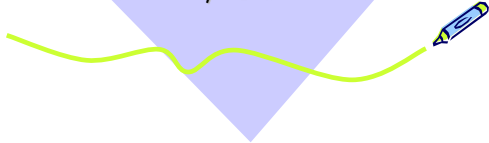


Literacy Leader: A Year of Writing at a Glance

Presented by: Elizabeth Bax



Introduction

- Please sit in teams of 4
- Make your self feel at home
- Be thinking about what you do as a writer...



Community Building

- Heart Map
- Materials:
 - Markers
 - Heart map paper
- Find 3...



What is a Literacy Leader?

- Round Robin
 - ~Presenter poses a problem (What is the role of a literacy leader? How do different writing structures impact student learning?)
 - ~Go around the table, starting with # 1, take turns responding to the question
 - ~Keep going until time is called



The Role of Literacy Leader

- Purpose**
- To promote student growth and progress
 - To help students become self-regulated learners
 - To set high expectations for students about literacy
 - To create consistency in literacy
 - To answer questions about literacy—but not be the expert
 - To provide literacy resources
 - To be a cheerleader for each classroom and student
 - To remain confidential



A Year of Writing at a Glance

- Read Like a Writer
- Writing Mode vs. Writing Genre
- Modeled Writing
- Write Aloud
- Interactive Writing



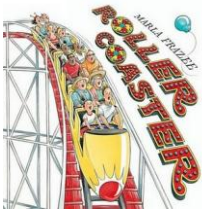
Read Like a Writer

Five Parts

1. Notice something about the CRAFT of the text
2. Talk about it and make a theory about why a writer might use this craft
3. Give the CRAFT a name
4. Think of other texts you know...Have you seen this craft before?
5. Try and envision using this craft in your own writing



Roller Coaster By: Marla Frazee



Writing Mode vs. Writing Genre

- Writing Mode
 - Approaches to writing something
- Writing Genre
 - A larger writing categorical label



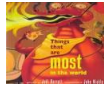
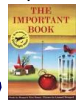
Writing Modes

- Narrative Mode
 - Writing that tells a story about events that have happened
- Descriptive Mode
 - Writing that gives details about how something looks, acts, smells, tastes, sounds, or feels
- Expository Mode
 - Writing that explains or informs
- Persuasive Mode
 - Writing that tries to convince a reader of something



Books that Fit the "Mode"

- Narrative Mode
- Expository Mode
- Descriptive Mode
- Persuasive Mode

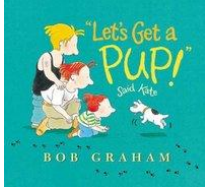


Modeled Writing

- To demonstrate strategic writing while students observe
- The teacher thinks aloud the thoughts being used to compose the text
- Choose 1 thing to focus on



"Let's Get a Pup!" said Kate
By: Bob Graham

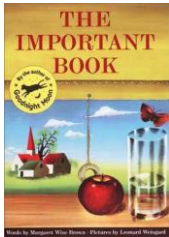


Write Aloud

- To develop an understanding of the writing process and to apply problem solving strategies to writing
- The text is negotiated
- The teacher is the scribe who guides that students in composing a meaningful text



The Important Book
By: Margaret Wise Brown

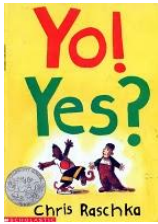


Interactive Writing

- To share the pen with students and actively engage them in creating a text
- The text is negotiated
- The teacher and students share the role of scribe



Yo, Yes
By: Chris Raschka



Conclusion Activity

- Write down one thing you plan to try (or that you think was interesting) to implement in writing based on the presentation today
- Share with someone next to you
- Questions?



Professional Resources

- *About the Authors*
 - Katie Wood Ray
- *Scaffolding Young Writers*
 - Linda Dorn
- *Already Ready: Nurturing Writers in Preschool and Kindergarten*
 - Katie Wood Ray and Matt Glover
- *Wondrous Words*
 - Katie Wood Ray
- *Missouri Reading Initiative*
 - Information presented by Shonna Crawford



Books to Help Young Writers Think About How Writers Choose Topics

- *My Big Brother* by Valorie Fisher. Sometimes people write about something or someone they love, like someone in their family.
- *Trucks: Whizz! Zoom! Rumble!* by Patricia Hubble, illustrated by Megan Halsey. Sometimes people write about something they really like.
- *Night at the Fair* by Donald Crews. Sometimes people write about something that happened to them.
- *Dig, Dig, Digging*, by Margaret Mayo, illustrated by Alex Ayliffe. Sometimes people write about something they know a lot about.
- *Roller Coaster* by Marla Frazee. Sometimes people write about something they like to do.
- *Leonardo* by Mo Willems. Sometimes people write about how they're feeling.
- *Don't Let the Pigeon Drive the Bus* by Mo Willems. Sometimes people write to make other people laugh.
- *Walk On! A Guide for all Babies* by Marla Frazee. Sometimes people write to help other people with something.
- *Beach* by Elisha Cooper. Sometimes people write about a place they like a lot.

Things to Notice in Written Texts	Things to Notice in Illustrations
<ul style="list-style-type: none"> • Print manipulations—bold, italics, and differences in size, shape, color • Spelling manipulations • Interesting uses of punctuation • Text layout—where the words are in relation to the illustrations • Repetition in a variety of forms (words, phrases, sentences, sentence structures, beginnings and endings) • People or animals talking (dialogue) • Sound • Beautiful language 	<ul style="list-style-type: none"> • Perspective—zoomed in or zoomed out • Interesting uses of color • The presence (or absence) of detail • The presence (or absence) of white space in the background • Borders and other graphic features that enhance the illustrations • How the words are matched in the illustrations • How the illustrations extend the words • Illustration layout

From Already Ready: Nurturing Writers in preschool and Kindergarten

Katie Wood Ray and Matt Glover. 2008. Heinemann.

20 Books to Teach Writing

1. *Knufflebunny* by Mo Willems
2. *Snow* by Cynthia Rylant (Ode)
3. *Roller Coaster* by Marla Frazee
4. *Walk On* by Marla Frazee (How To)
5. *Loki and Alexi* by Charles R. Smith, Jr. (Text Structure)
6. *Bat Loves the Night* by Nicola Davies (Literary Nonfiction)
7. *Atlantic* by Brian Karas (Literary Nonfiction)
8. *Least Things* by Jane Yolen (Poetry)
9. *Short Takes* by Charles R. Smith, Jr. (Poetry)
10. *Sail Away* by Donald Crews
11. *Long Shot* by Chris Paul (Memoir)
12. Chris Paul Nonfiction
13. *Wimberley Worried* by Kevin Henkes
14. Good nonfiction all about book with many of the text features I'd want to teach
15. Nonfiction book on Bakugon, Pokemon, Star Wars, etc.
16. *"Let's Get a Pup," Said Kate* by Bob Graham
17. *Owl Moon* by Jane Yolen
18. *Night at the Fair* by Donald Crews
19. *"The Trouble with Dogs," Said Dad* by Bob Graham
20. *Trucks Whizz, Zoom, Rumble* by Patricia Hubbel

Slice of Life Writing
Picture Books

- Alexander, S. *One More Time, Mama*
Bauer, M.D. *When I Go Camping with Grandma*
Bennet, K. *Not Norman: A Goldfish Story*
Bluemle, E. *My Father the Dog*
Bowen, A. *How Did You Grow So Big, So Soon?*
-----*I Loved You Even Before You Were Born*
-----*When You Visit Grandma and Grandpa*
Carlson, N. *It's Going to be Perfect*
-----*I Like Me*
Cooke, T. *The Grandad Tree*
Cumpiano, I. *Quinito, Day and night/Quinito, dia y noche*
Fisher, V. *My Big Brother*
-----*My Big Sister*
Fletcher, R. *Grandpa Never Lies*
Fox, M. *Our Granny*
Franco, B. *Summer Beat*
Frazee, M. *Walk On!*
Helldorfer, M.C. *Silver Rain Brown*
Herron, C. *Nappy Hair*
Hesse, K. *Come On, Rain!*
High, L.O. *Beekeepers*
-----*Under New York*
Hundal, N. *Camping*
Jenkins, E. *What Happens on Wednesdays*
Johnson, A. *One of Three*
-----*Do Like Kyla*
-----*The Aunt in Our House*
-----*Tell Me a Story Mama*
-----*When I Am Old with You*
Johnson, D. *Sunday Week*
Juster, N. *The Hello, Goodbye Window*
Laminack, L. *Snow Day!*
Lee, S. *The Zoo*
London, J. *Puddles*
Lyon, G.E. *Mama is a Miner*
Masurel, C. *Two Homes*
Murphy, M. *I Like It When...*
Nolen, J. *In My Mama's Kitchen*
Numeroff, L. *What Mommies/Daddies Do Best*
Patridge, E. *Whistling*
Perkins, L.R. *Pictures from Our Vacation*
Pham, L. *Big Sister, Little Sister*
Ray, M. L. *Red Rubber Boot Day*
Reiser, L. *My Way/A mi manera*
Rodman, M.A. *My Best Friend*
Rollings, S. *New Shoes, Red Shoes*
Ryder, J. *My Mother's Voice*
Rylant, C. *Birthday Presents*
-----*This Year's Garden*
Shannon, D. *Good Boy, Fegus!*
Smalls, I. *My Nana and Me*
-----*My Pop Pop and Me*
- Smith, C.R. *Loki and Alex*
Spinelli, E. *In My New Yellow Shirt*
Steen, S. *Car Wash*
Thomson, S.L. *Feel the Summer*
Wild, M. *Our Granny*
Woodson, J. *We Had a Picnic This Sunday Past*
Yolen, J. *Grandad Bill's Song*
Zweibel, S. *Our Tree Named Steve*

*No book list should be taken at face value. Teachers should always question why books have been placed together on a list and be willing to question the decisions of the list maker.

HKIS Book List

Books to teach from in general (my basic short stack of books that I can use to teach numerous things)

Walk On by Marla Frazee
Roller Coaster by Marla Frazee
Let's Get a Pup Said Kate by Bob Graham
Knuffle Bunny by Mo Willems
Knuffle Bunny Too by Mo Willems
Wemberley Worried by Kevin Henkes
Don't Let the Pigeon Stay Up Late by Mo Willems
Mud by Mary Lynn Ray
Trucks Whizz Zoom Rumble by Patricia Hubble
Night at the Fair by Donald Crews
Clip Clop by Nicola Smee
Rattletrap Car
Bat Loves the Night by Nicola Davies
Zoom by Diane Adams
Snow by Cynthia Rylant
All the Places to Love by Patricia McLachlan
In My New Yellow Shirt by Eileen Spinelli
My Mama Had a Dancing Heart by Libba Moore Gray
Loki and Alex by Charles R. Smith
My Big Brother by Valerie Fisher
Puddles

Books in my punctuation stack (I'd use some of the ones listed above as well)

Sail Away by Donald Crews
Yo! Yes by Chris Raschka
Pigeon Found a Hot Dog by Mo Willems
The Wonderful Happens by Cynthia Rylant
Click Clack Moo by Doreen Cronin

Illustration (I'd use some of the ones listed above as well)

I am the Dog I am the Cat by Donald Hall
Dylan's Day Out by Peter Catalanato
Dog and Bear Two Friends, Three Stories by Laura Vaccaro Seeger

Literary Nonfiction

One Tiny Turtle by Nicola Davies
Surprising Sharks by Nicola Davies
Atlantic by Brian Karas
Tiger Trail by Karen Winters
Red Eyed Tree Frog by Joy Cowley
An Island Grows by Lola Schaefer
Move by Steve Jenkins
Panda Kindergarten
Supermarket by Kathleen Krull
Least Things by Jane Yolen

Writing Modes

Writing modes are approaches to writing something. The mode chosen depends on the purpose of the writing itself. There are four basic modes which writers use in writing:

- **Narrative Mode**
Writing which tells a story about events that happened. The events can be real, imaginary, or some of both.
- **Descriptive Mode**
Writing which gives details about how something (person or place) looks, acts, smells, tastes, sounds, or feels.
- **Expository Mode**
Writing which explains or informs.
- **Persuasive Mode**
Writing which tries to convince a reader of something.

Writing Genres

A genre is a larger writing categorical label given to pieces of writing based on specific characteristics. For example, think about the markers or name plates in a large bookstore for the types of books you might find there. The same is true for writing. A mystery has different characteristics and qualities than a fairy tale, fantasy, or realistic fiction piece of writing. However, all of these pieces fit in the narrative mode above as well as being in the story format of writing.

Therefore, depending on its purpose, each piece of writing will fit into a specific genre, mode, and format.

Narrative Writing

Purpose: To write about an event or series of events

Examples: Short stories, novels, poems, or memoirs

Tips to remember when using the narrative mode:

- Choose a fresh approach to telling the story
- Focus on a particular event or small moment
- Be aware of your audience as you write
- Include interpretation or analysis of events so that the reader understands their importance to the story
- Use time to organize, using foreshadowing and flashback as necessary
- Be sure to use characterization to make your characters come alive for the reader

Books for Narrative:

Hooway for Wodney Wat by Helen Lester

Snow Day by Lester Laminack

First Day Jitters by Julie Danneberg

That's Good! That's Bad! by Margery Caylor (could also be persuasive)

The Relatives Came by Cynthia Rylant

Descriptive Writing

Purpose: To describe, "paint a picture" of a person, place, thing, or idea

Examples: Travel brochure, character study, or catalog entry

Tips to remember when using the descriptive mode:

- Write about something you know well
- Observe your subject and take notes about all the details
- Observe with all your senses
- Pay special attention to the physical characteristics
- Talk to others about the subject
- Notice how others respond to the subject
- Recall particular incidents involving the subject
- Decide what main impression the subject makes
- This main impression should be your main idea or thesis
- Use vivid word choice to paint a colorful picture of the subject
- Include figurative language, especially metaphors to tell about the subject
- End with why the subject is important

Books for Descriptive:

Hello Ocean by Pam Munoz Ryan

Pumpkin Circle by George Levinson

Roller Coaster by Marla Frazee

Cookies, Bite-Size Life Lessons by Amy Rosenthal

The Important Book by Margaret Wise Brown (could be persuasive)

Expository Writing

Purpose: To explain or inform

Examples: Essay, book report, research paper, news article, or instructions

Tips to remember when using the expository mode:

- Choose a fresh creative approach to explaining the topic
- Investigate your topic before writing a draft
- Use a variety of resources to gain information
- Use reliable evidence for your explanation
- Include examples
- Present your facts, ideas, or examples in an organized manner
- Choose a particular organization form:
 - Compare/contrast
 - Steps
 - Cause/effect
 - Detailed and broad explanation
 - Analyze the data

Books for Expository:

Insect Lives by Melvin Berger

So You Want to be President? by Judith St. George

My Map Book by Sara Fanelli

Persuasive Writing

Purpose: To convince readers to do something or respond in some way

Examples: Advertisement, letter, brochure, or essay

Tips to remember when using the persuasive mode:

- Choose a topic that will be of interest to your readers
- Choose a topic which you know a lot about
- Know and clearly state your viewpoint
- Choose a creative approach to arguing it
- Gather reliable, sensible arguments to back it up
- State the alternative viewpoints
- Show the flaws and weaknesses of each opposing argument
- Give good examples that your viewpoint works
- Present one strong example for each point
- Use real-life stories if possible

- Present arguments in a logical order
- Use the two strongest arguments first and last
- Write a strong conclusion that wraps up the arguments

Book for Persuasive:

Things That are Most in the World by Judi Barrett

Modeled Writing

During Modeled Writing the teacher demonstrates strategic writing while the students observe the processes that are required to accomplish the task.

The Teacher:

- Selects a hook (example: picture book, personal experience, school event)
- “Thinks Aloud” as she composes text
- Demonstrates how the writing process works
- Focuses on modeling and promoting effective problem solving that children can apply in their own writing
- Models writer’s craft (various revision strategies related to composing meaningful text)

Modeled Writing Materials

- Chart paper
- Easel
- Masking tape
- Markers
- Overhead projector (optional)
- Transparency film (optional)
- Pointer (optional)
- Colored pens (grades 2-5)

Remember: Modeled writing is teacher directed and focuses on problem solving.

Modeled Writing Focus Lesson Ideas:

- Writer’s Craft
 - word choice
 - sentence fluency
 - organization
 - ideas
 - presentation
 - literary devices
 - variety of genre
 - audience and purpose
- The Writing Process
 - prewriting

- drafting
- revising
- editing
- published copy
- sharing
- conferring
- Conventions of Print
 - spelling
 - capitalization
 - punctuation
 - grammar/usage
 - basic orientation strategies (left to right, one to one matching)
- MAP Scoring Guide Descriptors
 - has an effective beginning, middle, and end
 - contains clear controlling idea that is fully developed
 - clearly addresses topic and provides specific and relevant details/examples
 - consistently uses complete sentences
 - contains words that are specific, accurate, and suited to the topic
 - contains few errors in grammar/usage, punctuation, capitalization, and/or spelling

Steps in a Modeled Writing Lesson

Teacher composes text:

1. Teacher talks about experiences and thoughts of the chosen topic. (“Think Aloud”)
2. Teacher selects the focus for the lesson. (example: drafting, revising)
3. While thinking aloud, the teacher models writing that demonstrates the focused lesson. (example: beginning, middle, end)
4. Following the focus lesson, students apply the modeled process to their own writing either in an independent writing journal or during writer’s workshop
5. Teacher conducts drop-in conferences and/or goal setting conferences during the students’ independent writing time.
6. Optional: Students share their writing.

Missouri Reading Initiative

Interactive Writing Student Engagement

Use the following jobs to “share the pen” and the story with the students:

- Students take turns sharing the pen to write a word or individual letter.
- Students take turns using their finger to be the space between words.
- Students take turns sharing the pen to add punctuation to the end of sentences.
- Students take turns showing where to start writing on the paper.
- Students take turns showing return sweep to continue a sentence or paragraph.
- Students take turns using their hands to show indenting of a paragraph.

Use the following strategies to engage students on the carpet during interactive writing lessons while the teacher and students “share the pen.”

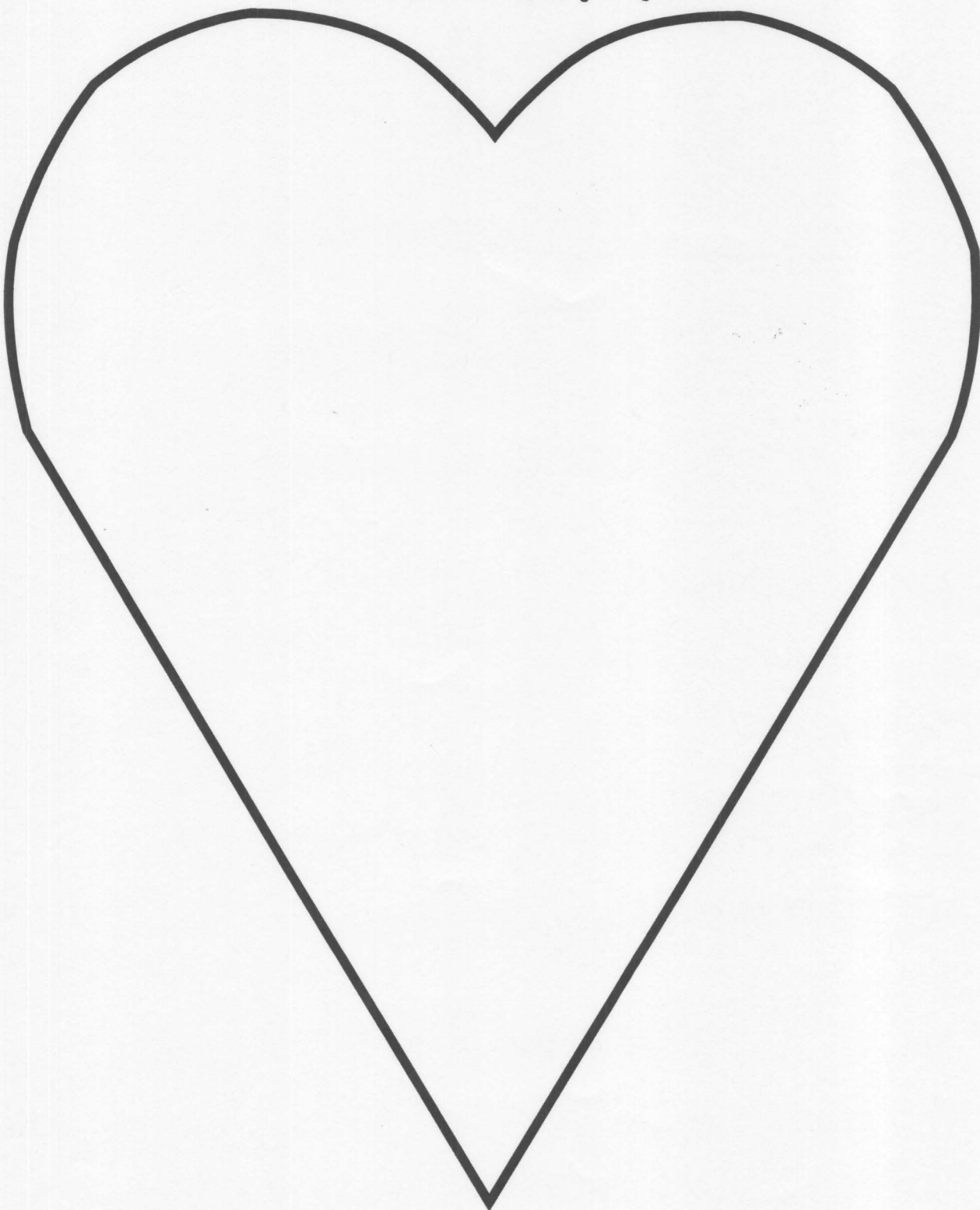
- Show me on your fingers how many words are in the sentence. Now let’s count the spaces between the words using our hands.
- Write ____ (the word or letter) on your knee, ankle, arm, leg, thigh, shin (use to build body part concepts too!)
- Sky write individual letters or words.
- Write it with your toes.
- Show me if it’s a capital letter (spread hands wide apart, one up high and one down low)
- Show me if it’s a lower case letter (bring hands close together in a “sandwich” motion or do a little pinching motion with your fingers).
- Write it in the air with your foot.
- Write it on your heart.
- Get out your “secret agent note pad” (the inside of your forearm) and write ____ (the word or letter).
- Point to the letter on the ABC chart.
- Point to the digraph/chunk/cluster on the corresponding chart.
- Point to the high frequency word ____ on the word wall/anchor chart.
- Get out your binoculars and search the room for ____ (the word or letter).
- Draw ____ (the word or letter) in the “sand” (the carpet).
- Write ____ (the word or letter) on your thinking partner’s back.
- Hide ____ (the word or letter) by writing it in your arm pit or “leg pit” (behind your knee).
- Give a hip-hooray punch in the air for each letter in the word.
- Show me on your fingers how many letters are in the word ____.
- Tap ____ times on your leg for each syllable in the word ____.
- Tap ____ times on your leg for each letter in the word ____.
- Tap your brain for each letter in the word ____.
- Use your arms to make the first letter in the word ____ (ex. hold arms out above your head for Y in “you”)
- Sky write ____ (the word or letter) with your elbow, nose, ear, back-side tongue, etc.
- Cheer each letter in the word as the student or teacher writes it (ex. “a!” “n!” “d!” ...and!)
- Whisper cheer lowercase letters and shout cheer capital letters.
- Lead students in a cheer of the word (ex. Teacher: “Give me a “D!” Students “D!”); students may also lead this one.
- Say to students, “Hold up your smartest finger to be our space between words.”

Writing Instruction Formats

<p>Writing To: Modeled Writing</p>	<p>Writing With: Assisted Writing Interactive Writing:</p>	<p>Writing With: Assisted Writing Writing Aloud:</p>	<p>Writing With: Assisted Writing Guided Writing:</p>	<p>Independent Journal Writing</p>	<p>Writer's Workshop Model</p>
<p>The purpose of Model Writing is to demonstrate strategic writing while students observe.</p> <p>Teacher thinks aloud her thoughts as she composes text.</p> <p>Teacher models how the writing process works.</p> <p>Teacher focuses on Think Aloud and demonstrates effective problem-solving strategies that students can apply in their own writing.</p> <p>Modeled writing is correct without error. Writing is usually completed in one setting</p> <p>Students do not participate in the composing of the text.</p> <p>The writing piece is displayed and used for direct instruction.</p> <p>Commercial examples can be used as modeled writing.</p> <p>Whole Group instruction</p>	<p>The purpose of Interactive Writing is to share the pen with students and actively engage students in creating a text that develops Concepts About Print. A story read aloud or a personal experience may be the basis for writing.</p> <p>The text is negotiated. The final story is decided on by the (whole or small) group and rehearsed before writing.</p> <p>The teacher and students share the role of scribe. The students actively contribute by writing known words or letters in the text. Colored markers are used to designate the student's contributions.</p> <p>The writing is used as a text for highlighting Concepts About Print and early reading behaviors.</p> <p>The finished text is generally 1-2 sentences in length and is read as a shared experience with the teacher. The finished text is accurate.</p> <p>The writing of a single text is generally completed in one setting.</p> <p>The writing is displayed in the room and used for familiar reading.</p> <p>Whole group or small group</p>	<p>The purpose of Write Aloud is to develop an understanding of the writing process and to apply problem solving strategies before, during, and after composing a text using color coding pens in grades 1-3. The writing is used as a text for helping students learn composing, revising, and editing techniques.</p> <p>The text is negotiated. There are on-going discussions about the story in a small or whole group setting.</p> <p>The teacher is the primary scribe who guides the students in composing meaningful and interesting messages. The teacher selects examples from texts and invites the children to apply problem-solving strategies to the words.</p> <p>The teacher thinks aloud as she writes and involves children in constructive dialogues about the story and the development of the writing process.</p> <p>The finished text is generally has many sentences and quite complicated. The teacher and students read the story together many times during the process. The finished text range can be several paragraphs.</p> <p>A story read aloud or a personal experience may be the basis for writing.</p> <p>The writing of a single text may occur over several days.</p> <p>A final draft may or may not be produced since the focus is on the process.</p> <p>Can be small or whole group.</p>	<p>The purpose of Guided Writing is to give extended teacher support and focused explicit skills instruction. Assessment and teacher observation are used to group students with similar writing needs.</p> <p>Teacher selects a "salted piece" or negotiates a student created text for skills and strategy instruction.</p> <p>Teacher models, scaffolds, and gives immediate feedback to enable students to apply effective writing strategies.</p> <p>The teacher during Guided Writing helps create a safe, risk-taking environment for struggling, progressing, or proficient writers.</p> <p>The finished text meets the needs of the practiced skill for that group.</p> <p>The group is both flexible in membership and length of time the group is together.</p> <p>Materials: journals, white boards, dry erase markers and/or pencils.</p> <p>Small group instruction.</p>	<p>Completed in one setting or over several sessions</p> <p>Recording writing seeds</p> <p>planning a piece</p> <p>Responding to a mini-lesson</p> <p>a practice setting for any taught skill</p> <p>A place to record good examples of craft</p> <p>Examples:</p> <ul style="list-style-type: none"> a. good word choices b. beginnings/endings c. Powerful verbs d. examples of text features e. telling the inside story f. mechanics <p>Individual participation</p>	<p>Begins with whole group mini-lesson</p> <p>Teacher review "status of the class" (directing students to their work areas during independent work time)</p> <p>Teacher selects explicit teaching needs:</p> <ul style="list-style-type: none"> a. goal setting conferences b. guided writing groups c. drop-in conferences d. anecdotal record keeping e. assess for progress <p>Students during independent work time may choose:</p> <ul style="list-style-type: none"> a. begin independent writing on a new or continuing piece b. complete independent practice in literacy corner c. Prepare for and/or participate in conference f. Plan, draft, revise, edit, publish g. work in log or notebook <p>Group comes together for Writer's share, celebration or problem-solve on their writing.</p> <p>whole, small and independent</p>



Heart Map



_____ Ideas for Writing