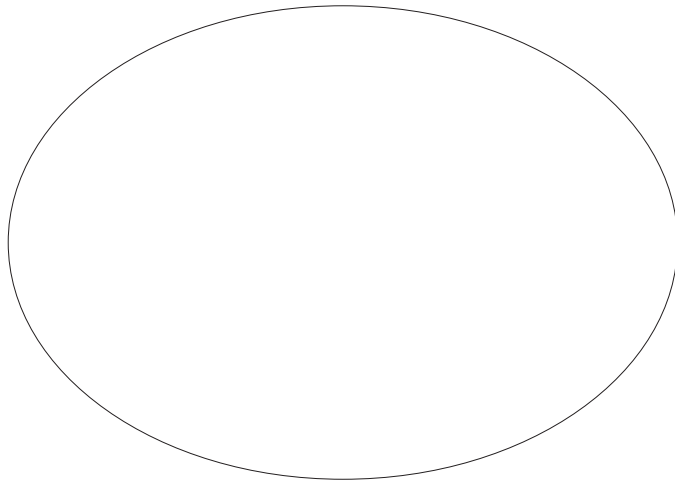


## Writing: Lesson Plan

<b>Materials</b>	
<b>Objective</b> “I Do”	
<b>Hook</b> “I Do” and “We Do”	
<b>Brainstorming and Planning</b> “We do”	
<b>Modeling</b> “I Do” and “We Do”	
<b>Graphic Organizer</b> “I Do” and “We Do”	

<div>Anchor Chart(s)</div> <div>"We Do"</div>	
<div>Shared and Guided Writing</div> <div>"We Do"</div>	
<div>Independent Writing</div> <div>"You Do"</div>	
<div>Reflection</div> <div>"We Do"</div>	

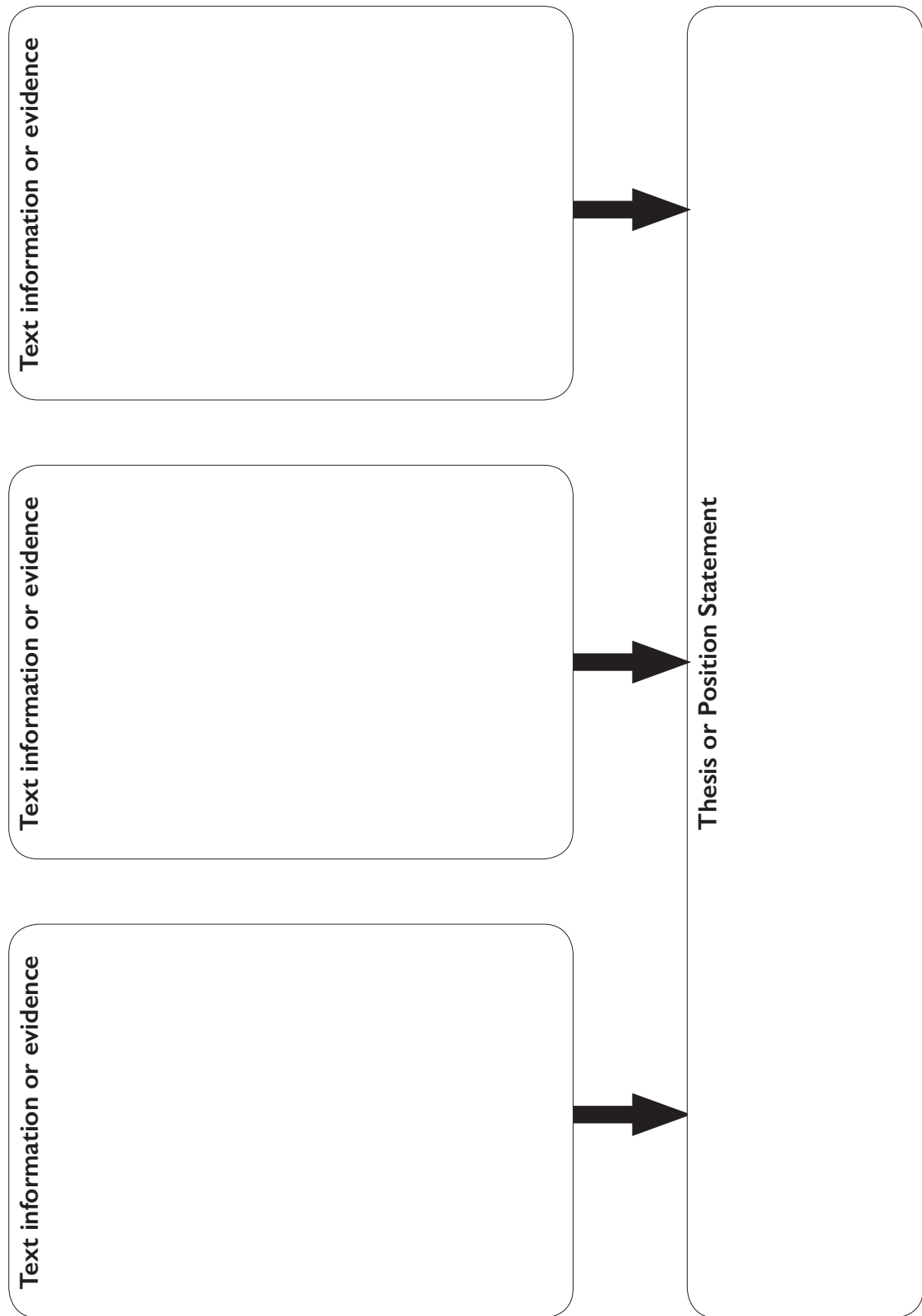
# Web for Brainstorming



# Double-Column Note-Taking

Notes	What it means to me

# Using Text Information or Other Evidence to Create a Thesis or Position Statement



# Essay Outline

Topic: \_\_\_\_\_

Thesis or Position Statement: \_\_\_\_\_

Paragraph	Main Idea	Details
1	Introduction	<div></div> <div></div> <div></div>
2		<div></div> <div></div> <div></div>
3		<div></div> <div></div> <div></div>
4	Conclusion	<div></div> <div></div> <div></div>

Adapted from Hochman, 2009.

## Writing Lesson:

# Writing a Story with a Beginning, Middle, and End

### Materials

- *Fireflies!* by Julie Brinckloe and the song “Firefly” on chart paper
- Chart paper with Planning a Story graphic organizer (see page 5 of this handout)
- Chart paper to make a brainstorm chart (to record student names and responses)
- Students’ individual writer’s notebooks with heart map filled with their important ideas, people, places, and things (see page 3 of this handout)
- Copies of Planning a Story graphic organizer for you and the students
- Copies of Drafting a Story graphic organizer for you and the students (page 6 of this handout)

### Objective

Students will learn how to turn their everyday experiences into stories with a beginning, middle, and end.

### Hook

Sit in front of your students with the Planning a Story graphic organizer on chart paper.

“We have talked about how a good story has a beginning, middle, and end. Now, I will reread *Fireflies!* by Julie Brinckloe. *Fireflies!* tells a story. It has a beginning (what the character did first), middle (what the character did next), and an end (what the character did last).”

Point to the three boxes on the chart.

“Think about what the boy did first, what he did next, and what he did at the end of the story.”

Reread the story. When you come to the page where the boy sees the fireflies flashing, stop and ask what happened at the beginning of the book. Have students turn and talk to a partner. Then, have students share with the whole group.

Continue reading. Stop again at the middle (after he’s caught some fireflies and gone home) and at the end (after he sets them free). Each time, ask students what happened in the story.

When you finish the story, have students work with a partner to retell what happened at the beginning, middle, and end of the story. Then, have students share what happened at each time point while you record it on your chart paper in the appropriate box.

## Brainstorming and Planning

Ask students what they notice about the story parts, pointing to the appropriate boxes as you receive responses.

“Does this book give you an idea of what you could write about?”

Ask students to think about something they enjoy doing. Model by discussing something you liked to do when you were a child. Title a brainstorm chart “Things We Like to Do.” Write students’ responses with their names next to them.

## Modeling

Model planning a story about something you have done or an idea you generated with students that has a beginning, middle, and end. Display the Planning a Story graphic organizer on a document camera. As you write, talk about what happens at the beginning, middle, and end of your story. The following is an example.

**Topic:** My sister and I made tents out of sheets, blankets, and chairs to “camp out” in our room at night.

<p><b>Beginning</b></p> <p>We built our tent using sheets, blankets, and chairs.</p> <p>We put our pillows and sleeping bags in the tent. We also got flashlights.</p>
<p><b>Middle</b></p> <p>We got into our tent. We played games, told jokes, and told ghost stories.</p> <p>We used the flashlights to make scary faces and to make each other laugh.</p>
<p><b>End</b></p> <p>Our mom heard us and got angry that we were up so late.</p> <p>She told us to stop being silly and go to bed.</p> <p>We tried to go to sleep, but it took a long time because we were excited.</p>

## Anchor Charts

- Planning a Story graphic organizer
- Drafting a Story graphic organizer
- Chart with sequencing transition words like *next*, *then*, *finally*, *before*, and *after*

## Shared and Guided Writing

Have students choose one of the activities from the brainstormed list or choose a topic from their heart map. A heart map is a place for students to write people, places, ideas, and things that are important to them. An example heart map is below.



After students have chosen a topic and written it at the top of their Planning a Story sheet, tell them to draw pictures or write words to tell a story related to the topic. Tell students to remember to include a beginning, middle, and end.

Walk around and read what students are writing. Guide them through the process of thinking about what happened first, next, and last.

Once students are far along in this process, have them help you use your plan to write a rough draft. Put a copy of the Drafting a Story sheet on the document camera. Start by thinking aloud about your beginning. Then, ask students for their input and ideas as you continue drafting. The following is an example of how you might start.

“I want to start with a sentence that tells what my story will be about. My story is about creating a tent with my sister to sleep in, so I’ll write that.”

Write the following words as you say them.

“‘My sister and I loved to make tents to sleep in. We built them with sheets and chairs in our bedroom.’ Now, let me think about what I want to write next to the word *first*. What did we do first?”

Have students share ideas. Then, write the following words as you say them.

“‘We set up the chairs and put the sheets and blankets over them.’ Next, what did we do?”

Continue until your first draft is complete. Have the students read it with you to see how it sounds.

**Independent Writing**

Using the Planning a Story and Drafting a Story sheets, have students draft their own stories. Walk around and read what students are writing. Provide immediate feedback and scaffolding as needed.

Some students may need intensive support. Work with these students in a small group. You may have to create a story with these students, rather than having them draft their own pieces.

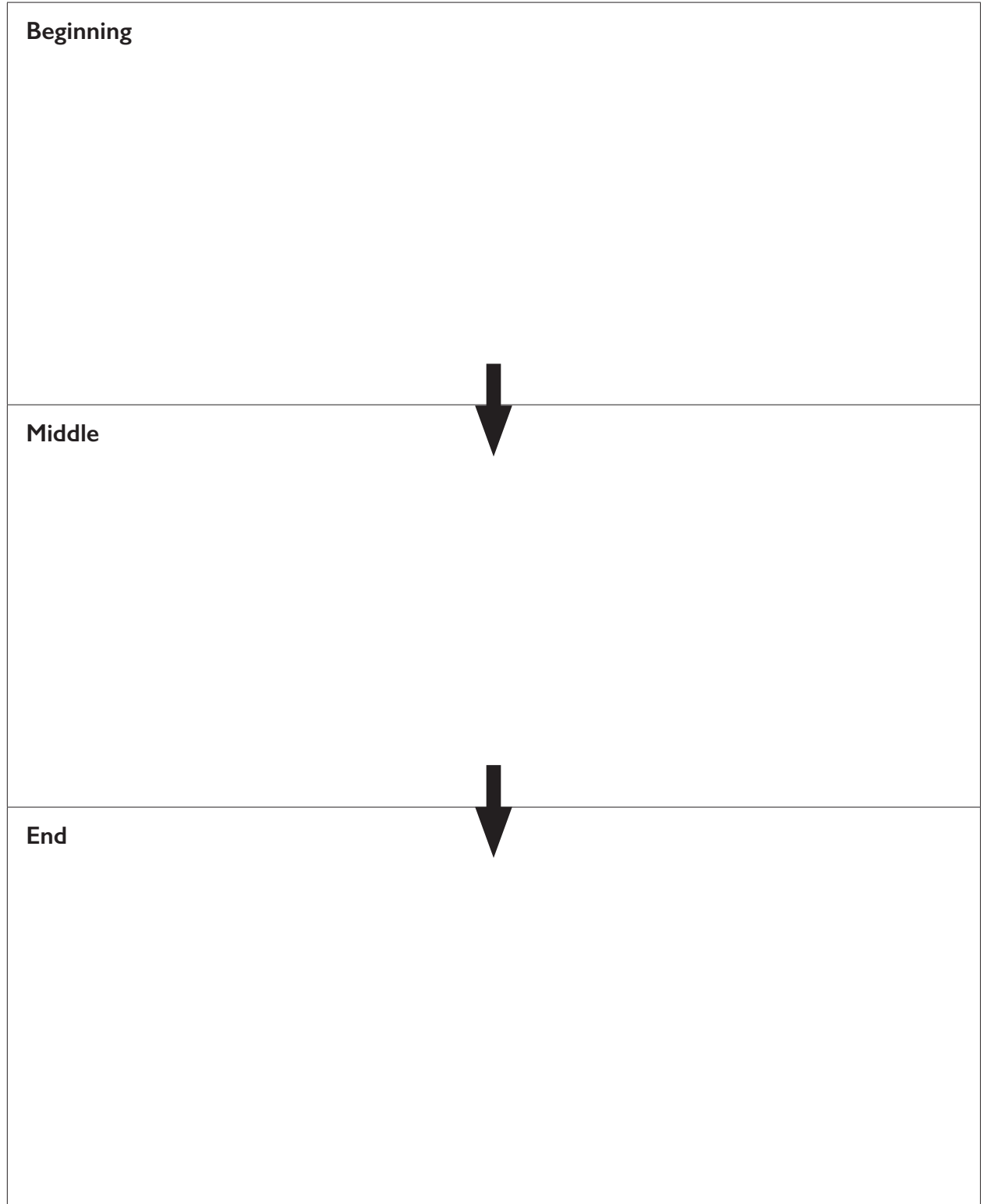
**Reflection**

“How did today’s strategy of writing with a beginning, middle, and end work? What did you notice about the parts of your story? Did you find ways to use transition words in your story?”

# Planning a Story

**Topic:**

<b>Beginning</b>
<b>Middle</b>
<b>End</b>



# Drafting a Story

**Topic:** \_\_\_\_\_

**Sentence Describing Topic:**  
\_\_\_\_\_  
\_\_\_\_\_

First, \_\_\_\_\_  
\_\_\_\_\_

Next, \_\_\_\_\_  
\_\_\_\_\_

Then, \_\_\_\_\_  
\_\_\_\_\_

Finally, \_\_\_\_\_  
\_\_\_\_\_

# Planeando una historia

**El tema:**

**Principio**

**Medio**

**Final**

# Primera versión de la historia

**El tema:** \_\_\_\_\_

**Una oración que describe el tema:**  
\_\_\_\_\_  
\_\_\_\_\_

Primero, \_\_\_\_\_  
\_\_\_\_\_

Luego, \_\_\_\_\_  
\_\_\_\_\_

Después, \_\_\_\_\_  
\_\_\_\_\_

Al final, \_\_\_\_\_  
\_\_\_\_\_

## Writing Lesson: Introducing Procedural Text

### Hook

- *How to Catch an Elephant* by Amy Schwartz (a parody procedural text)
- Full-size piece of paper per student, previously folded into quarters and then opened

### Purpose

“One genre of writing is teaching others how to do something. All of us are experts at something! We need to spend time thinking of what we could teach others to make, play, or do.”

### Model

Read *How to Catch an Elephant* and then review the story by asking what the girl did to catch an elephant.

Next, use your own writing to demonstrate how to make something. The following is an example.

“What am I an expert at? I know I could teach people how to walk for exercise. I also know how to make cookies and play Old Maid. I don’t want to forget these things, so I will draw a picture in each square of this paper.”

Show the piece of paper, previously folded into quarters. Model drawing a how-to activity in a couple of squares.

“I will keep thinking of things I’m an expert at and draw pictures of those in the other boxes. I could even turn the paper over and fill those boxes. What did you notice about my drawings?”

### Graphic Organizer

The full-sized piece of paper per student, folded into quarters and then opened

### Brainstorm

“All of you know how to make or do something. Talk to your elbow partner about one thing you could teach others how to make or do.”

Allow time for each partner to share.

“What did you share with your buddy that you could teach others?”

Have students share.

**Shared and Guided Writing**

“Students, when you go back to your seats, keep thinking of things you know how to make or do—things that make you an expert.

“On your folded paper, draw a picture in a square of what you could teach others. This will be the beginning of your expert list over the next few days as we keep learning about this important kind of writing. I will come by and assist you with labeling your pictures.”

Use partner or group sharing while conducting roving conferences to guide young writers.

**Independent Writing**

Have students complete the activity by drawing pictures in the other boxes. Then, have students paste the paper into their writer's notebooks.

**Reflection**

Guide self-reflection through questions such as “What did you notice about making your how-to expert lists today?”

**Optional Step: Write and Reflect Again**

Have students revise their work. Allow students to draw or sketch another entry.

Adapted from Dorfman & Cappelli, 2009.

# Writing Lesson: Creating a Descriptive Text

## Materials

- *The Important Book* by Margaret Wise Brown
- Chart paper with title “Important Things and People”
- Chart paper for webbing details
- Copies of “My Important Poem About \_\_\_\_\_” for you and each student (can be used in this lesson or later lessons)
- Chart paper with “My Important Poem About \_\_\_\_\_” for shared writing (if students aren’t ready to write with you on their own copy)

## Purpose

Students will learn how to brainstorm ideas and web details. The goal is for students to compose and prioritize memorable details as they write. Students will write details about a topic and sequence ideas to build organizational skills.

## Hook

Read a few of the poems from *The Important Book*. Discuss how the author took simple objects like a spoon or an apple and used details about them to create a descriptive piece of writing.

## Brainstorming and Planning

After reading some or all of *The Important Book*, point out the pattern the author used and how she used specific details to describe each object.

Call attention to the interesting verbs, nouns, and adjectives the author uses to write memorable details (for example, verbs: *hold*, *spoons*, *grows*; adjectives: *little*, *flat*, *hollow*, *green*; nouns: *spoon*, *fields*, *grass*).

Work with the class to brainstorm a list of “Important Things and People.” Write all ideas on the list. Then, choose one of the things or persons from the list to create an important poem about.

Using your chart paper with the web, have students help you brainstorm all of the details you can come up with for the thing or person.

## Modeling

Once you’ve completed the web, model for students how you decide the most important detail about the chosen thing or person. This important detail will be the one that goes at the beginning and end of your poem.

For example, if you choose to write about a person, talk about which detail describes that person the best. Then, choose three or four other details that you think are important to include in the poem.

### Graphic Organizers

- Brainstorm chart
- Web for brainstorming details

### Shared and Guided Writing

Tell students that they will help you use the chosen details from the web to create an important poem together.

Option 1: If students are not ready to write with you, put up a piece of chart paper with the “My Important Poem About \_\_\_\_\_” frame on it.

Option 2: If students are ready to write along with you, give each student a copy of the My Important Poem frame from this handout. Put your own copy on the document camera.

Fill in the top blank with whatever thing or person you have chosen to write your poem about. Then, have the students help you write the poem using the chosen details from your web. Start the poem with the most important detail you identified. Create the rest of the poem using the other details. As you write, ask students for their input and model how you put ideas together in interesting ways and with effective words. End the poem with the same detail that you started with.

Have students read the poem aloud with you to evaluate how it sounds and make sure it makes sense.

### Independent Writing

Have students create a picture to go with the important poem you wrote together. You may want to post the poem and illustrations on a bulletin board for students to practice reading to build fluency.

You can use this frame across any content area—math, science, social studies, etc.—and have students write important poems about concepts, people, and things they are learning about. (See examples in this handout.)

### Reflection

Guide self-reflection through key questions such as “What did you notice about today’s strategy?”

Ask additional questions, depending on students’ proficiency and the purpose of the lesson.

**Optional Step: Write and Reflect Again**

To model the revision step of the writing process, you may want to revisit your important poem with students the next day. You may want to model making adjustments in the words and sentences. You can also model the editing process, looking for spelling, capitalization, and punctuation mistakes. Revision and editing are steps to take before publishing any piece of writing.

Adapted from Arkansas Department of Education, 2001; Brown, 1949; Dorfman & Cappelli, 2009; Kingore, 2000.

## Anchor Chart: *The Important Book*

The important thing about

\_\_\_\_\_

is \_\_\_\_\_.

It \_\_\_\_\_.

It \_\_\_\_\_.

It \_\_\_\_\_.

But the important thing about

\_\_\_\_\_

is \_\_\_\_\_.

## Example Anchor Chart

The important thing about

\_\_\_\_\_ a simple machine \_\_\_\_\_

is \_\_\_\_\_ it makes everyday life easier \_\_\_\_\_.

It \_\_\_\_\_ can be a gear \_\_\_\_\_.

It \_\_\_\_\_ can be a lever \_\_\_\_\_.

It \_\_\_\_\_ can be a wheel and axle \_\_\_\_\_.

But the important thing about

\_\_\_\_\_ a simple machine \_\_\_\_\_

is \_\_\_\_\_ it makes everyday life easier \_\_\_\_\_.

## Sample Student Models

### **Pablo**

The important thing about me is I am inventive. I can help you have more fun in your life. I will make true friends with you. I will answer your difficult questions. But the important thing about me is I am inventive.

### **Karaline**

The important thing about the world is that we live in it. It has dark green trees. It has grey pipes that run underground. It has happy teachers that teach children to read and write. But the important thing about the world is that we live in it.

### **William**

The important thing about Mom is that she cooks us dinner. She feeds our dogs. She pays her cable, electric, and food bills. She takes us on walks to the park. But the important thing about Mom is that she cooks us dinner.

# My Important Poem About

---

The important thing about \_\_\_\_\_

is \_\_\_\_\_

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But the important thing about \_\_\_\_\_

is \_\_\_\_\_

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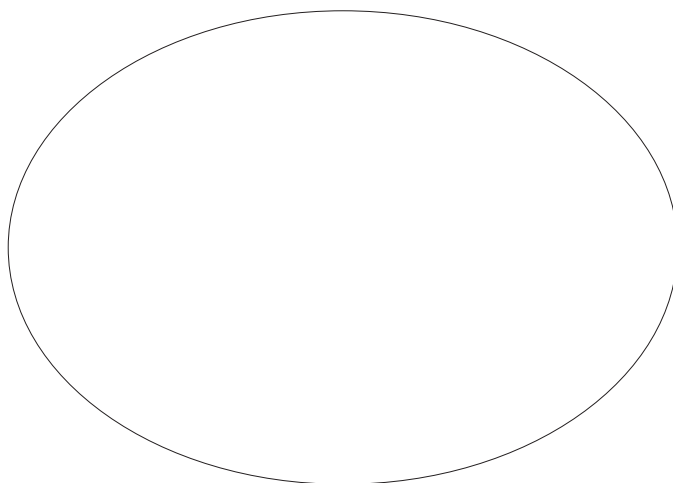


## Writing: My Lesson Plan

<b>Materials</b>	
<b>Objective</b> “I Do”	
<b>Hook</b> “I Do” and “We Do”	
<b>Brainstorming and Planning</b> “We do”	
<b>Modeling</b> “I Do” and “We Do”	
<b>Graphic Organizer</b> “I Do” and “We Do”	

<div>Anchor Chart(s)</div> <div>"We Do"</div>	
<div>Shared and Guided Writing</div> <div>"We Do"</div>	
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<div>Reflection</div> <div>"We Do"</div>	

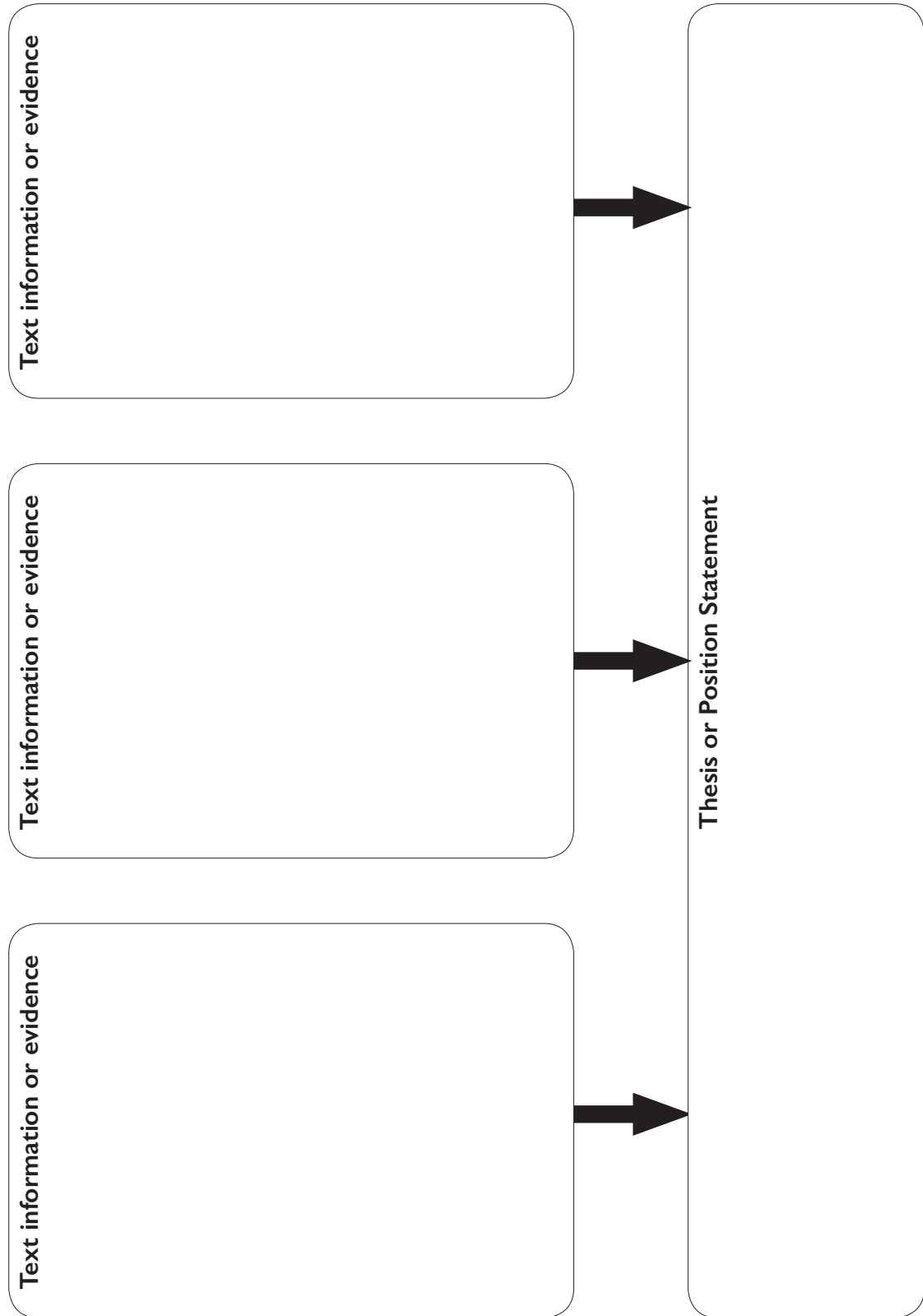
# Web for Brainstorming



# Double-Column Note-Taking

Notes	What it means to me

# Using Text Information or Other Evidence to Create a Thesis or Position Statement



# Essay Outline

Topic: \_\_\_\_\_

Thesis or Position Statement: \_\_\_\_\_

Paragraph	Main Idea	Details
1	Introduction	<div></div> <div></div> <div></div>
2		<div></div> <div></div> <div></div>
3		<div></div> <div></div> <div></div>
4	Conclusion	<div></div> <div></div> <div></div>

Adapted from Hochman, 2009.

## Mentor Texts for Teaching Writing

Book	Author(s)	General Lesson or Idea
Introducing Writing in General		
<i>Aunt Isabel Tells a Good One</i>	Kate Duke	Introduce writing narrative texts
<i>Arthur Writes a Story</i>	Marc Brown	Introduce writing a story and sticking with what you know
<i>ish</i>	Peter H. Reynolds	Introduce writing in general and ideas for writing Teach the suffix <i>-ish</i>
<i>Library Mouse</i>	Daniel Kirk	Introduce the idea that anyone can be a writer
Developing Ideas for Writing		
<i>Rocket Writes a Story</i>	Tad Hills	Introduce how to examine what's around you to come up with writing ideas
<i>Joseph Had a Little Overcoat</i>	Simms Taback	Introduce how to narrow focus when coming up with a writing idea
<i>A Chair for My Mother</i>	Vera B. Williams	Model writing about small moments and feelings
<i>Wilfrid Gordon McDonald Partridge</i>	Mem Fox	Introduce the term <i>memories</i> and then discuss how they can spark ideas for writing (share memories with students and then let them share and use memories in writing)
<i>Owen</i>	Kevin Henkes	Model using a memory (a time they had to share or give up something that they love) to write a story  Teach opposites (several pairs of opposites in the book—for example, happy/sad, upstairs/downstairs)
<i>The Secret Knowledge of Grown-Ups</i>	David Wisniewski	Use everyday rules ("You have to drink your milk.") to come up with story ideas
<i>The Important Book</i>	Margaret Wise Brown	Write about why everyday objects or content-area concepts are important

Book	Author(s)	General Lesson or Idea
Beginning, Middle, and End for Narrative Texts		
<i>Carlos and the Squash Plant</i>	Jan Romero Stevens	Model using beginning, middle, and end for a narrative text
<i>Fireflies!</i>	Julie Brinckloe	Model using beginning, middle, and end for a narrative text Teach the effective use of descriptive verbs
<i>Cloudy With a Chance of Meatballs</i>	Judi Barrett	Plan a story that has a beginning with breakfast foods, middle with lunch foods, and ending with dinner foods Teach adjectives for effectively describing different foods
<i>Swimmy</i>	Leo Lionni	Model using beginning, middle, and end for a narrative text
<i>Bunny Cakes</i>	Rosemary Wells	Model using beginning, middle, and end for narrative texts Teach what lists are used for and create lists
<i>The Wednesday Surprise</i>	Eve Bunting	Use as model for effective endings
Other Text Structures		
<i>How I Became a Pirate</i>	Melinda Long, David Shannon	Model how to create a pros-and-cons list that can be used to create a narrative or informational text
<i>Diary of a Spider</i>	Doreen Cronin	Model how to create a Venn diagram to compare and contrast two animals and how to use this graphic organizer to write a narrative or informational text
<i>Inch by Inch</i>	Leo Lionni	Model problem-solution and use this format to create a narrative or informational text
<i>The Pigeon Wants a Puppy</i>	Mo Willems	Model persuasion and write a persuasive letter to someone convincing him or her to get you a puppy
<i>What if You Get Lost?</i>	Anara Guard	Model procedural text and how to write out steps to follow

Book	Author(s)	General Lesson or Idea
<i>Scaredy Squirrel</i>	Melanie Watt	Model a procedural text Model how to use lists
<i>How to Make an Apple Pie and See the World</i>	Marjorie Priceman	Model a procedural text
<i>The Mitten</i>	Jan Brett	Model and practice sequencing in narrative and informational text
<i>Dr. Seuss's ABC</i>	Dr. Seuss	Model and collaboratively create an ABC book with alliteration
<i>Brown Bear, Brown Bear</i>	Bill Martin	Model predictable text and create a class pattern book
<i>This Is the House That Jack Built</i>	Simms Taback	Model predictable text and create a class pattern book
<i>Don't Take Your Snake for a Stroll</i>	Karin Ireland	Model how to write a funny poem with specific rhyming pattern
<i>Dear Mrs. LaRue: Letters From Obedience School</i>	Mark Teague	Model letter writing Model how to write from a different perspective
<i>Dear Mr. Blueberry</i>	Simon James	Model letter writing
Putting Self Into Writing, Using Emotions and Moods, and Writing From Different Perspectives		
<i>I Am America Me I Am!</i>	Charles R. Smith, Jack Prelutsky	Talk about putting yourself into writing; inspire students to think about who they are; students create a cinquain poem about themselves
<i>Today I Feel Silly and Other Moods</i>	Jamie Lee Curtis	Introduce emotions and how they influence the voice we use
<i>How Are You Peeling: Foods with Moods</i>	Saxton Freymann, Joost Elffers	Introduce different moods; students identify and write sentences that demonstrate different moods

Book	Author(s)	General Lesson or Idea
<i>Yesterday I Had the Blues</i>	Jeron Ashford Frame	Introduce the relationship between moods and colors; students create their own color-day poem
<i>Diary of a Worm</i>	Doreen Cronin	Model writing from a different perspective; create your own journal entry for a different animal or object
Word Choice and Parts of Speech		
<i>Max's Words</i>	Kate Banks	Introduce word consciousness and collecting words to use in writing
<i>Mr. Brown Can Moo, Can You?</i>	Dr. Seuss	Model how to use onomatopoeia in writing, including in illustrations
<i>Tulip Sees America</i>	Cynthia Rylant	Teach nouns and how to use nouns in informational writing
<i>The King Who Rained</i>	Fred Gwynne	Introduce homophones and word play
<i>Piggie Pie!</i>	Margie Palatini	Teach different ways to say “said”
<i>Nouns and Verbs Have a Field Day</i>	Robin Pulver	Introduce the importance of nouns and verbs working together in sentences.
<i>Hairy, Scary, Ordinary: What Is an Adjective?</i>	Brian P. Cleary	Introduce adjectives
Sentences, Capitalization, and Punctuation		
<i>The Alphabet Tree</i>	Leo Lionni	Introduce the importance of sentences and how to write a variety of sentences of different lengths that begin with different words
<i>From Ann to Zach</i>	Mary Jane Martin	Introduce capitalization with names
<i>Punctuation Takes a Vacation</i>	Robin Pulver	Introduce the importance of punctuation

Book	Author(s)	General Lesson or Idea
<i>No, David!</i>	David Shannon	Model how to use exclamation points  Model capitalization for different purposes (names, emphasis, etc.)
<i>Goggles</i>	Ezra Jack Keats	Model how to use ellipses

## Book Series and Authors to Study

The following chart has a few book series or books written by one author that could be used as part of a genre or author study or to model certain writing elements.

Book	Author	General Lesson or Idea
<i>I'm in Charge of Celebrations</i> , etc.	Byrd Baylor	Baylor's books make direct connections to nature and can be connected to teaching elements such as imagery and poetry writing.
<i>The Memory String</i> , <i>Fly Away Home</i> , etc.	Eve Bunting	Bunting's books often address themes for older students, but these books are beautifully written and can connect to multiple writing elements.
Grammar Tales series	Pamela Chanko	This series of books is devoted to each part of speech. These books can be used to introduce lessons about specific parts of speech.
Click, Clack, Moo: Cows That Type series, Diary of a Worm series, etc.	Doreen Cronin	Written with a wonderful sense of humor, Cronin's books can be used to teach many writing elements, including perspective taking, persuasion, and letter writing.
<i>When I Was Little</i> , <i>Big Words for Little People</i> , etc.	Jamie Lee Curtis	Curtis's books connect to students through her sense of humor, wonderful pictures, and interesting perspective. They can teach writing elements such as word choice, rhyming, and emotions.
Word Fun series	Michael Dahl	This series of books is devoted to each part of speech. These books can be used to introduce lessons about specific parts of speech.

Book	Author	General Lesson or Idea
<i>Strega Nona, The Art Lesson, The Knight and the Dragon, etc.</i>	Tomie dePaola	Many of dePaola's books can be used for teaching writing elements such as story elements and characters.
<i>From Seed to Plant</i> and other informational texts	Gail Gibbons	Gibbons has written many informational texts that are excellent models for such writing.
<i>Chrysanthemum, Lilly's Purple Plastic Purse, etc.</i>	Kevin Henkes	Henkes's writing can be used to model elements such as describing words, feelings, dialogue, and alliteration.
<i>Down, Down, Down; What Do You Do With a Tail Like This?; etc.</i>	Steven Jenkins	Jenkins's informational texts present facts related to animals and other science areas in a visually interesting way.
<i>The Snowy Day, A Letter to Amy, etc.</i>	Ezra Jack Keats	Keats's narrative texts and characters model how simple ideas can result in wonderful stories.
<i>Fish Is Fish, Swimmy, Frederick, A Color of His Own, etc.</i>	Leo Lionni	These simple books often connect easily to science topics and can be used for teaching writing elements such as beginning, middle, and end and story structure.
If You Give a... series (e.g., <i>If You Give a Mouse a Cookie</i> )	Laura Numeroff	These books model cyclical writing and can be connected to folktales that follow a similar pattern. After reading books in this series, students can make a collaborative book that follows the same pattern.
<i>Thank You, Mr. Falker; My Rotten Redheaded Older Brother; Junkyard Wonders; etc.</i>	Patricia Polacco	Polacco writes narrative texts that can be used to focus on multiple writing elements, including personal narrative writing, imagery, and adding details.
<i>My Dog May Be a Genius, A Pizza the Size of the Sun, If Not for the Cat, etc.</i>	Jack Prelutsky	Prelutsky writes entertaining poetry and other kinds of texts that can be used to model rhyming, word choice, and other writing elements.

Book	Author	General Lesson or Idea
<i>Snow, In November, The Relatives Came, When I Was Young in the Mountains</i> , Poppleton series, Henry and Mudge series, Mr. Putter and Tabby series, etc.	Cynthia Rylant	Rylant's use of details is an excellent model that can be seen in many of her books. Of course, many other writing elements can be modeled with her texts (e.g., characters, imagery, word choice, sentence structure).
David series, <i>A Bad Case of the Stripes</i> , <i>Duck on a Bike</i> , <i>Alice the Fairy</i> , etc.	David Shannon	The David series (e.g., <i>No, David!</i> ) can be used to teach many writing elements, including punctuation, perspective taking, and capitalization. His other books can be used to model elements such as characters and problem-solution.
<i>Where the Sidewalk Ends</i> , <i>A Light in the Attic</i> , etc.	Shel Silverstein	Humorous poetry, wonderful word choice, and imaginative imagery are the signatures of Silverstein's work.
<i>Flotsam</i> , <i>Tuesday</i> , etc.	David Weisner	These wordless picture books can be used for many purposes. Students can write their own words, sentences, and entire stories to match Weisner's pictures.
Pigeon book series, Piggy and Elephant series, Knufflebunny series, etc.	Mo Willems	Willems has several book series geared toward very young students (prekindergarten to grade 1). They can be used to teach everything from persuasion to dialogue to word choice.
<i>The Napping House</i> ; <i>Twenty-Four Robbers</i> ; <i>The Little Mouse, the Red Ripe Strawberry</i> , and <i>the Big Hungry Bear</i> ; etc.	Audrey Wood	Wood writes narrative texts that can be models for writing elements such as story structure, characters, and problem-solution.
How Do Dinosaurs... series (e.g., <i>How Do Dinosaurs Clean Their Rooms?</i> ); <i>Owl Moon</i> ; <i>Sleep, Black Bear, Sleep</i> ; etc.	Jane Yolen	The dinosaur series can be used to model procedural text and other elements such as using question marks. Yolen's other books can be used to model imagery, details, and other writing elements.



# Integrating Writing Across the Curriculum

## Quick-Writes

Quick-writes are opportunities for students to write in different content areas, such as mathematics, science, and social studies. Quick writes can be read and discussed to monitor student progress and understanding.

Types of Quick-Writes	Example Prompts
<b>Previewing</b> Helps students and teachers determine prior knowledge	We are beginning a unit about the ocean. Write all the words you think of when you think of the ocean. You have 1 minute.  Before we begin fractions, write two sentences about what you know about fractions.
<b>Summarizing</b> Reflects knowledge and concepts learned during a lesson	We have been learning about mammals. Write a one-sentence definition of a mammal.  We have been discussing the different parts of flowers. List as many parts as you can in 30 seconds.
<b>Self-Assessing</b> Assesses and checks student understanding of important information	Today, we learned a lot of new information about graphs. Write one thing you are not sure you understand.  Tell me in one or two sentences what the experiment taught you about volume.

## Content Journals and Learning Logs

A content journal is a place for students to record their questions, insight, confusion, and ideas about what they are learning. Journal entries are more extended than quick-writes.

Students can incorporate what they are learning and how they may use it. They can write scientific observations, results of experiments, descriptions of how to solve mathematics problems, plans for reports, or responses to questions that the class has brainstormed. Some students include drawings, charts, graphs, and time lines.

Students can choose a subtopic connected to the content, or they can respond to assigned topics from the teacher. Students can write in journals in the beginning or at the end of a lesson. Students can also write brief comments or pose questions during reading or a lesson.

Examples of journal entries in mathematics include the following:

- Drawing and labeling shapes students have learned
- Writing a tip to help students work fractions problems
- Writing a paragraph using mathematics terms from a content word wall

Adapted from Cunningham, Moore, Cunningham, & Moore, 2003; Moore, Moore, Cunningham, & Cunningham, 1998.



## Tips for Writing Workshops

Take advantage of every **teachable** moment. It is important to keep writing workshops as student centered as possible.

Maintain a sense of **joy in the process**. The creation of a writing-friendly environment is a gift you give young writers.

Introduce skills **naturally** as they occur in students' writing.

**Be flexible** in your planning, scheduling, and conferencing. If you try to adhere too rigidly to a system or schedule, you will end up feeling frustrated.

**Celebrate** every sign of growth, no matter how small. Share it with everyone because the enthusiasm created by success is contagious!

Adapted from Kieczykowski, 2001.



# Ways for Teachers and Peers to Respond to Writing

## Suggestions to Compliment Writing

I like the way your paper began because...

I like the part where...

I like the way you explained...

I like the order you used in your paper because...

I liked the details you used to describe...

I like the way you used dialogue to make your story sound real.

I like the words you used in your writing like...

I like the facts you used like...

I like the way the paper ended because...

I like the mood of your writing because it made me feel...

## Questions and Suggestions to Improve Writing

I got confused in the part about...

Could you add an example to the part about...

Could you add more to this part because...

Do you think your order would make more sense if you...

Do you think you could leave this part out because...

Could you use a different word for \_\_\_\_\_ because...

Is this paragraph on one topic?

Could you write a beginning sentence to “grab” your readers?

## Cómo responder a los textos escritos por los estudiantes

### Sugerencias para felicitar a los alumnos por la escritura

Me gustó cómo empezaste tu cuento porque...

Me gustó la parte cuando...

Me gustó cómo explicaste...

Me gustó el orden de los eventos porque...

Me gustaron los detalles que utilizaste porque...

Me gustó cómo escribiste el diálogo...

Me gustaron las palabras que escogiste al escribir tu cuento, cómo por ejemplo...

Me gustaron los hechos cómo...

Me gustó cómo terminó tu cuento porque...

Me gustó el ambiente de tu cuento porque me hizo sentir...

### Preguntas y sugerencias para los estudiantes para mejorar sus textos escritos

Me confundió la parte cuando...

¿Podrías dar un ejemplo en la parte sobre...

¿Podrías escribir más en esta parte sobre \_\_\_\_ porque...

¿Crees que la secuencia de eventos estaría más clara si...

¿Crees que podrías eliminar la parte sobre \_\_\_\_ porque...

¿Podrías usar otra palabra en vez de \_\_\_\_ porque...

¿Trata este párrafo de un solo tema?

¿Podrías escribir una oración al principio que sirva para atraer la atención de los lectores?

## Think Sheets

Writing organizers, or “think sheets,” provide scaffolding for students’ writing.

Writing organizers can help students initially when writing first drafts.

Students watch teachers model the organizers and then use them as they write with a partner, in small groups, or independently.

Graphic organizers help scaffold students’ efforts, especially students with reading and writing difficulties and second-language learners.

Think sheets often correspond to different stages of the writing process, such as prewriting and drafting.

### Planning Think Sheet

#### Possible Topics

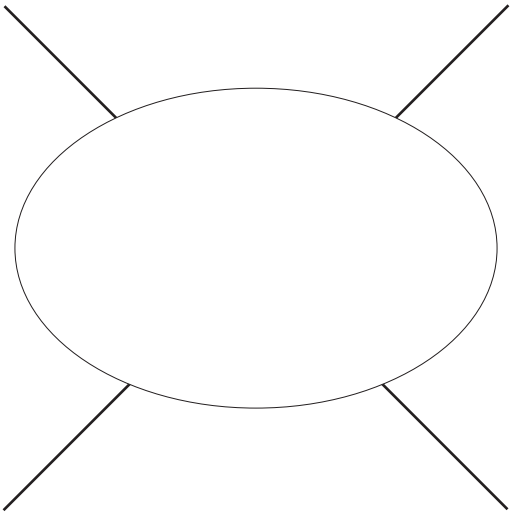
_____	_____
_____	_____

Circle your choice.

#### What do I know about the topic? Brainstorm ideas.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Drafting Think Sheet



- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_

Adapted from Englert, 1990.

# Narrative Think Sheet

Title: \_\_\_\_\_

## **BEGINNING (What is the setting? Who are the characters?)**

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## **MIDDLE (Action: What is the problem?)**

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## **ENDING (How was the problem solved?)**

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# Important Information Think Sheet

**WHO**

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**WHAT**

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**WHEN**

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**WHERE**

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**WHY**

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**HOW**

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# Sequence Think Sheet

**Topic**

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**Sentence Describing Topic**

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**First,**

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**Next,**

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**Then,**

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**Finally,**

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## Story Innovation Think Sheet

Using short poems and pattern books can be an excellent way to scaffold writing, especially for those who struggle to think of topics.

Story innovations can be an effective way to motivate students to write and help students to see themselves as writers.

### Procedures

Select a favorite pattern book and model rewriting with the whole class.

Select the part of the text that you will change. For example, you might change the characters, the setting, what the characters do, or a combination.

### Example

#### Story:

The cat likes to lie on the rug.

The cat likes to drink milk.

The cat likes to sit in the sun.

The cat likes to jump on me.

#### Innovation:

The dog likes to lie on the bed.

The dog likes to drink water.

The dog likes to sit in the car.

The dog likes to jump on my baby brother.

## Diferentes tipos de organizadores gráficos para escribir

Los organizadores gráficos para escribir ofrecen apoyo estratégico a los estudiantes para escribir y desarrollar sus ideas.

Los organizadores gráficos para escribir ayudan a los estudiantes a escribir sus primeros borradores.

Los estudiantes observan a la maestra(o) utilizar los organizadores gráficos y después ellos utilizan el mismo organizador que demostró la maestra(o) al escribir con un compañero, en grupos pequeños o independientemente.

Los organizadores gráficos ofrecen apoyo estratégico y específico a los estudiantes con problemas de lectura y escritura y a los estudiantes que aprenden inglés como segunda lengua.

Los organizadores gráficos para escribir, generalmente corresponden a las diferentes etapas del proceso de escritura tales como Planeando la Escritura y Escribiendo un Borrador.

### Para pensar y planear

#### Posibles temas

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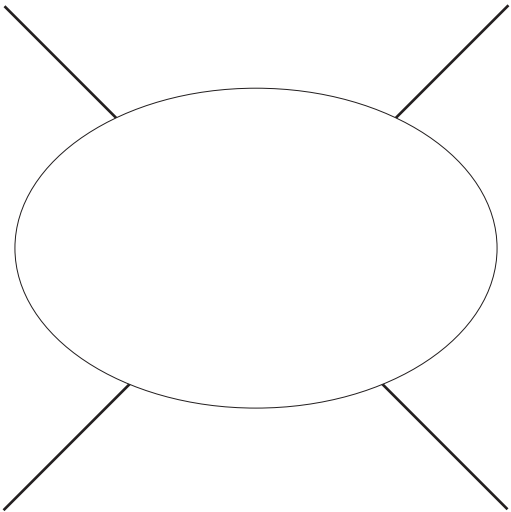
---

Encierra en un círculo tu elección.

#### Pregúntate: “¿Qué sé sobre el tema?” Escribe tus ideas.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Elaboración de ideas



- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_

Adapted from Englert, 1990.

## Planeando un texto narrativo

Título: \_\_\_\_\_

**PRINCIPIO** (¿Cuál es el escenario? ¿Quiénes son los personajes?)

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**INTERMEDIO** (La acción: ¿Cuál es el problema?)

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**FINAL** (¿Cómo se resolvió el problema?)

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# Organizador de ideas

**QUIÉN**

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**QUÉ**

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**CUÁNDO**

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**DÓNDE**

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**POR QUÉ**

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**CÓMO**

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# Organizador de ideas

**El tema**

---

**Una oración que describe el tema**

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**Primero,**

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**Luego,**

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**Después**

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**Al final,**

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# Innovando una historia

Poemas cortos o libros con estructuras repetidas pueden ser una gran ayuda para facilitar el proceso de escritura para los estudiantes a los que se les dificulta pensar en temas para escribir.

Este proceso puede ser muy efectivo para motivar los estudiantes a escribir y ayudarles a verse como escritores exitosos.

## Procedimiento

Seleccione un libro con estructura repetida y muéstrela a los estudiantes como rescribir o modificar la historia.

Seleccione la parte del libro que va a ser modificada. Por ejemplo, se pueden cambiar los personajes, el escenario, o lo que los personajes hacen o una combinación de estos elementos.

## Ejemplo:

### Historia:

A mi gato le gusta acostarse en la alfombra.

A mi gato le gusta beber leche.

A mi gato le gusta sentarse al sol.

A mi gato le gusta brincar sobre mí.

### Innovación

A mi perro le gusta acostarse en mi cama.

A mi perro le gusta beber agua.

A mi perro le gusta sentarse adentro del carro.

A mi perro le gusta brincar sobre mi hermanito.

## Monitoring Students' Writing Progress

Help students learn to monitor and evaluate their own writing and the writing of others.

Provide opportunities for peer collaboration and sharing.

Model correct procedures for peer conferencing.

Teach students how to use checklists. Use checklists and rubrics to remind students of elements to include in their writing or to provide a record for documenting progress. Examples of checklists are provided in this handout.

Use conferences, anecdotal records, and writing products to guide your instruction so that it meets students' needs. A sample way to record observations is provided on the last page of this handout.

### Teacher-Student Conferences

Regularly conduct teacher-student conferences. Conferences between you and your students are times to discuss what has been written, to encourage reluctant students to continue writing, and to assess progress of written expression.

There are many types of teacher-student writing conferences. For example, teachers can help students brainstorm writing topics, revise their work by adding more information, or edit for spelling and punctuation.

Provide positive and specific feedback.

Listen carefully and accept all students' responses. Be positive and work to ensure that students are proud of their writing accomplishments. Make constructive suggestions, such as "I'm having trouble understanding what it's saying here" or "I like the way you described \_\_\_\_\_. Can you tell more about it so the reader will have a better understanding?"

Focus on one or two elements of the writing. Begin by looking at the content first. Help students revise what they have written. Tell what you liked about it. Avoid taking over the writing or making too many suggestions at once.

Concentrate on a specific convention or usage problem to help students improve their writing one step at a time. For example, discuss using question marks if students are having difficulty remembering to include them in their writing or discuss how to add details to make the writing more engaging.

## Response Guide

**Title:** \_\_\_\_\_

**Author/Speaker:** \_\_\_\_\_

### **Praise and Encouragement**

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### **Questions**

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### **Suggestions for Improvement**

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### **Signed**

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Adapted from Bromley, 1998.

## Partner Response Sheet

Author's Name: \_\_\_\_\_

Partner's Name: \_\_\_\_\_

### **1. What do you like most about this writing?**

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### **2. What suggestions do you have for the author?**

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---

Adapted from Bromley, 1998.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Excellent**



First Grade Literacy Achievement Academy  
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## Revising Checklist

	Yes	No	I made changes
1. Does it make sense?			
2. Does it sound right?			
3. Are there enough details?			
4. Is there a beginning, middle, and end?			
5. Does the title match the story?			

Adapted from Areglado & Dill, 1997.

# Partner Revising Checklist

	Yes	No	WE made changes
1. Does my partner's writing make sense?			
2. Does it sound right?			
3. Does my partner's writing have enough details?			
4. Does my partner's writing have a beginning, middle, and end?			
5. Does my partner's title match the story?			

Adapted from Areglado & Dill, 1997.

## Anecdotal Notes

Anecdotal Notes				
Abby	Bernardo	Cara	Darcy	Devin
Eduardo	Evan	Frankie	Greg	Hannah
Isabella	Justin	Kevin	Lupe	May Lin
Pedro	Quan	Ryan	Soojin	Virginia

Adapted from Tompkins, 1998.

## Monitoreando el progreso de los estudiantes al escribir

Ayude a los estudiantes a aprender cómo monitorear y evaluar sus propios escritos y los escritos de otros.

Provea oportunidades para que los estudiantes colaboren y compartan ideas al escribir.

Modele los procedimientos correctos para usar en una conferencia con compañeros.

Enseñe a los estudiantes cómo utilizar listas de control (checklists). Utilice listas de control y rúbricas para recordar a los estudiantes los elementos que deben incluir en sus escritos o para proveer un registro donde documentar su progreso. Este documento provee varios ejemplos de listas de control.

Utilice conferencias, registros anecdóticos, y textos escritos para guiar su instrucción de manera que satisfaga las necesidades de sus alumnos. Este documento provee un modelo de cómo anotar observaciones sobre los escritos de sus alumnos.

### Conferencias entre estudiantes y maestras(os)

Lleve a cabo conferencias con sus estudiantes sobre lo que están escribiendo regularmente. Estas conferencias son momentos en los que pueden discutir los escritos de los estudiantes, alentar a aquellos estudiantes que se resisten a seguir escribiendo y evaluar el progreso de la expresión escrita.

Existen muchos tipos de conferencias entre estudiantes y maestras. Por ejemplo, las maestras pueden ayudar a los estudiantes a hacer una lluvia de ideas sobre los temas de los que pueden escribir. A través de estas conferencias, las maestras también pueden revisar el trabajo de los estudiantes y añadir información faltante o revisar ortografía y puntuación.

Provea una retroalimentación positiva y específica.

Escuche cuidadosamente y acepte todas las respuestas de los estudiantes. Mantengan una actitud positiva y asegúrese que los estudiantes están orgullosos de sus logros en sus escritos. Sugiera cambios constructivos como por ejemplo, “Tengo dificultad en entender lo que estás diciendo aquí...” o, “Me gusta mucho la manera en que describiste...” o “¿Puedes escribir más al respecto para que el lector pueda entender mejor esta parte?”

Enfóquese en uno o dos elementos del escrito. Empiece analizando el contenido primero. Ayude a los estudiantes a revisar y editar lo que han escrito. Mencióneles lo que le gusta de sus escritos. Evite el escribir usted misma el texto o el hacer muchas sugerencias al mismo tiempo.

Concéntrese en un problema específico para ayudar a los estudiantes a mejorar sus escritos un paso a la vez. Por ejemplo, discuta el uso de signos de interrogación si los estudiantes no los están incluyendo en sus escritos o discuta cómo añadir detalles para hacer los textos más interesantes.

## Guía para responder a un escrito

**Título:** \_\_\_\_\_

**Autor:** \_\_\_\_\_

### Reconocimiento y aliento

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### Preguntas

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### Sugerencias para mejorar

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### Firma

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Adapted from Bromley, 1998.

## Reacción de un compañero

Nombre de autor: \_\_\_\_\_

Nombre de compañero: \_\_\_\_\_

**1. ¿Qué fue lo que más te gustó de este texto?**

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**2. ¿Qué sugerencias le podrías dar al autor?**

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Adapted from Bromley, 1998.

# Rúbrica de escritura

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escrito: \_\_\_\_\_

**Excelente**☐☐☐☐**Bueno**☐☐☐☐**Satisfactorio**☐☐☐☐**No satisfactorio**☐☐☐☐**Comentarios:**

## Reviso mi propio trabajo

	Sí	No	Hice cambios
1. ¿Tiene sentido?			
2. ¿Se oye bien?			
3. ¿Hay suficientes detalles?			
4. ¿Hay un principio, un intermedio y un final?			
5. ¿Está relacionado el título con la historia?			

Adapted from Areglado & Dill, 1997.

## Revisando el trabajo de mi compañero

	Yes	No	Hicimos cambios
1. ¿Tiene sentido el escrito de mi compañero?			
2. ¿Suena bien?			
3. ¿Tiene suficiente detalles el escrito de mi compañero?			
4. ¿Tiene un principio, un intermedio y un final?			
5. ¿Está relacionado el título que escribió mi compañero con su escrito?			

Adapted from Areglado & Dill, 1997.

## Notas anecdóticas

				Notas Anecdóticas
Abby	Bernardo	Cara	Darcy	Devin
Eduardo	Evan	Frankie	Greg	Hannah
Isabella	Justin	Kevin	Lupe	May Lin
Pedro	Quan	Ryan	Soojin	Virginia

Adapted from Tompkins, 1998.

## Guidelines for Teaching Writing

### **Model writing strategies by collaborating with students to write stories.**

Demonstrating writing on charts, the overhead, or in small groups helps students, especially struggling readers and writers, begin to understand how authors think and write.

“Think aloud” about topics such as what you are writing about, what you plan to include in your writing, and reading what you have written to check for clarity.

Students can use the skills and strategies they see demonstrated when they write independently.

Shared writing and interactive writing are examples of processes that model the different aspects of writing. Both involve the teacher working with students to compose written messages and stories.

### **Integrate writing instruction in the writing process.**

Combining the teaching of writing and the writing process is more effective than either approach in isolation.

Monitor students’ progress regularly so you can design lessons appropriate to their needs.

### **Use a variety of ways to select writing topics and organize ideas.**

Start with topics that are familiar and manageable.

Use brainstorming and webbing to help students generate ideas to include in their writing.

Provide opportunities for choice. Making choices builds ownership and motivates reluctant students to write.

Provide more scaffolding to students having difficulty getting started.

### **Help students learn to write for a variety of purposes and audiences and in a variety of forms.**

For example, students can write letters, invitations, lists, labels, journal entries, notes, stories, poems, and informative reports.

**Introduce story organizers and “think sheets” to help students draft their writing or follow a specific type of text structure.**

Think sheets are graphic organizers that scaffold writing by presenting prompts to remind students of specific procedures and content.

Think sheets provide a writing framework that is important for students who have dyslexia or other reading difficulties.

Using text structures, such as narrative and expository, helps students understand different organizing elements that distinguish particular genres.

For example, story planners help students sequence and remember important parts of a story.

**Incorporate instruction in capitalization, punctuation, grammar, and usage to help students as they begin to read and write.**

Keep lessons brief and focus on teaching one skill at a time.

Base the content of the lessons on the knowledge and skills of students.

Model and provide practice of the skills in the context of writing.

Knowledge of grammar terms, such as nouns and verbs, gives students a common vocabulary for discussing and improving their writing.

**Encourage students to spell words independently (use word walls, word banks, and other classroom print).**

Expect students to accurately spell words and spelling patterns that have been previously studied.

You can provide review and additional practice for students who are having difficulties.

**Provide opportunities for writing conferences with you and peers.**

Conferences between you and your students are times to discuss what has been written, to encourage reluctant students to continue writing, and to assess progress of written expression.

- Provide positive and specific feedback:
  - Listen carefully and accept all students' responses.
  - Be positive and ensure that students are proud of their writing accomplishments.
  - Make constructive suggestions, such as “I’m having trouble understanding what it’s saying here...” or “I like the way you described \_\_\_\_\_. Can you tell more about it so the reader will have a better understanding?”
- Teach students how to use checklists. Checklists, like writing organizers, remind students of important procedures and also provide a written record of their progress.

- Focus on one or two elements of the writing:
  - Begin by looking at the content.
  - Help students revise what they have written. Tell what you liked about it.
  - Avoid taking over the writing or making too many suggestions at once.
  - Concentrate on a specific convention or usage problem to help students, especially those who are having difficulties, improve their writing one step at a time. For example, discuss using question marks if students are having difficulty remembering to include them in their writing or discuss how to add details to make the writing more interesting.

**Encourage students to routinely share and publish their writing.**

An “author’s chair” is often used as the setting for reading and talking about student writing.

- Students read and talk about their stories or other writings.
- When a student sits in the author’s chair, other students sit in front of the author and listen as the author reads or tells about his or her writing.
- During author’s chair time, model appropriate responses to the author.
- Students have the opportunity to praise work and to ask questions.

Provide opportunities for journal writing. For example, dialogue journals provide interesting exchanges between you, students, and their peers.

Help students decide whether they should publish their drafts:

- When they do want to publish their writing, discuss different ways, such as adding illustrations, making it into a book, or publishing on the computer.
- A wide variety of writing program software is available that motivates students to write.

Routinely showcase students’ writing in and out of the classroom.

Place student-authored books in the class library for students to read and to show that their writing is valued.

Invite authors to visit, read, and talk about their books and writing styles.

**Monitoring student progress in writing involves evaluating written products and observing the writing process.**

You can observe students as they write and use conference times to assess and record their progress.

By observing and examining writing processes and products, teachers can plan instruction to meet individual needs.

Keep anecdotal records by creating a record sheet to quickly document students' progress on writing projects:

- Include a summary of what you observe, the date, and context.
- List skills and writing strategies that need to be taught.

Collections of students' written work help you, parents, and students see growth and development as it occurs during the school year:

- Journals and writing folders also provide insight into writing growth.
- Periodically review and select representative pieces to show writing development.

Adapted from Bos & Vaughn, 2002; Bromley, 1999; Gunning, 2002.

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