

Teaching Writing Within a Reading Curriculum

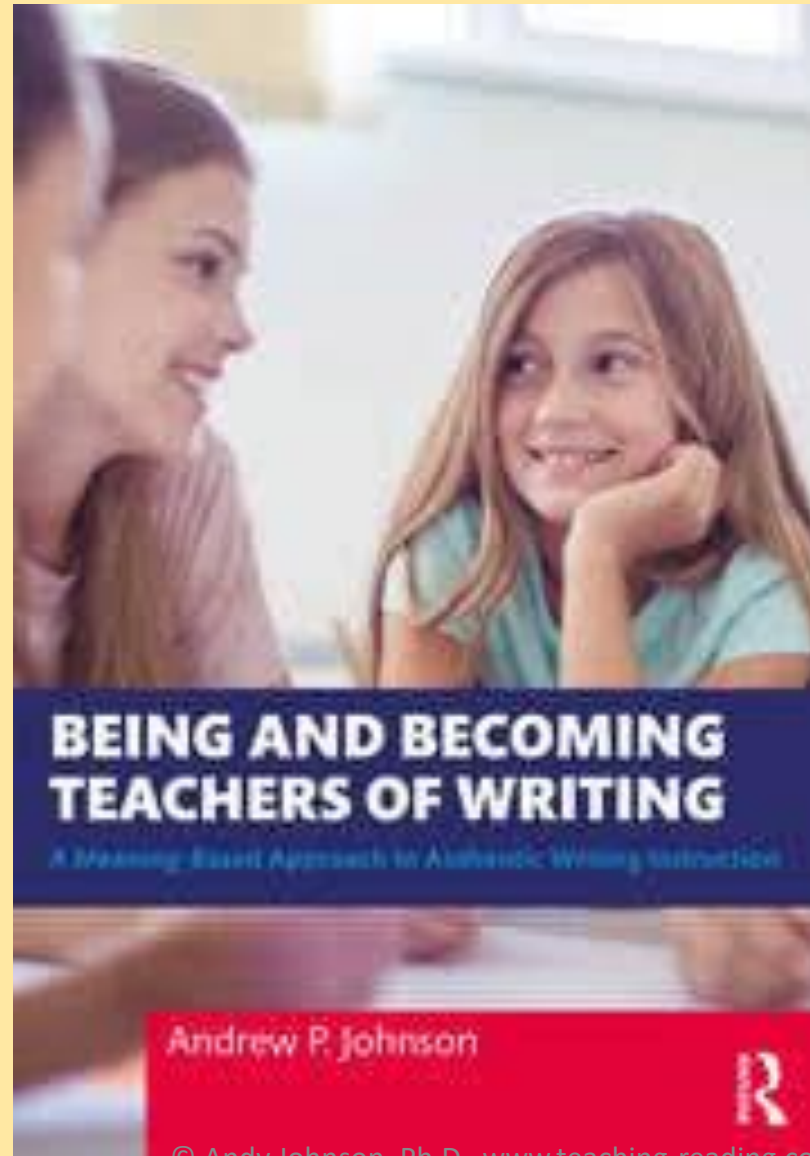
www.teaching-reading.com

Dr. Andy Johnson
Minnesota State University
International Literacy Educators Coalition

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Being and Becoming Teachers of Writing

A Meaning-Based Approach to Authentic Writing Instruction



Routledge/Taylor & Francis

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Teaching-Reading.com
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Reading Specialist


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Teaching Reading

Dr. Andy Johnson is a reading specialist focusing on meaning-based reading instruction and interventions for students of all ages and at all levels. His books, articles, podcasts, Youtube channel, and online professional development opportunities provide teachers with a variety of pragmatic, research-based strategies that have been shown to enhance students' ability to create meaning with print.

To communicate with Dr. Johnson or to schedule professional development opportunities and engagements, click on the link below.

[CONTACT DR. JOHNSON](#)

A portrait of Dr. Andy Johnson, a middle-aged man with a bald head, glasses, and a goatee. He is wearing a green zip-up jacket over a light blue shirt and a red patterned tie. The background is blurred, suggesting an indoor setting.



THE READING INSTRUCTION SHOW



WITH DR. ANDY JOHNSON



The Reading Instruction Show

by Dr. Andy Johnson

The Reading Instruction Show is a podcast about reading instruction (and other things) with a little bit of attitude. There is plenty here to inform and entertain all.

Courses

How To

Education for Kids

<https://rss.com/podcasts/drandy/>

Expert teachers have four kinds of knowledge

1. content knowledge – (know about reading)
2. pedagogical knowledge – (general teaching strategies – discovery learning, question-discussions)
3. pedagogical content knowledge – (specific content strategies, strategies for teaching reading)
4. knowledge of learners and learning – (human development, how humans learn, emotions)



- Take the ideas that work for you
- Adopt and adapt
- There is no standardized process that must be
- There are no educational messiahs



I. Introduction

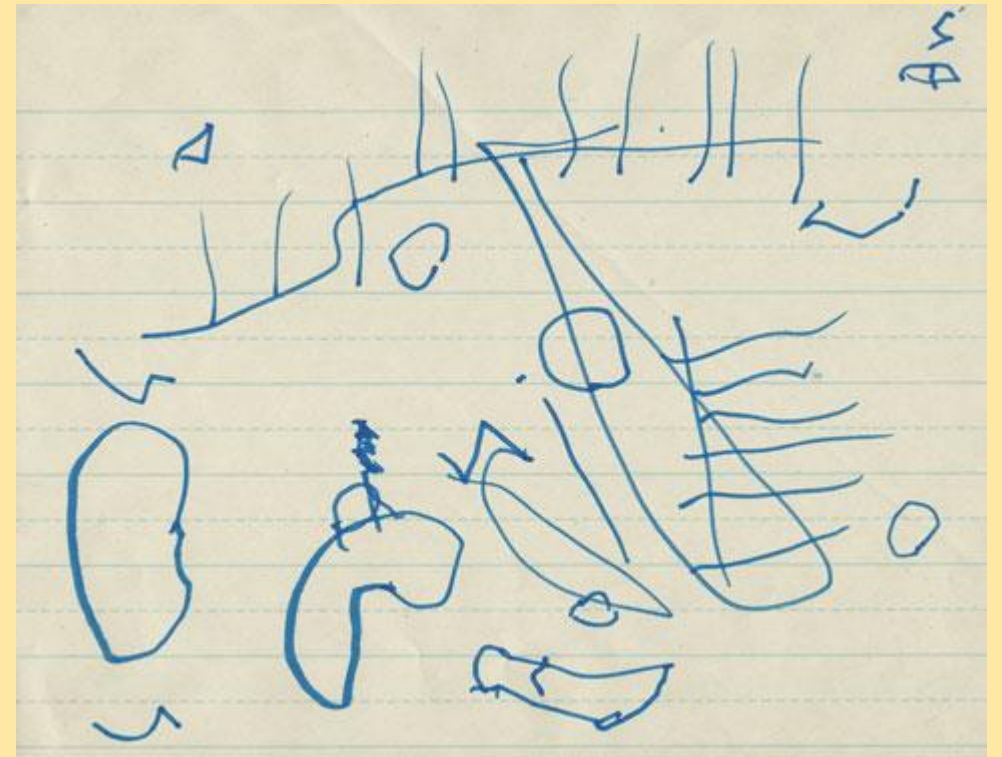
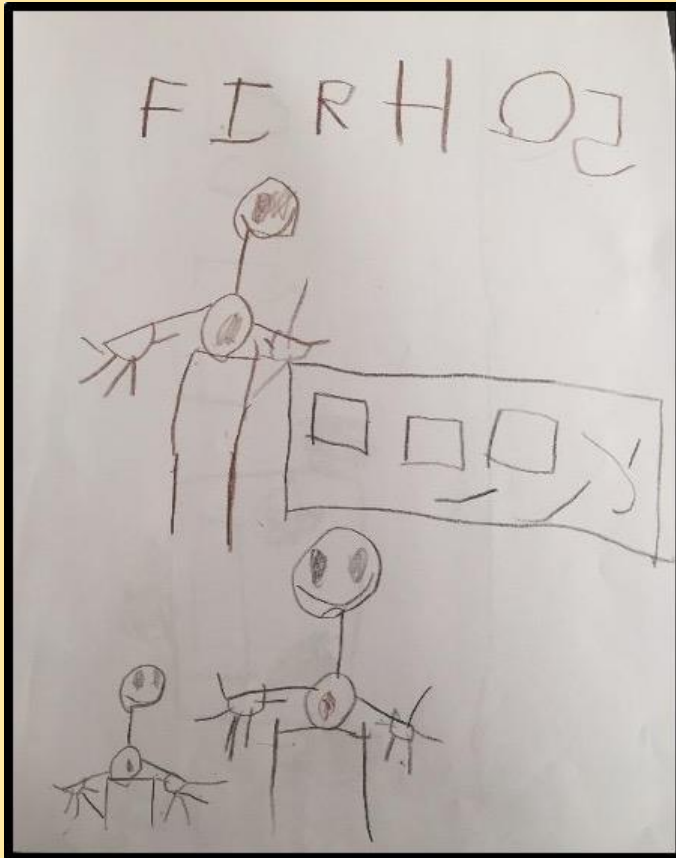
Who

1. Every kid and teacher too



What

1. Using print to create meaning



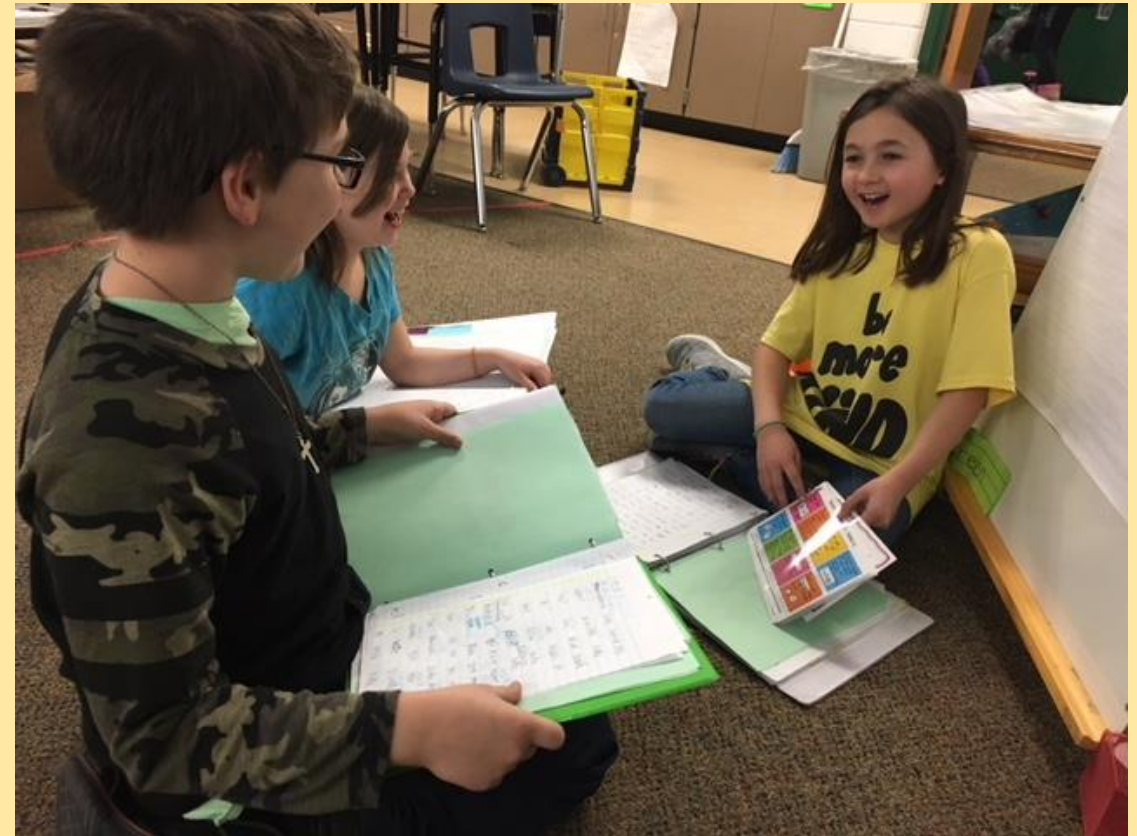
Why

1. The reading/writing connection has been firmly established
2. Develops letter sound relationships
3. Develops syntactic knowledge



4. Personal connections and community

5. Intrapersonal connections

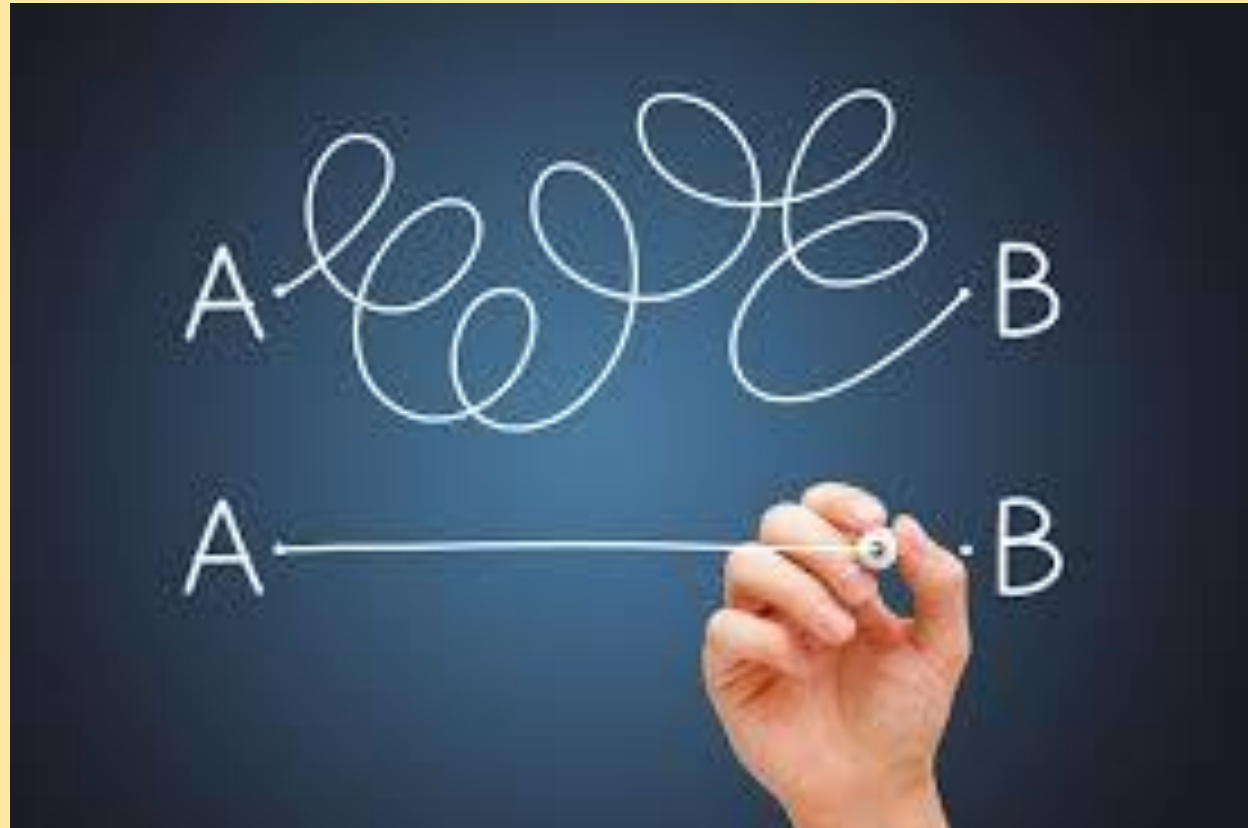


6. Celebrate the human experience



How

1. That's why we're here
2. Adopt and adapt.
3. Keep it simple



When

1. Every day.
2. No excuses
3. Doesn't have to be long
3 to 8 minutes



Where

In a box, with a fox.

On a boat, with a goat.

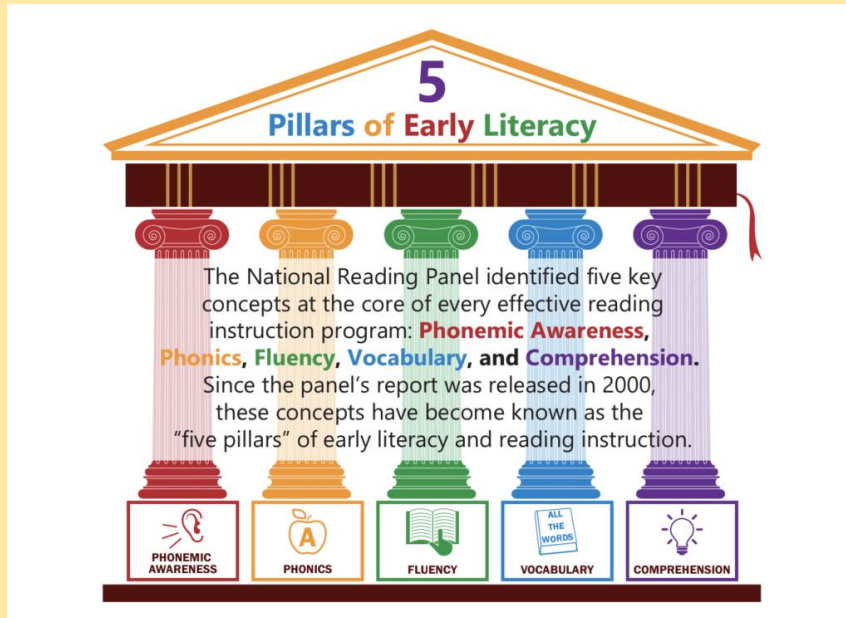
In a house, with a mouse.

But mostly in your classroom.



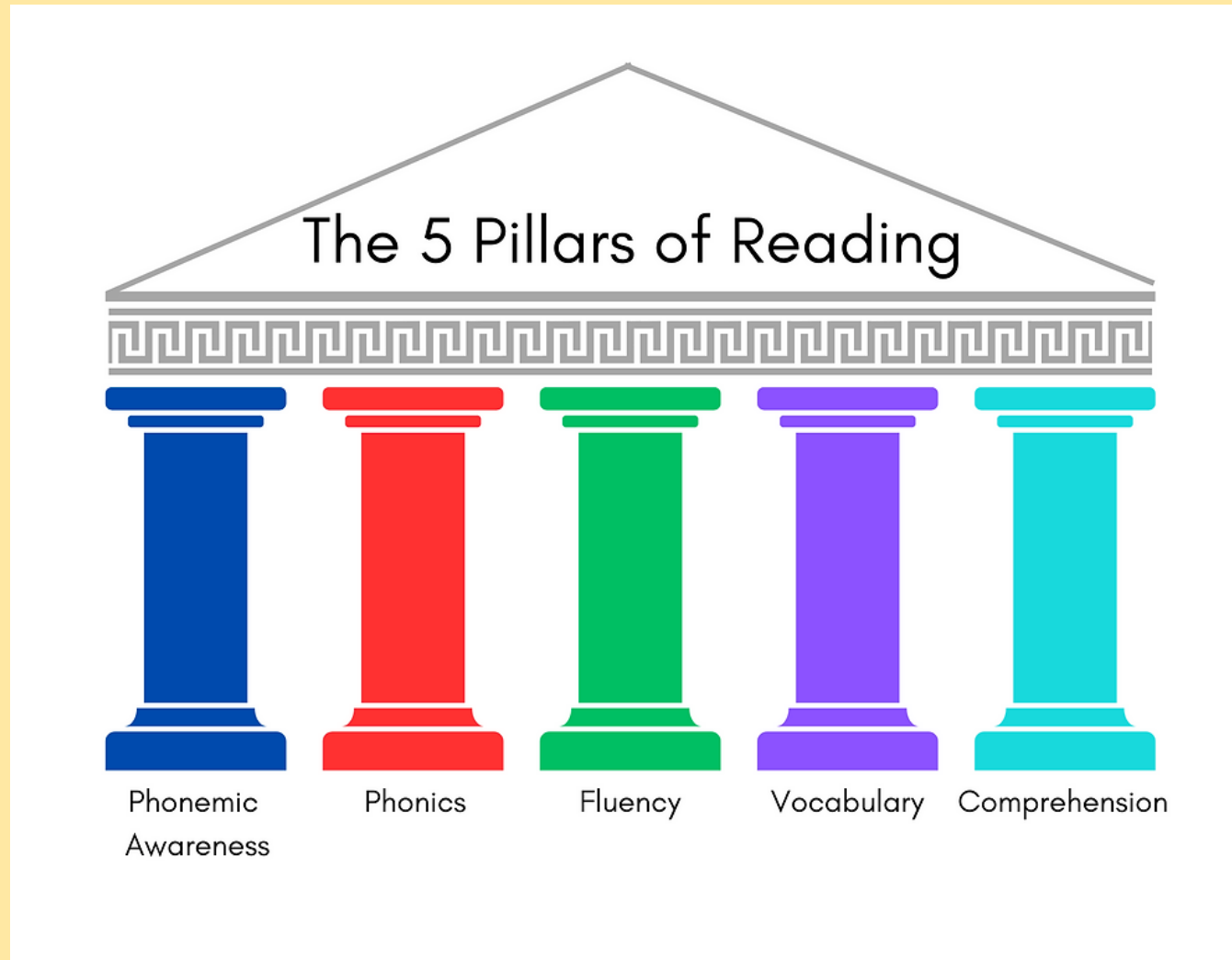
II. Part of a Comprehensive Literacy Program

An aside – The National Reading Panel found the big 5 pillars of reading instruction because that’s what they were looking for. The five pillars didn’t arise from their review of the literature. They decided to look for research in each of these five areas.



There was nothing new here. We were doing the 5 pillars long before the NRP came along. Kind of like Columbus “discovering” America.

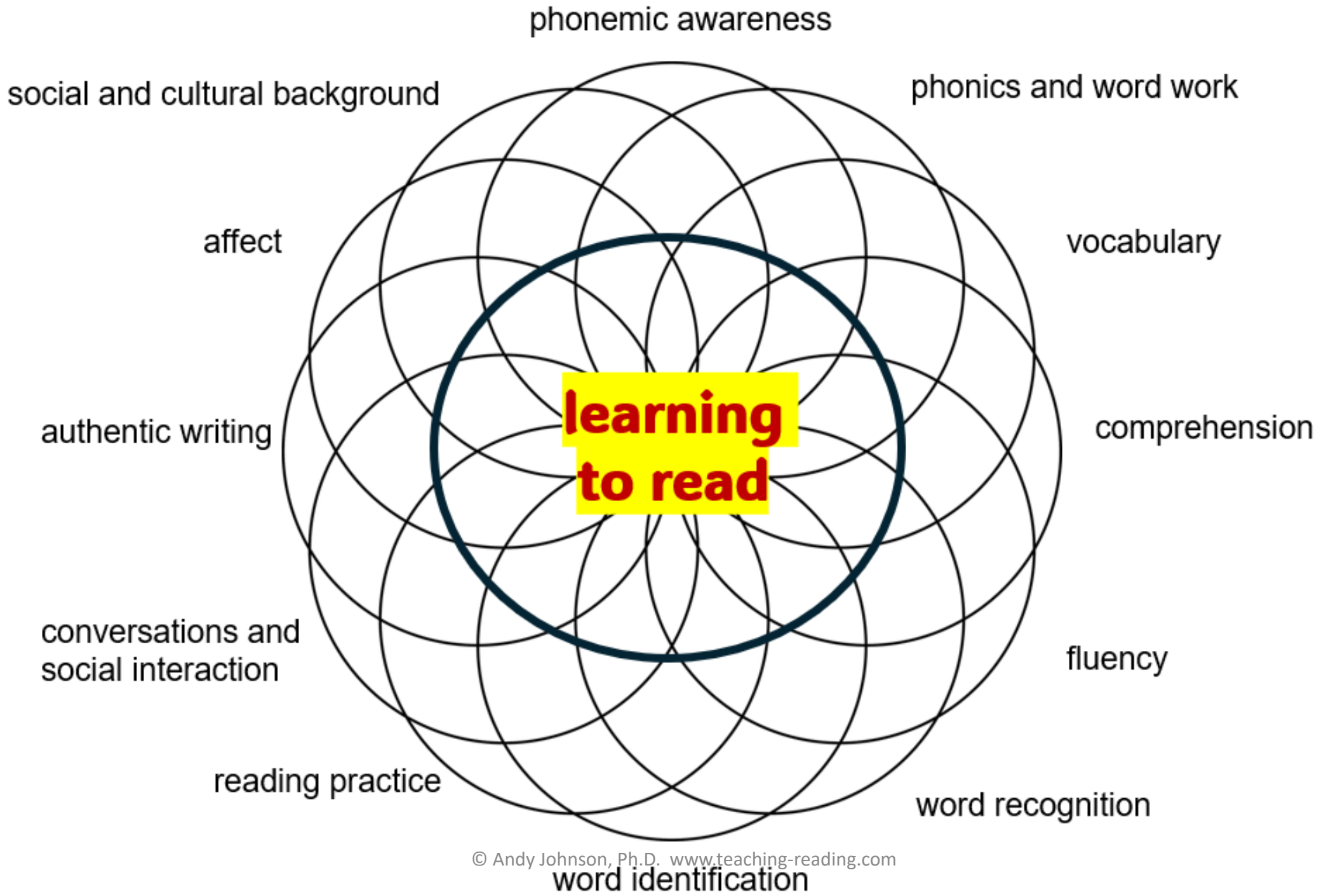
But ... the 5 pillars are 7 pillars short of a full load.



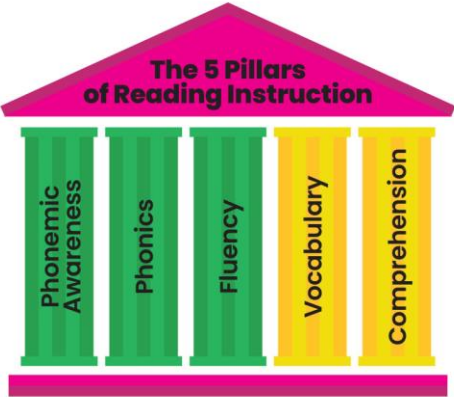

No algorithms or formulas.

12 Essential Elements

1. Phonemic awareness
2. Phonics and word work
3. Vocabulary
4. Comprehension
5. Fluency (if needed)
6. Word recognition: semantics, syntax, and phonics
7. Word identification: phonics, morphemic analysis, context, and analogy
8. Reading practice
9. Conversations and social interaction around books.
10. Authentic writing experience
11. Affect: motivation and emotion
12. Social and cultural background.

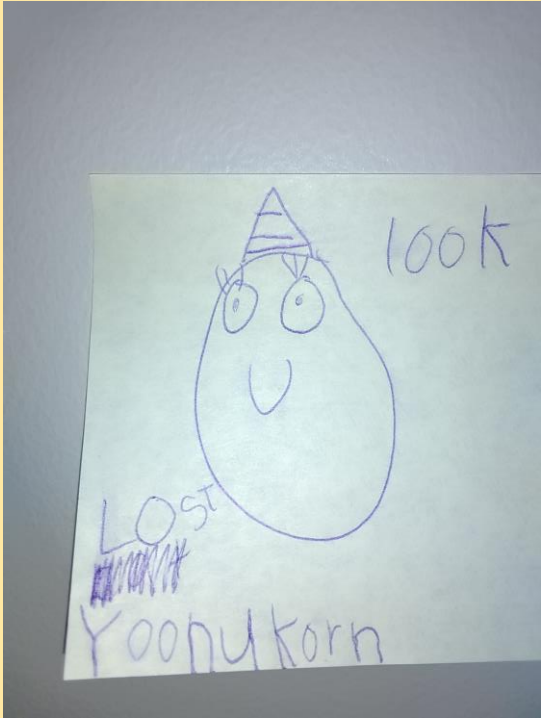


Which column will enable all students to achieve their full literacy potential?

Comprehensive Literacy	The 5 Pillars	Science of Reading
<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics and word work 3. Vocabulary 4. Comprehension 5. Fluency (if needed) 6. Word recognition 7. Word identification: phonics, morphemic analysis, context, and analogy 8. Reading practice 9. Conversations and social interactions around books 10. Authentic writing experiences 11. Affect: motivation and emotion 12. Social cultural background +1. bi/multilingual learners need metalinguistic awareness 	<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics and word work 3. Vocabulary 4. Comprehension 5. Fluency <div style="text-align: center; margin-top: 20px;">  <p>The 5 Pillars of Reading Instruction</p> </div>	<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics and word work <div style="text-align: center; margin-top: 20px;">  </div>

III. WRITING AND WRITERS

1. Writing is using print to create meaning



2. Every child (and adult) can write
a. acorn view vs. deficiency view.



3. Every student can learn to write well – if you teach the process



4. You can better at any skill by practicing



And you don't get better if you don't practice

IV. WHAT WRITERS NEED

1. Writers need to know/understand the 5-step writing process



If you want to learn how to make raspberry jelly, you need somebody to teach you the process, not just show you the list of ingredients.

If you want to learn how to write, you need somebody to teach you the process, not just show you what the finished product should look like.



2. Writers need contextual skills instruction (grammar, punctuation, etc.)



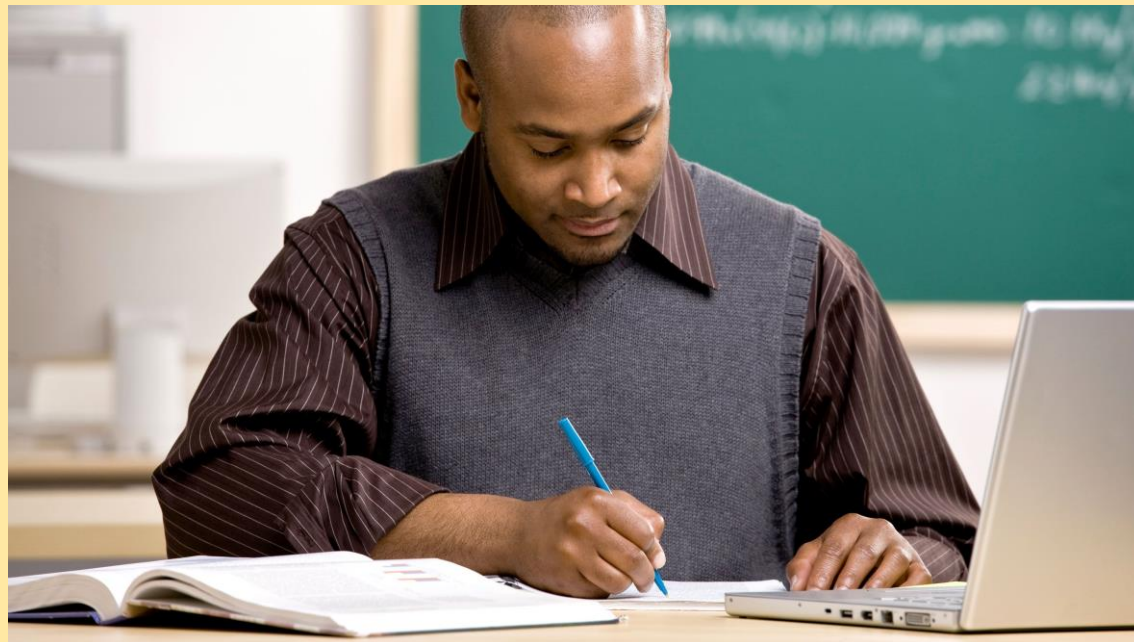
3. Writers need responses



4. Writers need to write for real audiences



5. Writers need teachers who write



Types of Writing in a K-12 Writing Curriculum

- **Persuasive writing**. The purpose of this type of writing is to make a case for or against an issue or to construct an argument using concise, objective language and sound reasoning.
- **Narrative writing**. The purpose of this type of writing is to describe incidents and events or to tell a story. In other words, the writer becomes a narrator.
- **Expository writing**. The purpose of this type of writing is to explain, describe, provide information, or to communicate knowledge in some form.

However, they are missing three other important other types of writing that **MUST** be including in writing curriculums.

*** Common Core State Standards and most other academic standards**

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Types of Writing in a K-12 Writing Curriculum

- **Inquiry writing.** The purpose of this type of writing is to describe all phases of the inquiry process (scientific writing). Inquiry is the process of asking a question, gathering data, and then using that data to answer the question.
- **The arts.** The purpose of this type of writing is to create art. Included here is poetry, drama or scripts, song lyrics, comedy monologs, podcasts, and other types of creative writing.
- **Communication.** The purpose of this type of writing is personal communication. This includes email, letters, memos, newsletters, personal letters (remember those?), and things like twitter, blogs, Facebook posts, podcasts, websites, and digital media that we haven't even thought of yet.



A block of time set aside for literacy.

Each block gets an equal amount of time.

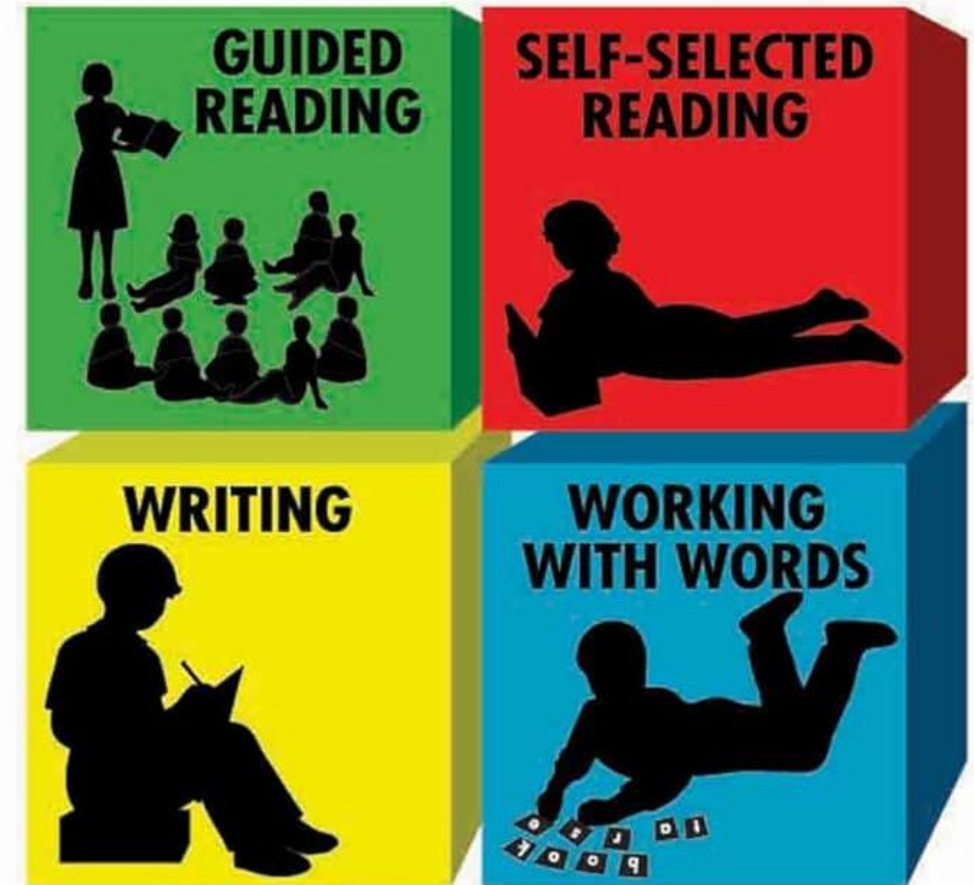
1. Guided or shared reading – large group
2. Self-selected reading – reading workshop
3. Writing – writing workshop
4. Word work – large group, flexible groups, individually



The Teacher's Guide to the Four Blocks[®]

A Multimethod, Multilevel Framework for Grades 1–3

by Patricia M. Cunningham, Dorothy P. Hall, and Cheryl M. Sigmon



V. Writing Activities for Reading: Syntactic Cueing

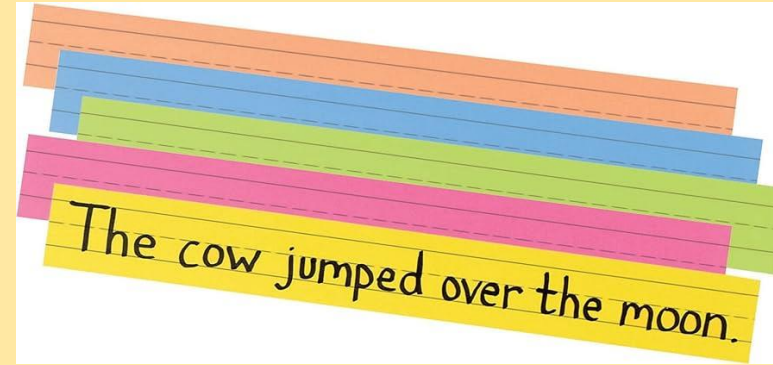
1. Writing should be included in every reading class
2. Include activities focusing on grammar, sentence structure, and word order



Sentence Mix-Up Activities

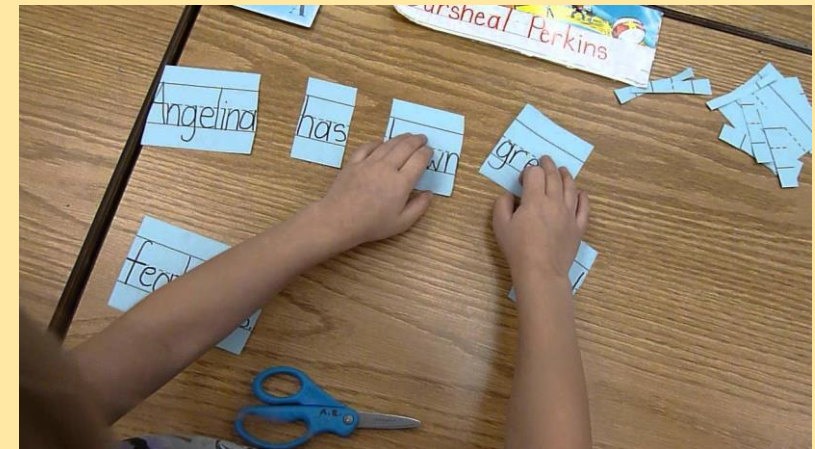
- **Sentence cut-up.**

1. Write sentence on paper
2. Cut it up
3. Students put it back in order



- **3x5 cards.**

1. Words on sentence written on 3x5 cards.
 2. Students see or hear the sentence.
 3. Mix and put in order.
- * Can provide clues. Don't frustrate students.)

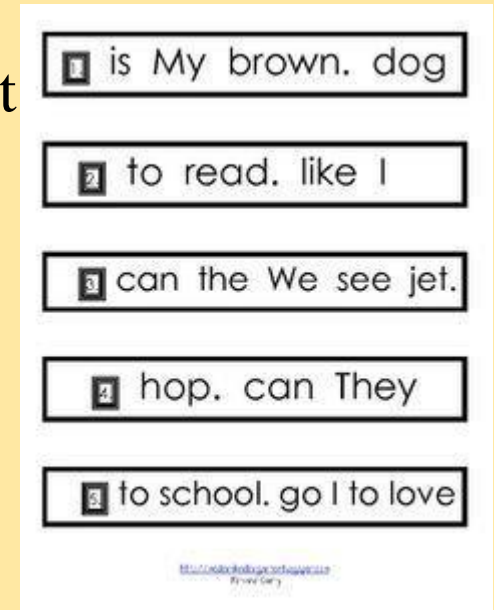


- **Be the word.** This is a small group activity.

1. Write a sentence as described above.
2. Cut sentence into individual words, give single word to a student
3. Students come up front and arraignment themselves
4. Tap on the head.

- **PPT sentence mix-up.**

1. Show mixed up sentence
2. Show one word at a time until students can guess the complete sentence
3. Guess sentence before complete sentence is shown.



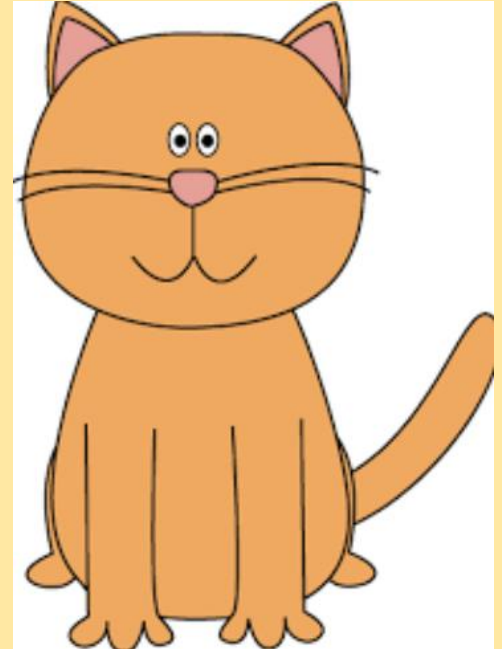
ran away. The cat

The

The cat

The cat ran

The cat ran away.



Early Ideas

* Students use writing to share their ideas.

- **Language experience activities (LEA).**

1. Students have an experience
2. They tell, you write
3. Re-read until fluency
4. Use for phonics lesson
5. Use for review

- **One sentence.**

1. Struggling readers (writers) get overwhelmed.
2. Reduce anxiety – Write one sentence.



Journal in Reading Class

1. Every day, first thing, grades 2 and above
2. Sentence minimum (2 to 5)
3. Use to reinforce letter sounds
4. Comprehension activities
5. Post-writing activities



Comprehension – Cognitive Processes

- **Making predictions**

1. Provide overview and prediction question up front.
2. Students then read with purposeful intent.

Predict-O-Graph What do you think will happen when ...	Page #
<p style="text-align: center;"><u>Clues</u></p> <ol style="list-style-type: none">1.2.3.	
Your predication:	

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- **Making inferences**

1. Provide inference question up front.
2. Students read with purposeful intent looking for inference clues.

<p style="text-align: center;">Infer-O-Graph</p> <p>Inference Question:</p>	<p>Page #</p>
<p style="text-align: center;"><u>Clues</u></p> <p>1.</p> <p>2.</p> <p>3.</p>	
<p>Your inference:</p>	

Sentences

- **Sentence dictation.**

1. Short sentence related to the story or letter pattern.
2. Dictate and write
3. Look for words that don't look right (with a partner).
4. Show the complete sentence
5. Cross out and write above.

- **Sentence combing.**

1. Two short sentences.
2. Combine them while retaining the mean of each.

Jill is strong.

Jill is a soccer player.

Andy is in the living room.

Andy spilled his milk.

- **Sentence alteration.**

- * *Older students – groups.*

1. Show sentence

2. Express the same idea using different words or word order (ask for a minimum number).

3. One student read aloud

4. Check to see if they make sense.

Randy packed his lunch in a bag.

a. Randy put his lunch in his bag.

b. Randy packed his bag full of lunch.

c. It was his lunch that Randy put in his bag.

d. Randy jammed lunch in his bag.

e. Randy crammed lunch in his bag.

- **Syntax sentences - DOL**

1. Show sentences with grammar or word order errors.
2. One at a time, students come up and correct errors
3. Quick grammar mini-lesson

1. She clap him hands.

2. Did you got a package

3. He is drive his car

- **Sentence elaboration**

* Do in large group first. Then Pairs or small groups

1. Provide a sentence
2. Students change one word (add or substitute) to make it interesting.
3. Five changes.
4. Re-read until fluency is achieved.

The man grabbed the candy.

The big man grabbed the candy.

The big man ate the candy.

The big man ate the prunes.

The big clown ate the prunes.

The crazy clown ate the prunes.

Strategies with Structure

- **Speak the sentence.** With some students, it may be effective to have them speak the sentence before writing.
- **A quiet, verbal scaffolded.** As the student writes, provide very quiet verbal clues (a form of scaffolding) to help that student hear each part of the word. As the student finishes each word, repeat the sentence. This frees up working memory to focus on word order and meaning. These should be quiet, gentle prompts.
- **Facilitated writing.**
 1. Ask students what they want to write about
 2. Write down the “big” words.
 3. Create a word box for their writing.

- **Priming pictures.**

1. Provide a picture

2. “What’s going on here? Describe what you see. What do you want to say about this picture?”

3. One or two sentences is fine.

- * *Pictures from book*

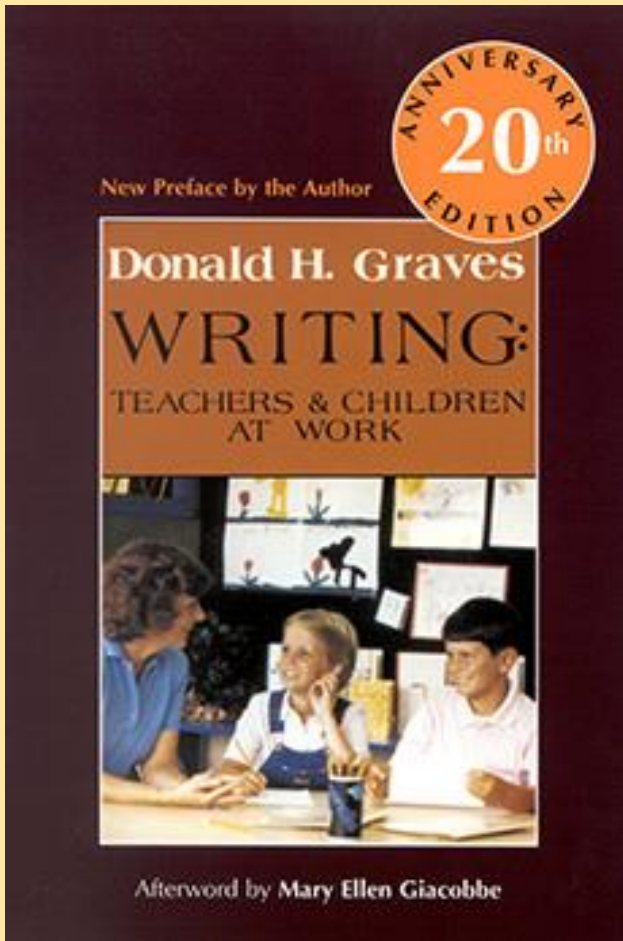
- * *Pictures from life*

- * *Pictures from google.*



VI. TEACH THE PROCESS TO DEVELOP THE SKILL

- If you want to help students become better writers, you must teach them the process



1. Pre-drafting
2. Draft
3. Revise
4. Editing
5. Share



Step 1 - Pre-writing

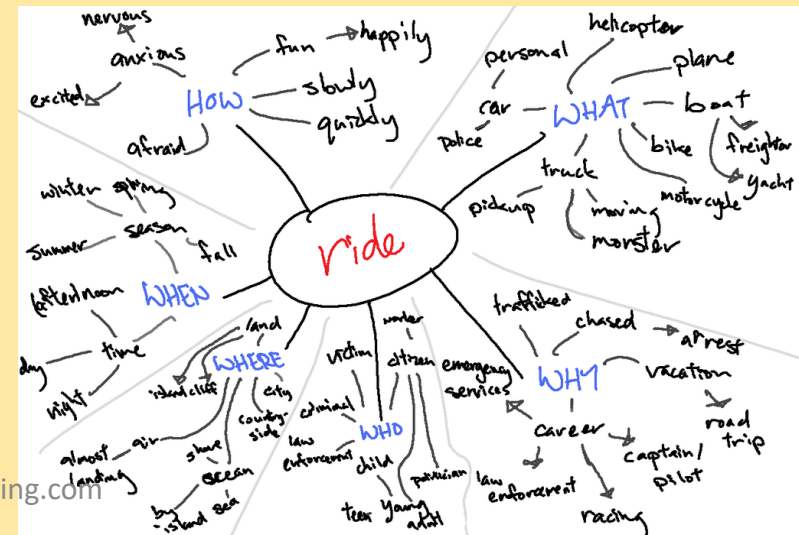


- You have your writing topic
- What you do before writing is just as important as what occurs during writing



Step 1 - Pre-writing

1. Generating ideas: listing, brainstorming, power writing, conversation
2. Organizing ideas: graphic organizers, outlines, inductive analysis
3. Expository writing: collect data, read and take notes, or conduct interviews, observations, inquiries, experiments, or surveys



- **List 3.** Start with the writing idea – list three things before writing



- **Brainstorm.** Students look at their writing idea, then generate as many related ideas as quickly they can



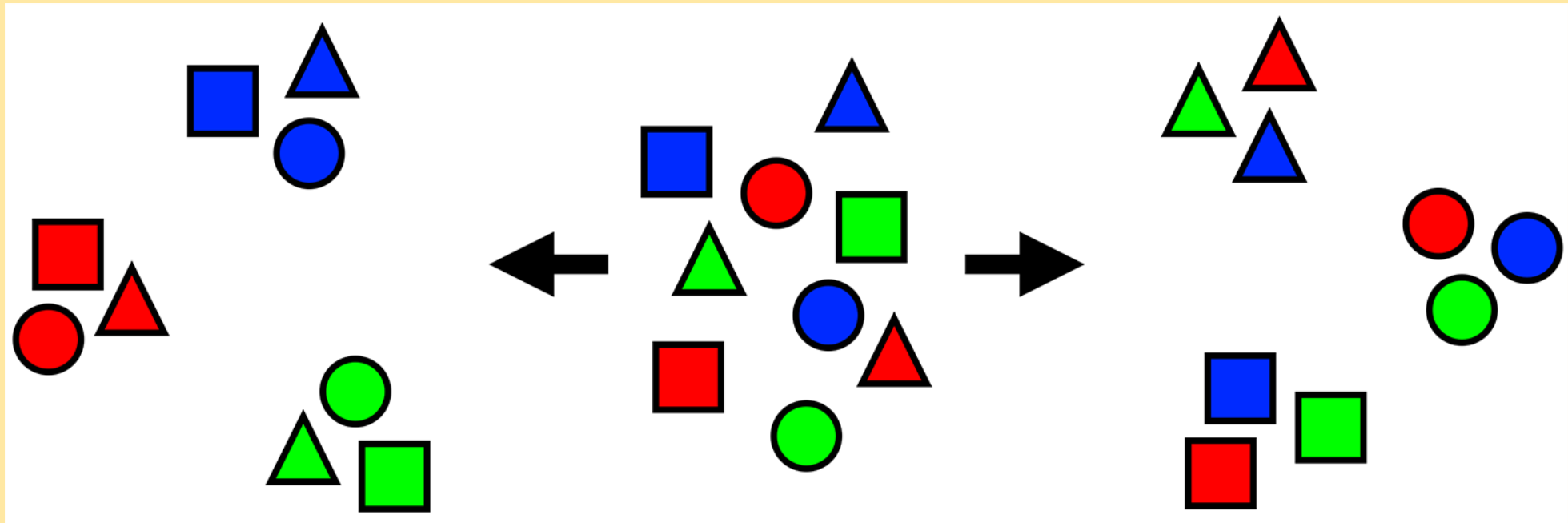
Brainstorming Rules

RULES FOR BRAINSTORMING

- **All ideas must be accepted.** No criticizing or evaluation is allowed. At this stage, bad ideas are just as important as good ideas.
- **Freewheeling is celebrated.** Creative, bizarre, unusual, and silly ideas are welcomed along with smart aleck comments and random associations. These can all be used to stretch our thinking and get us thinking more broadly.
- **The goal of brainstorming is quantity.** The more ideas we have, the greater our choice is in finding a solution.
- **Hitchhiking is welcome.** Hitchhiking is when you add to an idea that has already been stated or combine two or more ideas. This is a technique used by many creative problem solvers.

- **Brainstorm and group**

Inductive analysis



Brainstorm and Group

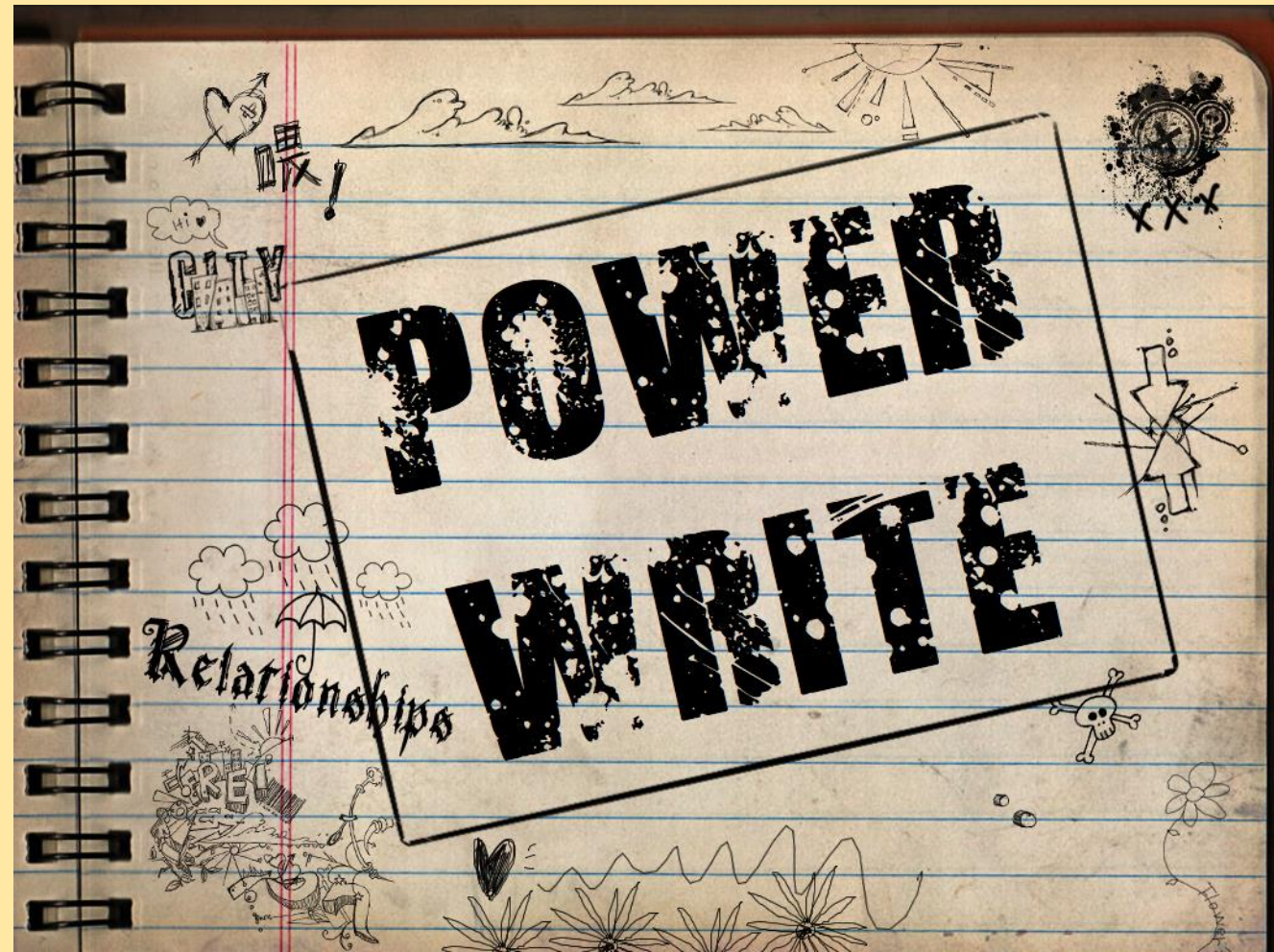
1. Generate ideas.
2. Look for groups or patterns.
3. Organize into groups.
4. Use groups for sections or paragraphs.

inductive analysis



- **Power write**

- 1 to 3 minutes
- keep the pencil moving
- model

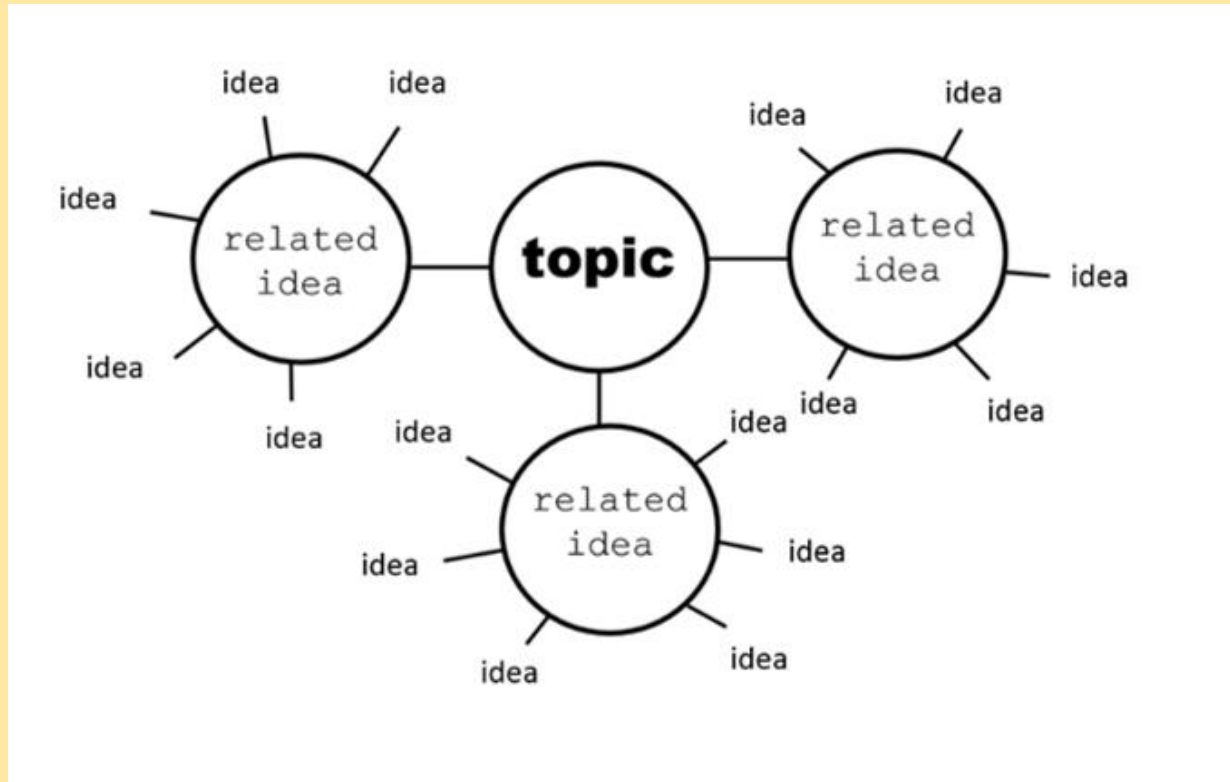


Power Write

1. Find an idea.
2. Association: attach words and pictures.
3. Write quickly, keep the pencil moving.
4. 2-3 minutes.

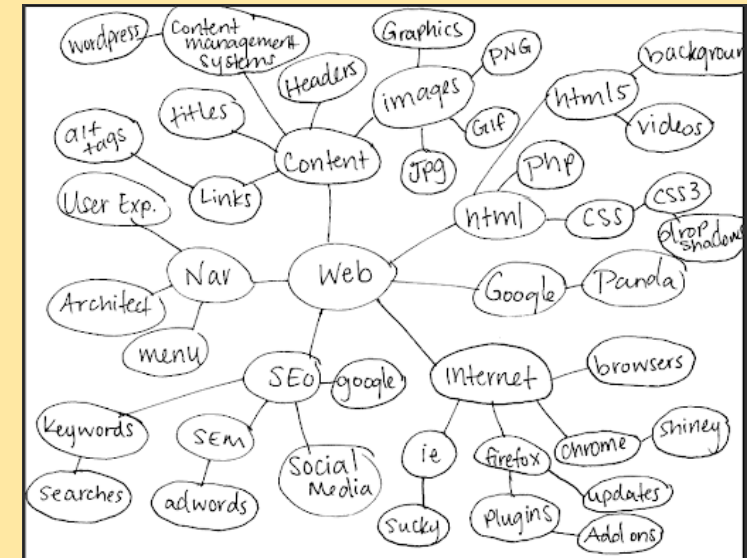
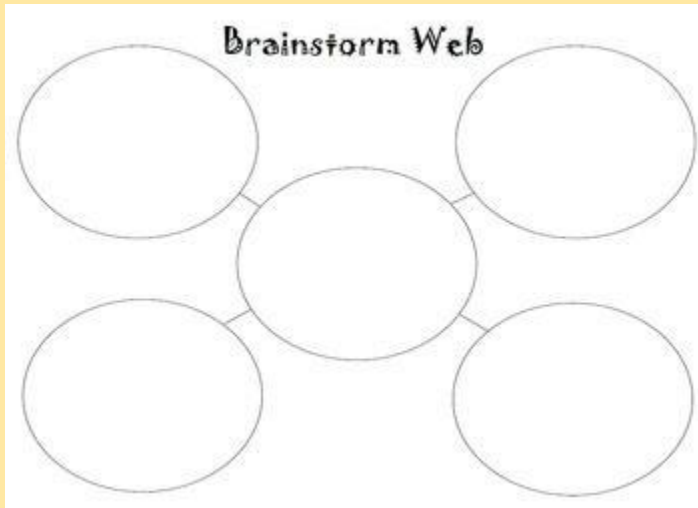
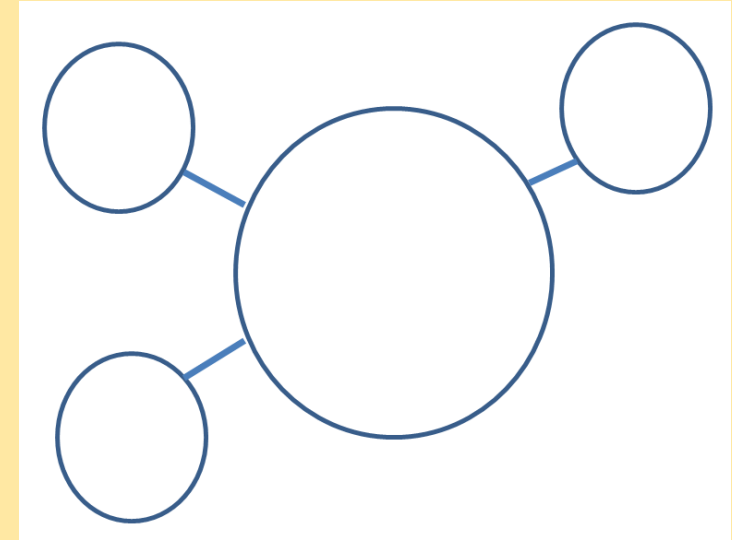


- **Web and brainstorm**



Web and Brainstorm

1. Find a topic or theme.
2. Find 2-4 subtopics or nodes.
3. Brainstorm on each node.
4. Use nodes for sections or paragraphs.



- **Outlining**

1. Look at topic or theme.
2. List important ideas using numbers.
3. Use letters to add details.



- **Turn to a neighbor**



Response Ideas

1. What did you want to know more about?
2. What seems interesting?
3. Describe a similar experience.
4. What did the idea make you think about?
5. What could be included to make it interesting?



<p>Power Write</p> <ol style="list-style-type: none"> 1. Find an idea. 2. Association: attach words and pictures. 3. Write quickly, keep the pencil moving. 4. 2-3 minutes. 	<p>Brainstorm and Group</p> <ol style="list-style-type: none"> 1. Generate ideas. 2. Look for groups or patterns. 3. Organize into groups. 4. Use groups for sections or paragraphs.
<p>Outlining</p> <ol style="list-style-type: none"> 1. Look at topic or theme. 2. List important ideas using numbers. 3. Use letters to add details. 	<p>Web and Brainstorm</p> <ol style="list-style-type: none"> 1. Find a topic or theme. 2. Find 2-4 subtopics or nodes. 3. Brainstorm on each node. 4. use nodes for sections or paragraphs.
<p>Brainstorm</p> <ol style="list-style-type: none"> 1. Look at the idea. 2. List as many ideas as quickly as you can. 	<p>Turn to a Neighbor</p> <ol style="list-style-type: none"> 1. Find a topic or theme. 2. Turn to a neighbor and share.
<p>Brainwalk (to find writing topics)</p> <ol style="list-style-type: none"> 1. Start with a word or idea. 2. Write it on thinking paper. 3. Write the first thing that pops into your mind. 4. Repeat as necessary until the page is full. 	<p>List (to find writing topics)</p> <ol style="list-style-type: none"> 1. Designate a page in your journal or writing log. 2. List ideas that sound interesting. 3. List things you notice. 4. List interesting or important events. 5. List things that make you sad, happy, angry, bored.

Step 2 - Drafting



Step 2 - Drafting

1. First attempt to get ideas on paper
2. Cannot write well if you are not first willing to write poorly



3. Throw the clay on the wheel

Steps for Drafting

1. Don't think
2. Get it out
3. Don't think some more
4. Get it out some more
5. Repeat as necessary



4. Most writing activities: pre-write, draft, share



5. Response – makes it come alive

a. provides ideas for revision.

b. getting response is powerful.

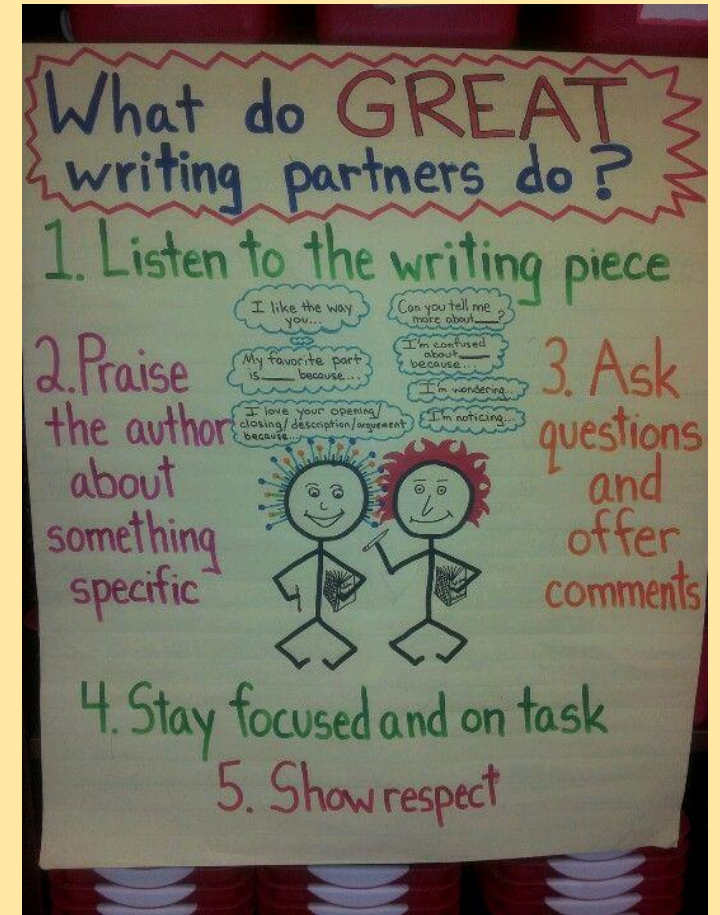
c. best way to develop a sense of audience is to provide one



6. Responding

Response Guidelines

1. What did you like?
2. What did you want to know more about?
3. What might be added to make it more interesting?
4. What did it remind you of?
5. What was going through your head as you listened or read?



HOW CAN I HELP MY PARTNER WITH GOALS?

Ask Questions
 & #9829; & #9829;

"What are you working on?"
 "Can you show me where you find that?"
 "How can I help you?"

Be a Cheerleader
 * * * * *
 * * * * *


"I love the way you..."
 (Be specific and share your partner the parts you admire)

Give Feedback
 & #9829; & #9829; & #9829;


"Maybe you could try..."
 "If you want I could help you with..."
 "I'm not sure this part is working."

Writing Partners can TEACH Too!!!

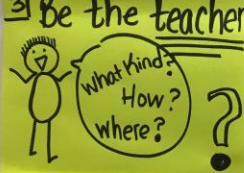
1) Sit Elbow-to-Elbow




2) Listen ?




3) Be the teacher



4) Switch



3) you should try...



Add Labels
 Add Details
 Match pictures and words
 Stretch Spelling

Writing Partners
Can Teach, Too!

1. Listen



2. Look closely



3. Be the teacher!



Add labels


Add actions

Add feelings


Add talking

Sharing Our Writing Lives...

Sit together



Knee → Knee



Shoulder → Shoulder

Choose partners A & B

Partner A: Share in a story-teller's voice.

Partner B: Compliment

"I noticed how you..." "I like how you..."

"This makes me feel..."

Ask Questions

"Can you explain...?" "How did you feel when...?"

"What do you think...?"

SWITCH

7. Drafts – put in a file folder, milk carton - notebooks on the shelf



Step 3 - Revising



Step 3 - Revising

- The heart of the writing process
- Revisits, reshapes, re-views – many times
- Potter's wheel – revising is like shaping the pot

.NOT an editing session



1. Re-read. Use cognitive modeling to demonstrate this strategy

a. sentence-by-sentence

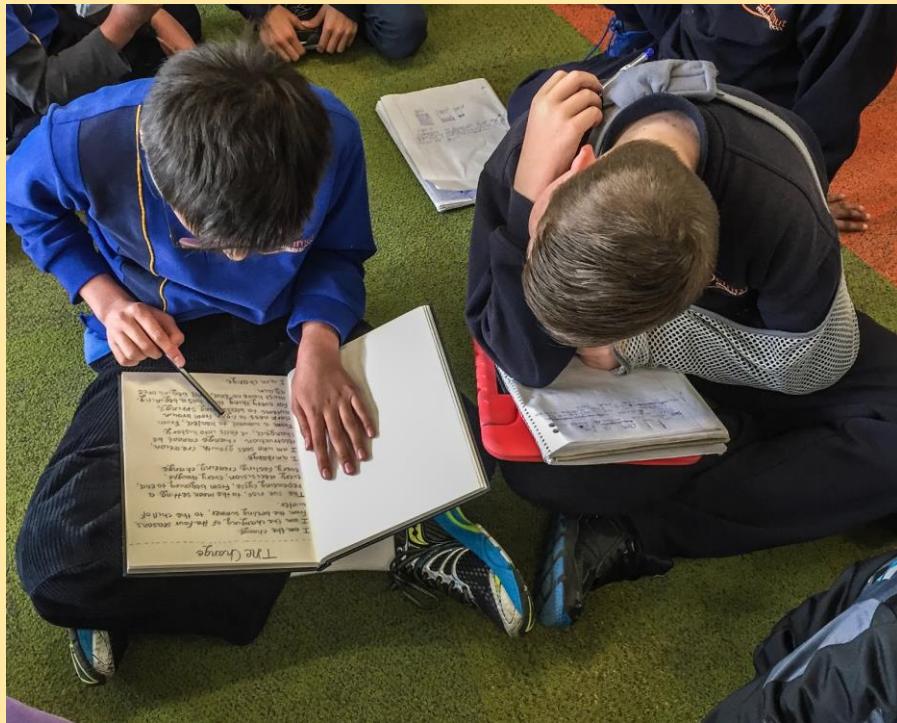
b. paragraph-by-paragraph



2. Text to speech software



3. Provide an audience



Response guidelines: oral or written

1. What did you like?
2. What did you want to know more about?
3. What might be added to make it more interesting?
4. What did it remind you of?
5. What was going through your head as you listened or read?

4. Magic circle – a responding session, not an editing session

a. students respond ideas, not edit

b. students identify a piece of writing – no names

c. collect students writing

d. younger students, move desks in a circle

e. shuffle paper, give on to each student

f. students read and respond, think all over the paper.

g. when finished, put on desk in the center, wait for another

(older students, raise hands and trade)

h. goal – 3 or 4 papers.

i. return all papers in the center, students find their own.



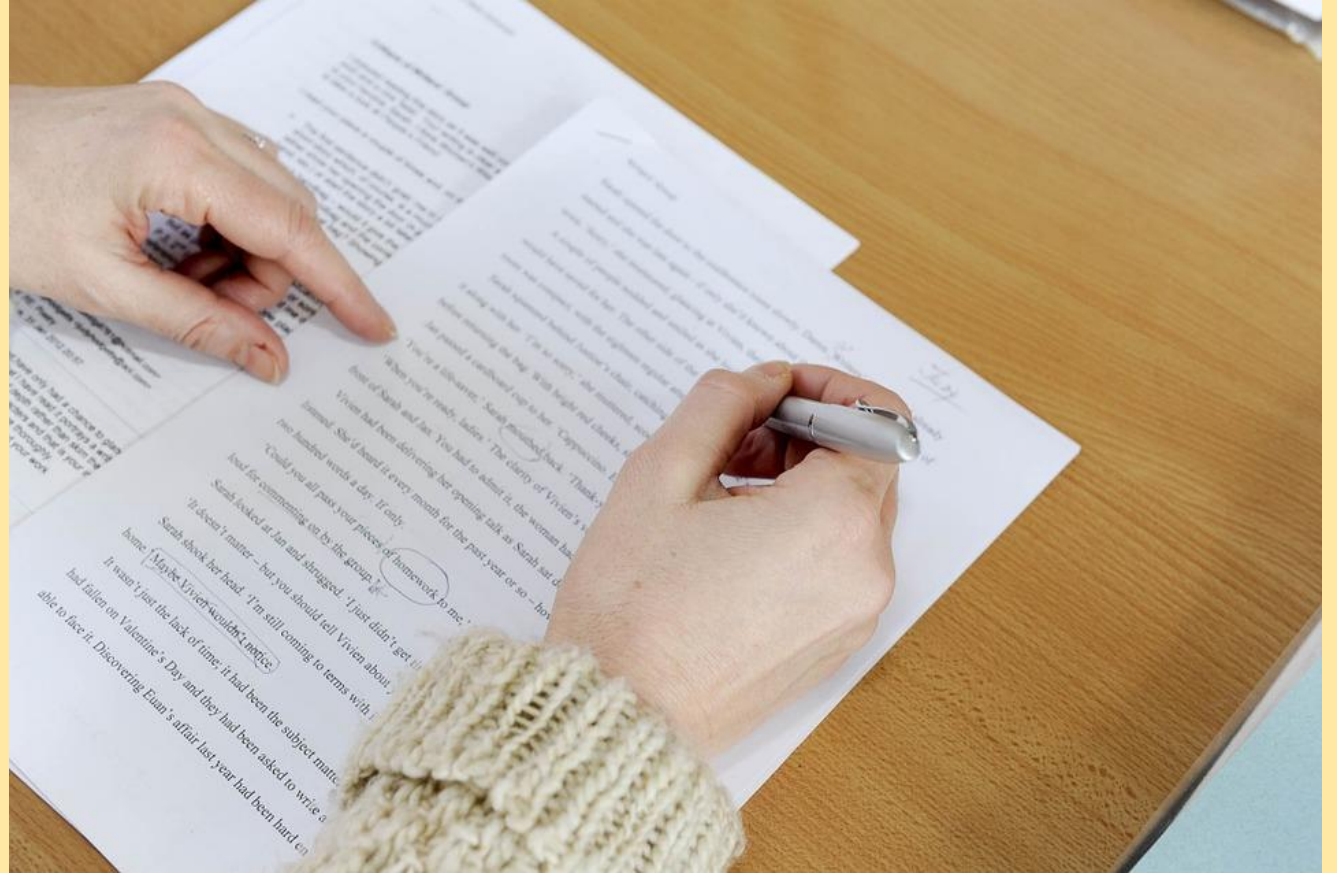
5. Writing conferences – teacher
a. **not an editing session**



Types of questions to ask during a writing conference.

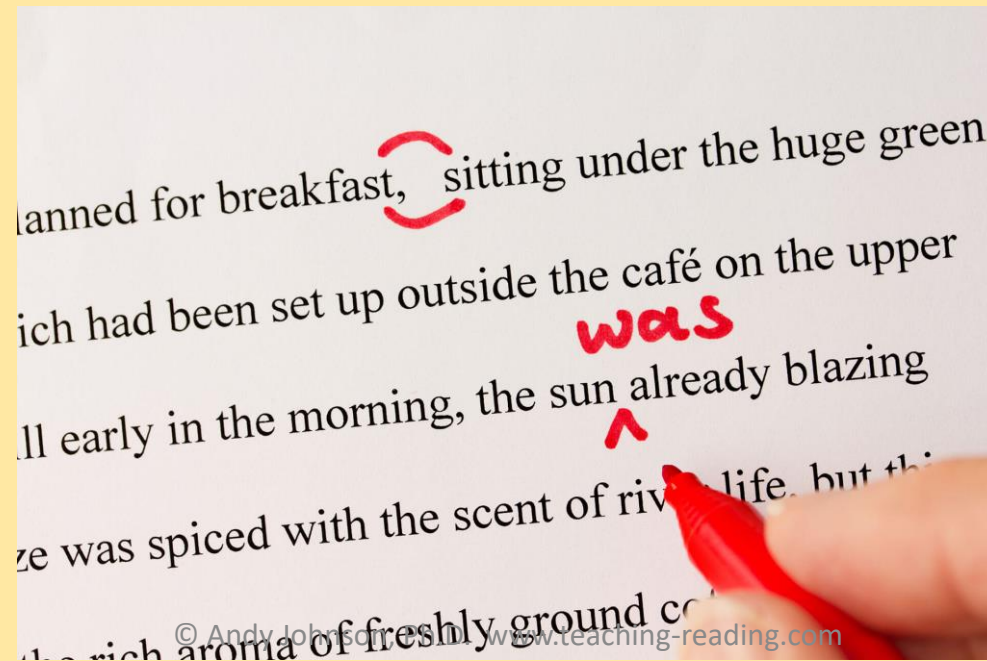
1. Tell me about your paper.
2. What do you want to tell me about your paper?
3. What are you working on?
4. Where are you going with this?
5. Who might like this paper? Who's your audience?
6. What's a part that you like?
7. What's something you're working on?
8. Read a part that doesn't sound just right.
9. What are you planning to do next?
10. Are there parts you could leave out?
11. Is there something you're thinking about adding?
12. Tell me more about ...

• *Step 4 - Editing*



• Step 4 - Editing

- Look for grammar, spelling, and punctuation errors
- Doing step 4 during steps 1-3 – ruins any writing project
- We have limited space in STM
 - a. can't generate and evaluate simultaneously*



Self-Editing

1. Editing checklists

Editing checklist for elementary students.

	yes	no
1. Sentences begin with capital letters.		
2. Sentences are a complete idea.		
3. Sentences end with period or other.		
4. Circles words that don't look quite right (spelling).		
5. Uses 'isn't' and 'wasn't' correctly.		

* Use checklist to reinforce skills you are teaching

Name: _____ Date: _____

My Writing Checklist

I remembered a capital letter at the beginning of my sentences and proper nouns.	Yes No
I used punctuation at the end of all my sentences.	Yes No
I have finger spaces between every word.	Yes No
My writing makes sense to me!	Yes No

Yes = ____/4 No = ____/4

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Check My Writing

Name: _____

	Me		Partner	
			name: _____	
My sentences start with a capital letter.	😊	😐	😞	😊
Every sentence ends with a period, question mark, or exclamation point.	😊	😐	😞	😊
I did my best at spelling.	😊	😐	😞	😊
I used my neatest handwriting.	😊	😐	😞	😊
My story makes sense to me.	😊	😐	😞	😊

Name: _____ Date: _____

My Editing Checklist

Directions: Answer each of the following questions by putting a check [X] in the "YES", "NO" or "Corrected" boxes.

Questions	YES	NO	Corrected
1. Did I re-read my writing to check for mistakes?			
2. Did I start each sentence with a capital letter?			
3. Did I end each sentence with a period, an exclamation point, or a question mark?			
4. Did I space my words and write neatly?			
5. Did I indent at the beginning of each paragraph?			
6. Did I circle any words that I think are misspelled?			
7. Did I use a Dictionary or ask for help spelling words?			
8. Did I use adjectives in every paragraph to add details to my writing?			
9. Did I use "WHO", "WHAT", "WHERE", "WHEN", "WHY" and "HOW"?			
10. Did I ask someone else to read my writing to check for mistakes I might have missed?			

APPENDIX B
RATING CHECKLIST FOR ACADEMIC WRITING

Rating checklist for academic writing.

Key: 3 = very much, 2 = some, 1 = little, 0 = not at all.

Criteria

__ **1. Ideas:** The writer creates interesting, relevant, novel, thoughtful, or unique ideas. These ideas are supported or explained.

__ **2. Sentences:** The writer uses complete sentences. The sentences are (a) concise yet descriptive, (b) consistent with tense and plurality, (c) avoid repetition, and (d) make sense and are easy to read.

__ **3. Paragraphs:** The writer uses paragraphs to break up and organize larger ideas. The paragraphs (a) make sense, (b) avoid conceptual leaps, and (c) are used to explore or support an idea.

__ **4. Word choice:** The writer (a) uses an academic writing style, (b) avoids speech-isms or colloquialisms, and (c) makes pragmatic choices about the quantity and quality of words.

__ **5. Headings:** The writer uses headings to organize the paper and make it reader-friendly. All the information under a particular heading is germane to that section.

__ **6. Quotes and citations:** The writer uses APA 7th edition form as described here. The quotes and citations are used intelligently to support the writer's ideas.

__ **7. Fluency:** The piece flows and is easy to read. Ideas are described and supported.

__ **8. Structure/Organization:** Structure is used to help carry the ideas.

__ **9. Form/Mechanics:** The piece looks presentable. The spacing, margins, font, and headings are correct. Spelling, grammar, and punctuation have been attended to.





10. Strengths of this paper:

© Andy Johnson, Ph.D. www.teaching-reading.com
11. Questions or areas to reconsider:

** Rubrics – don't recommend*

** Checklists – can differentiate*

	Narrative Writing	Organization & Focus	Sentence Structure Word Choice	Mechanics
4	<ul style="list-style-type: none"> Provides a thoroughly developed plot line, including major and minor characters and a definite setting. Includes appropriate strategies (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Clearly addresses all parts of the writing task. Demonstrates a clear understanding of purpose and audience. Maintains a consistent point of view, focus, and organizational structure, including the effective use of transitions. Includes a clearly presented central idea with relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> Sentences reflect variety in length and kind; (compound and complex sentences) Few if any tense/subject verb agreement errors; Word choice is rich and varied 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
3	<ul style="list-style-type: none"> Provides a adequately developed plot line, including major and minor characters and a definite setting. Includes appropriate strategies (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Addresses all parts of the writing task. Demonstrates a general understanding of purpose and audience. Maintains a mostly consistent point of view, focus, and organizational structure, including the effective use of transitions. Includes a central idea with mostly relevant facts, details, and/or explanations. 	<ul style="list-style-type: none"> Sentences reflect some variety in length and kind; (more compound than complex sentences) Occasional if any tense/subject verb agreement errors; Word choice is clear and reasonably precise 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
2	<ul style="list-style-type: none"> Provides a minimally developed plot line, including characters and a setting. Attempts to use strategies but with minimal effectiveness (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Addresses only parts of the writing task. Demonstrates little understanding of purpose and audience. Maintains an inconsistent point of view, focus, and organizational structure, which may include ineffective or awkward transitions that do not unify important ideas. Suggests a central idea with limited facts, details, and/or explanations. 	<ul style="list-style-type: none"> Sentences reflect little variety in length and kind; (mostly simple sentences) Contains tense/subject verb agreement errors; Word choice is basic 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors may interfere with the reader's understanding of the writing.
1	<ul style="list-style-type: none"> Lacks a developed plot line. Fails to use strategies (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Addresses only one part of the writing task. Demonstrates no understanding of purpose and audience. Lacks a point of view, focus, organizational structure, and transitions that unify important ideas. Lacks a central idea, but may contain marginally related facts, details, and/or explanations. 	<ul style="list-style-type: none"> Sentences are simple and fragmented; Errors obstruct meaning Word choice is vague 	<ul style="list-style-type: none"> Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors interfere with the reader's understanding of the writing.

PERSONAL NARRATIVE RUBRIC			
	3	2	1
Organization 	My writing has a clear beginning, middle, and end.	It is not always easy to tell what is the beginning, middle, or end of my writing.	My beginning, middle, and end are very unclear.
Content 	My writing makes sense. It has many details that help the reader imagine what I am describing.	My writing mostly makes sense and has some details.	My writing does not make sense and/or has few details.
Quality Work 	My work is neat and easy to read.	My handwriting is legible but could be better.	My work is difficult to read.
Mechanics 	All of my sentences have capital letters and end marks in the correct places.	Most of my sentences have capital letters and end marks in the correct places.	My writing is missing many capital letters and end marks.
Total			<input type="text"/>

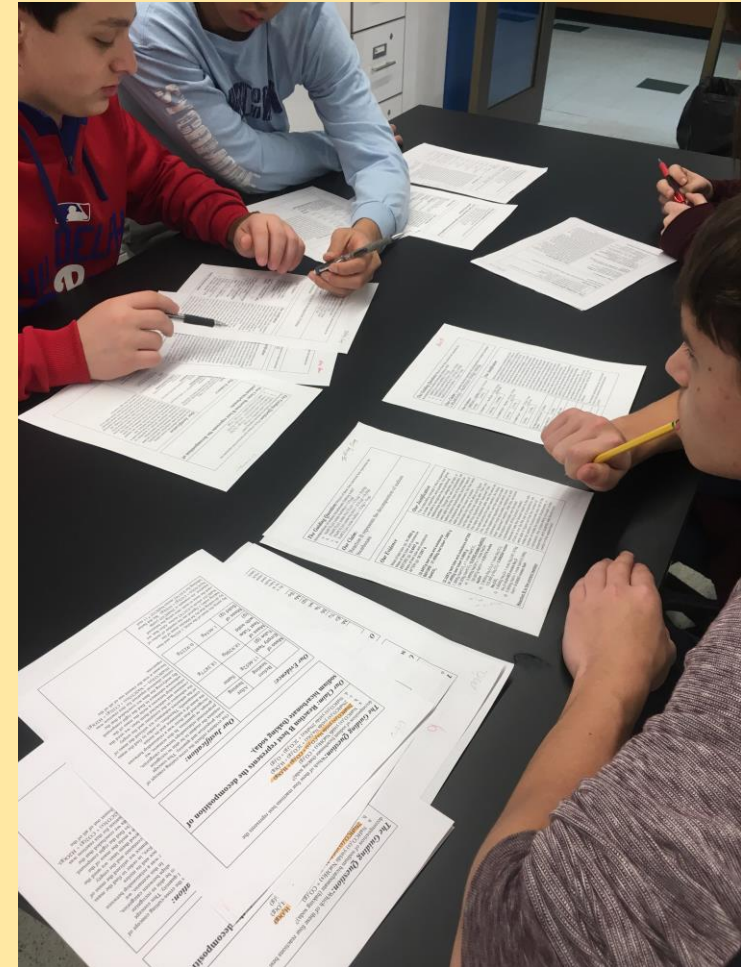
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2. Spellcheck and grammar check



Peer Editing

1. Stations
 - a. designated day
 - b. 4 to 6 skills
 - c. each group assigned one skill to look at
 - d. papers at different stations
 - e. students rotate through all stations



You can move students around papers, or move papers around students.

2. Editing table

- a. student who have completed their own edits, bring their work to the editing table
- b. 2 to 4 student editors work with parent, para, older students
- c. every student has a chance to be an editor
- d. use a check list
- e. can use two editing tables



Checklist for editing table

Things to Check	
1. SENTENCES	
a. The writer uses complete sentences.	
b. The sentences are easy to read.	
c. The sentences of capital letters and periods at the end.	
2. PARAGRAPHS	
a. Ideas are organized into paragraphs	
b. Paragraphs are used to start a new idea	
c. Paragraphs are indented at the beginning.	
3. SPELLING	
a. The writer uses spell check on questionable words.	
b. Spells contractions correctly: isn't, wasn't, can't, didn't, they're	
c. Uses there, their, and they're correctly.	

Checklist for editing table

Things to Check	
1. SENTENCES	
a. The writer uses complete sentences.	
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3. SPELLING	
a. The writer uses spell check on questionable words.	
b. Spells contractions correctly: isn't, wasn't, can't, didn't, they're	
c. Uses there, their, and they're correctly.	



• *Step 5 – Sharing and Publishing*

• Step 5 – Sharing and Publishing

- Develop a sense of audience
- Makes writing real

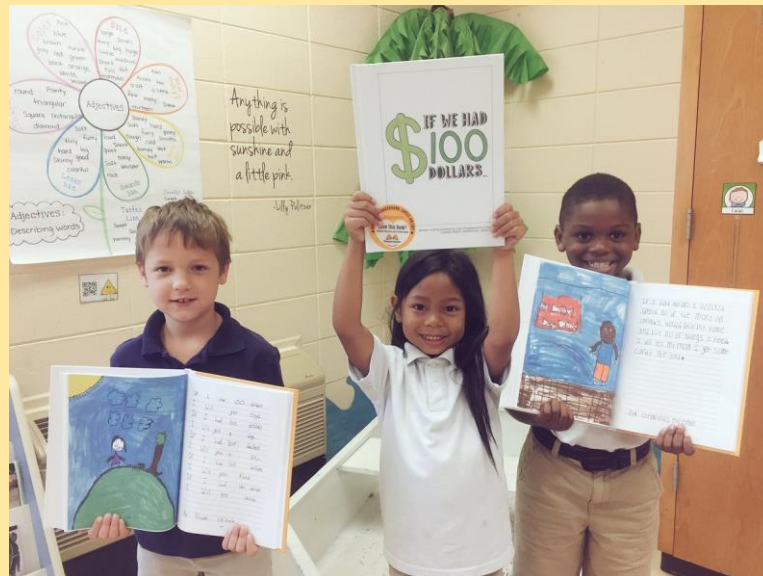


Sharing is:

- a single event or a one-time interaction with the text
- an in-person listening or reading of somebody's written product

Publishing is:

- a product, people can listen or read many times over time



Sharing

1. Author's chair



2. Small group

a. oral reading to the group

b. read and pass types of activities - papers are read and exchanged



3. Open mic day

a. set aside a day for students to read short works

b. classroom, grade level, or school

c. time limit

d. students will write for open mike

e. poetry day, comedy day, social issues day, monster day, other

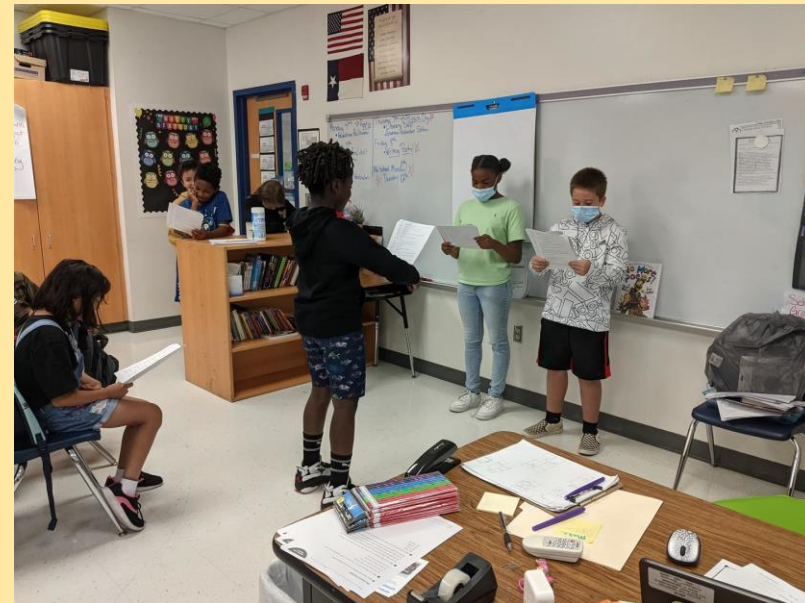


4. Dramatic readings

a. narrative text



5. Drama



Publishing

1. Podcasts and audio recordings



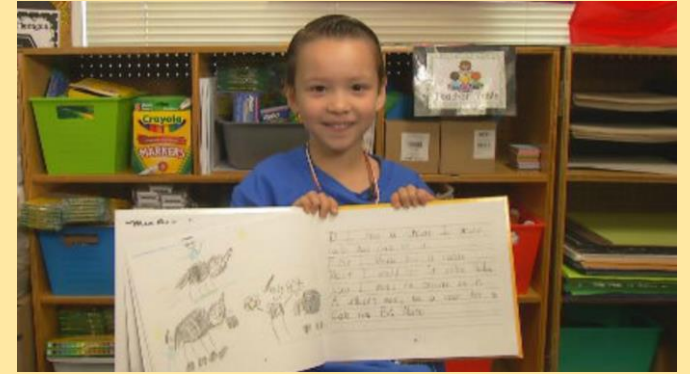
2. Video recordings



3. Class books

a. individual student

b. groups of students (anthology or theme)







4. Arts magazine



5. Writing contests – students submit

a. grade level

b. school wide

c. multi school

d. have themes or genre



6. Writing contest live

a. like a forensics contest

b. students read their work



VII. A COUPLE OF THINGS

Impact of In-Class Sharing

1. Quick pre-write, write, and share
 - a. **stop when the energy leaves**



2. Share – over time develops community and understanding

a. sharing real thoughts

b. enables understanding

c. real human beings sharing real ideas



Silly Personal Writing?

- This silly personal stuff is fluff.
- Does it get in the way of the writing students will need in the real world?

*** Nope**



1. Learning how to convey thoughts and idea effectively



2. The skills and processes learning in creative and personal writing transfer to more formal writing

Transfer



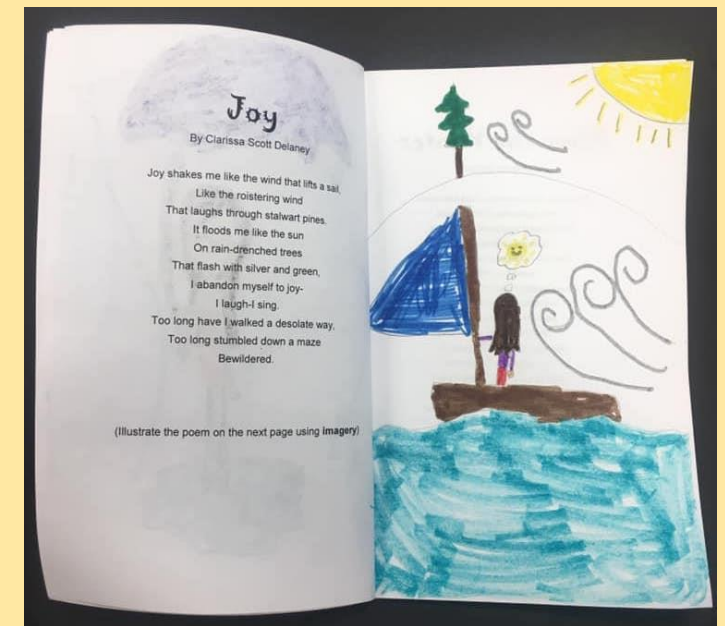
3. Silly or creative writing encouraged

4. Enhanced motivation



5. Put the art back in language arts

- poetry
- drama or scripts
- song lyrics
- comedy monologs
- podcasts
- YouTube videos
- other





VII. If time ...

Pre-Pre-Writing Strategies
Getting Ideas
Motivating Students to Write

Humans have an innate need to share ideas

Writing is sharing ideas

Why do some students have trouble finding topics to write about?

Why do some students not want to write?



Motivation



“Fail team fail!”



Nobody wants to fail.



A. Value Expectancy Theory

1. Value Expectancy Theory
2. Value x expectancy = motivation
3. Value = you value the activity
4. Expectancy = you expect to be successful
5. You are motivated



If writing is an experience in failure or in inadequacy, of course students won't want to write.



If writing for students is always responding to a teacher prompt or idea, of course they won't know how to find their own writing topics.



If students are always asked to write about stuff of which they have no interest, of course they won't want to write.



If students are always told how ideas must be expressed, of course they'll have little motivation to write.



B. Motivating Students to Write

1. External rewards have little persistence
 - a. **link reward to a literacy related thing**

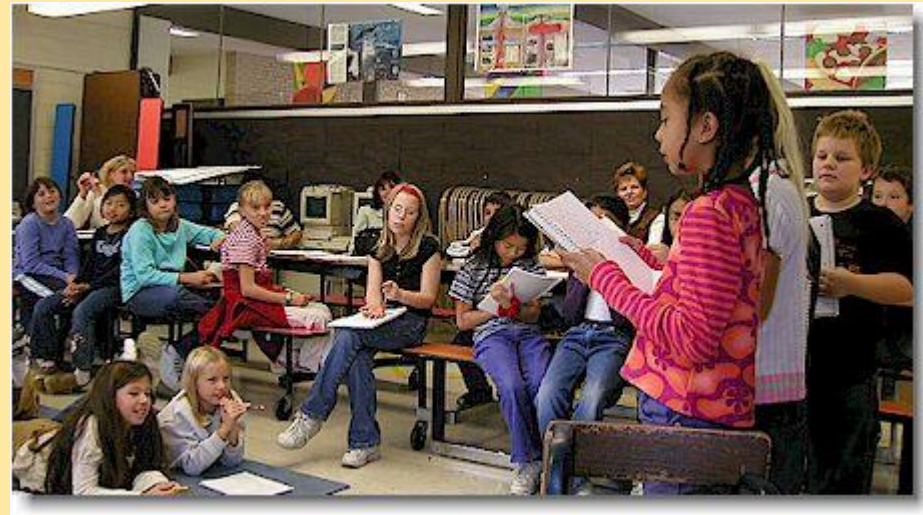
2. Internal reinforcers have greater persistence
 - a. **writing and sharing writing is rewarding in and of itself**



Conditions

Trust

1. You won't reject the idea
2. You'll value the idea
3. You won't evaluate the idea



Choice –

1. Choice of topic
2. Choice of form
3. Choice - to discard things that grow cold



Finding Writing Topics

- Once students know they're going to write every day – they start think about writing when they're not writing
- If students are not used to writing – it may take a time



Strategies

Ask questions

What do you want to write about today?

a. What's going on in your lives?

b. What are you thinking about?

c. What do you want to tell somebody?

d. What's something you've noticed?

e. What did you do yesterday?



Journal List of Writing Topics

List the following in your journal or folder:

1. Ideas that sound interesting
2. Things you notice
3. Interesting or important events
4. Things that make you sad, happy, angry, or bored
5. Interesting or important people to write about
6. Interesting words
7. That you wonder about



Generate a List of Writing Topics

1. Ideas always connect to other ideas
2. Keep a list of possible topics



Brainstorm writing ideas

Before writing:

1. Ask class to share what they'll be writing about
2. Write on the board
3. Ideas beget more ideas (brain connects and associates)



Public Posting

1. Space in the classroom
2. Post with a pencil or marker
3. Keep a list of things to write about
4. Ideas beget more ideas.



Categories

1. Public posting
2. Journal of writing folder

Things-chart for writing ideas.

<u>Interesting/Important Things</u> 1. 2. 3.	<u>Funny Things</u> 1. 2. 3.	<u>Exciting Things</u> 1. 2. 3.
<u>Big Things</u> 1. 2. 3.	<u>Sad Things</u> 1. 2. 3.	<u>Scary Things</u> 1. 2. 3.
<u>Things I Did</u> 1. 2. 3.	<u>Things I Want To Do</u> 1. 2. 3.	<u>Things About Friends</u> 1. 2. 3.
<u>Things I Noticed</u> 1. 2. 3.	<u>Things I Think About</u> 1. 2. 3.	<u>Happy Things</u> 1. 2. 3.
<u>Things I Wonder About</u> 1. 2. 3.	<u>Summer Things</u> 1. 2. 3.	<u>Other Things</u> 1. 2. 3.

Prime the Pump

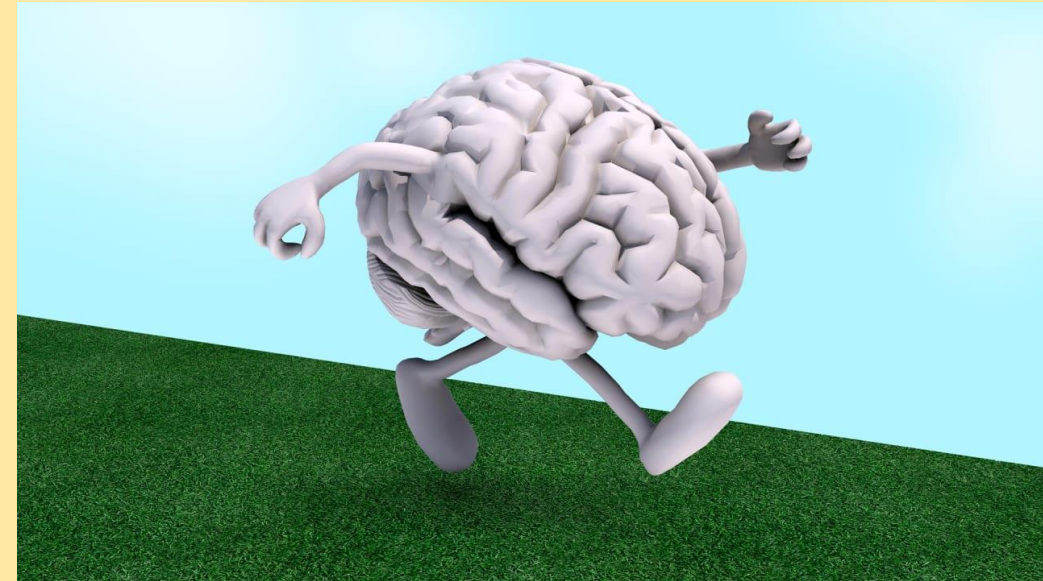
1. Teacher reads short story or excerpt
2. Asks students to think of things about story
3. After, ask students, “What did it make you think of? Tell us what you’re thinking?”



Brain Walk – older students

Steps:

1. Write a word on top of paper
2. Identify first thought or image
3. Use word or phrase to capture it
4. Move to next thought or image
4. Repeat until the page is full



My brain walk -- balloon - circus - circus in Grantsburg - fairgrounds - fairs -
burning down the animal barn - carnival games - playing games in junior high -
squeaky voices - mice - Stuart Little - 5th grade class - football - recess - Sam -
working hard - state fair - rides - sick - away from work - resting - sleeping - big
fluffy bed - staying at Grandma's house - rice pudding - thick oatmeal - eating
breakfast with grandpa - paper route - cold winter – snowmobiling – frozen
fingers – chopper mittens

Power Write

1. Start with a word
2. Write or draw first word that pops into your mind
4. Three minutes (one or two minutes for younger students)
5. Pile of gravel – a couple of writing nuggets appear



My power write -- Dog. Mickey. Best dog. Everybody thinks their dog is cute – Ugly dog? Neighbor. Fat – furry potato. Potato. Sweet potato. Is it? Not a potato. Dan Quail – spelled potato wrong on TV. Write sloppy if I don't know a word. Hide my mistakes. Mistake. Mistake. Booked a flight Ontario California instead of Ontario, Toronto, Canada. Travel. Need helper monkey. Helper monkey for life. We all could use a help monkey to remind us of things. Take the garbage out. Fill the bird feeder. Remember the wife's birthday. Buy the right Christmas present. Life is simple when you live simply. Stress of Christmas. Stress. Stress at work – people not respectful. Selfish, self-centered. A great new department. Good people, good teachers, good scholars. How lucky I am. Simple. New socks. 2nd hand stores.

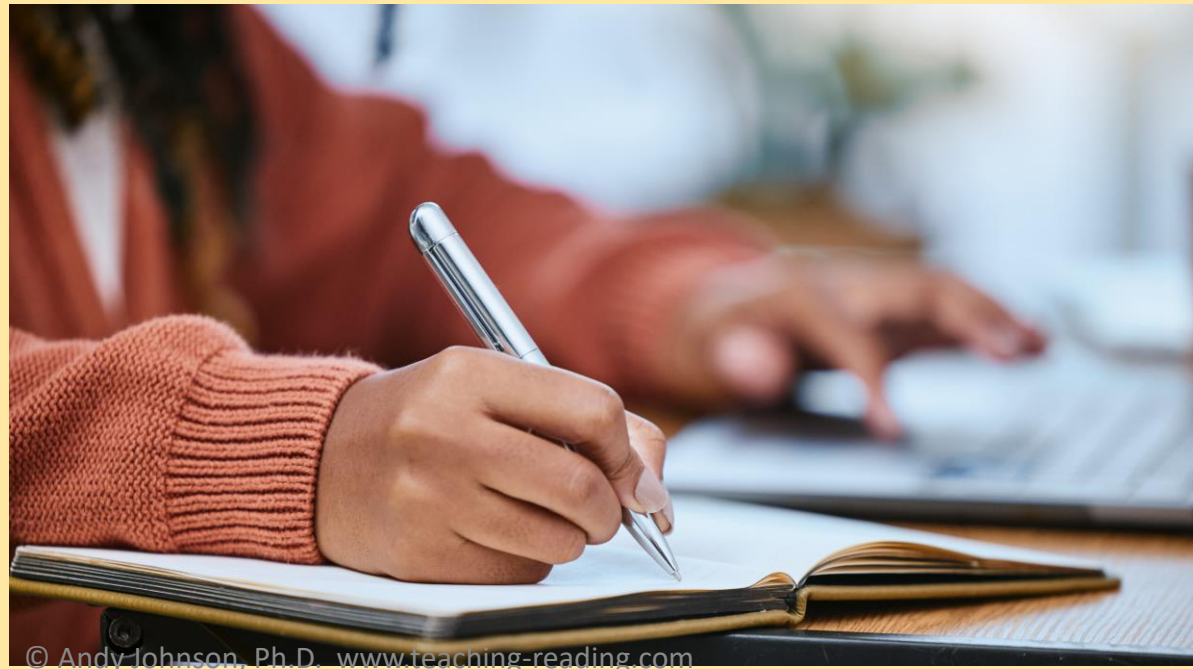
Reading

1. Reading expository text
2. Reading articles
3. Reading stories



Writing

1. Sometimes we write to see what it is we want to say.
2. Write for 5 minutes
3. If you have nothing to say, write, “I have nothing to say.”



Teacher Writing Prompts

1. Writing prompts and unfinished sentences – **temporary devices**

2. Specific, universal, and open-ended



3. There may be times and places for external writing prompts

a. keep it limited

b. makes it harder for students to write or learn to write



4. Writing is easy if ...

a. you teach the process

b. students are allowed to say what they want to say

c. students choose writing topics



5. Get children to write from their experiences or expectations.

- *What did you do?*
- *What did you see?*
- *What do you think?*
- *What do you want to say?*



6. Teaching writing is much easier and much more efficient if students want to write.

a. How do we create the conditions whereby students want to write?

b. What do students want to write?

c. What do they want to say?

d. How do they want to say it?

e. How do they want to share?

f. How do they want to respond?



1. Tell me about a time when ...
2. What do you think about ...
3. Describe ...
4. Tell me about ...
5. What do you think is interesting about ...
6. What do you want to know about ...
7. What do you think about ...
8. What do you want to tell ...
9. What do you want to say to ...
10. What do you want to say?
11. What did you see when ...
12. What did you think when ...
13. Describe a time when ...

Internal Writing Prompts (these are good)



Unfinished Sentences – Primary age students

1. Provide just enough scaffolding to get students writing



Unfinished Sentences

1. On the way to school today I saw . . .
2. I really like to . . .
3. ___ is something I do when I'm bored.
4. I had really fun when . . .
5. It was scary.
6. It was fun.
7. I couldn't believe that . . .
8. This makes me happy.
9. I wish . . .
10. I get angry when . . .
11. I am very proud of. . .
12. When I'm feeling sad I . . .
13. When I'm feeling happy I . . .
14. Yesterday I . . .
15. Tomorrow I will . . .
16. I remember when . . .



More is Not Better

“Go back and add a little more”

1. More words does not make something better
2. In our adult worlds, we usually need to write concisely
3. When students have said what they want to say, ask them to say something else.



3. When students say what needs to be said – they've said it.
4. What if students write the absolutely minimum?
 - a. help them find something else to say**
 - b. shorter writing is just fine**
 - c. there are times when you can ask for a minimum number of sentences (2 to 6)**
5. Rigor is not the same as complexity
6. Struggling writers – one paragraph can be overwhelming



VII. If time ...

Do you really want expert literacy teachers?

Or are you looking for test preparation coaches?

There's talking and there's doing.

The answers are simple



1. Legitimate and continued professional development

Expert teachers have four kinds of knowledge

a. content knowledge – (know about reading)

b. pedagogical knowledge – (general teaching strategies – discovery learning, question-discussions)

c. pedagogical content knowledge – (specific content strategies, strategies for teaching reading)

d. knowledge of learners and learning – (human development, how humans learn, emotions)



three semesters?

two literacy courses?

20 years old?

learners permit for teaching

I thought I could fix our garage door

I used it every day

I watched YouTube videos

I had a manual



knowledge and expertise matters

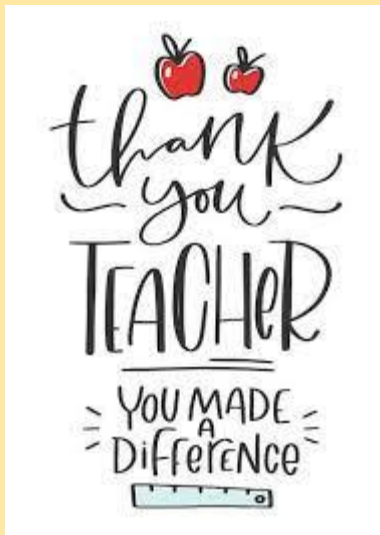
For some things, knowledge and expertise are important.

- Fixing garage doors
- Teaching human beings
- Teaching humans to be and become literate



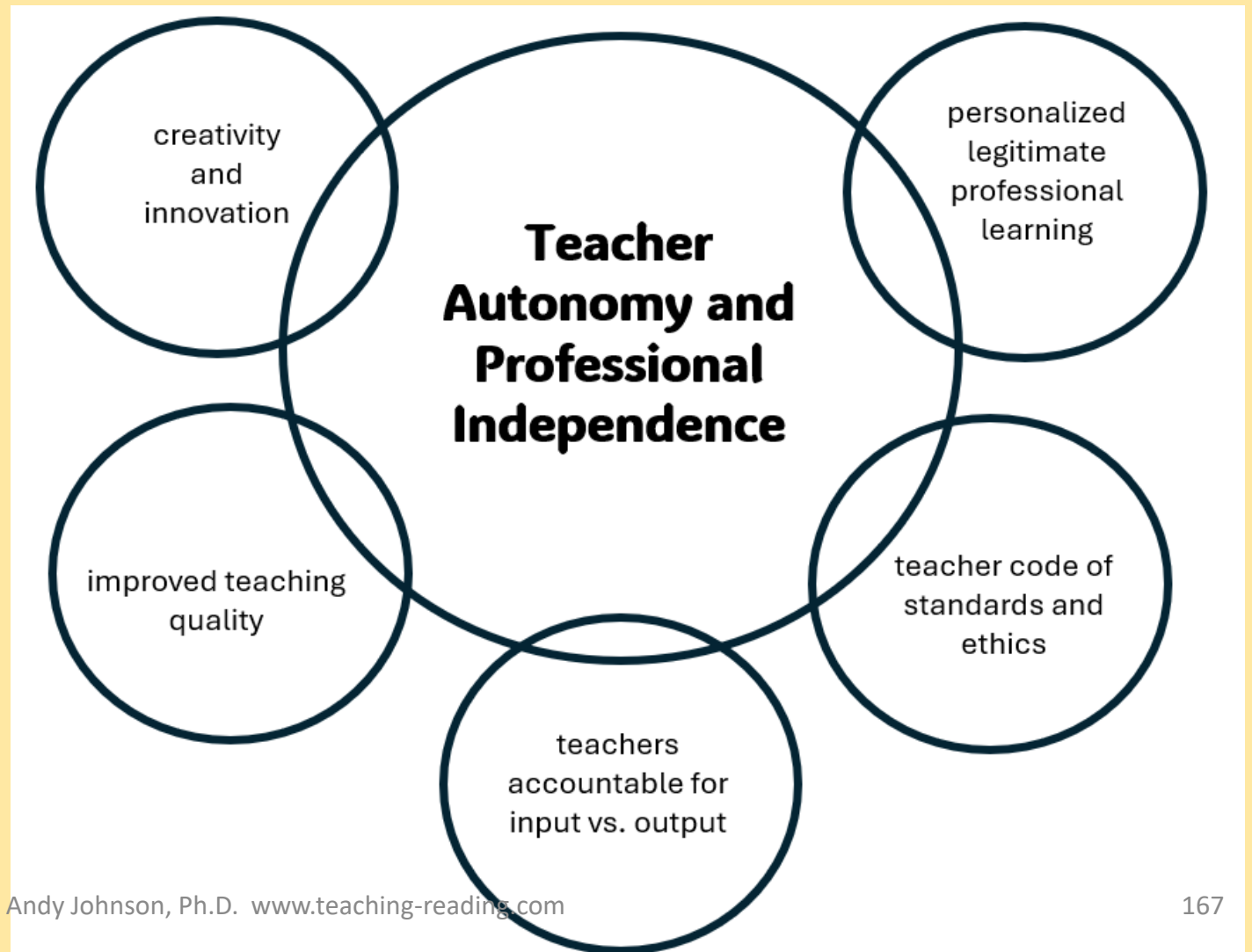
2. Stop thanking teachers.

Pay them!



3. Teacher professional autonomy with (legitimate) professional recertification responsibility.

- content knowledge
- pedagogical knowledge
- pedagogical content knowledge
- knowledge of learners and learning



4. National standards related to teaching conditions

a. class size

b. school and classroom conditions

c. teach quality, certification

d. books in library

e. school size

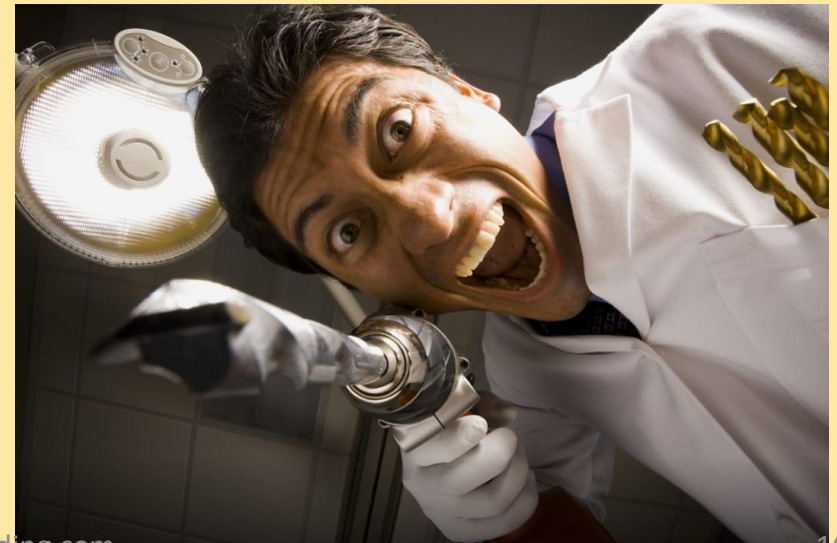
f. funding

g. breakfast and lunch

Fast track teacher preparation program?

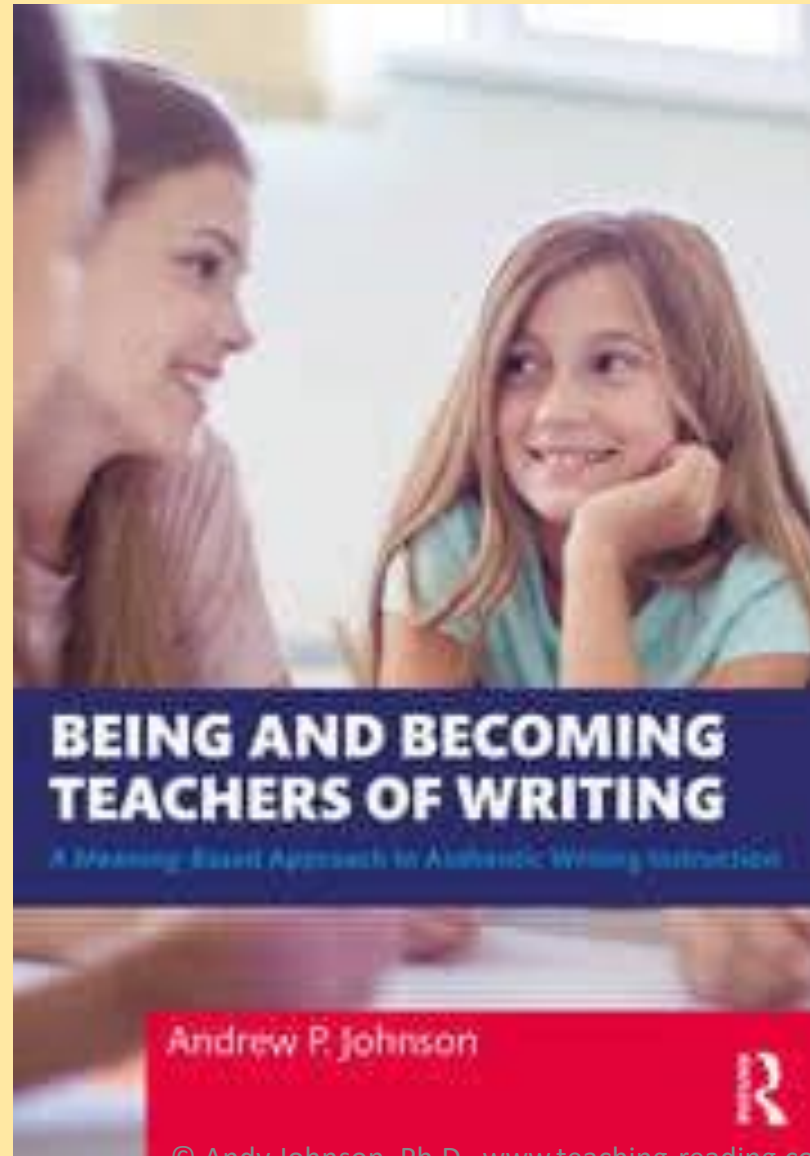
Fast-track dentist program?

Dentists for America?



Being and Becoming Teachers of Writing

A Meaning-Based Approach to Authentic Writing Instruction



Routledge/Taylor & Francis