

Writing on Reading Street



Write Guy
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Writer's Write

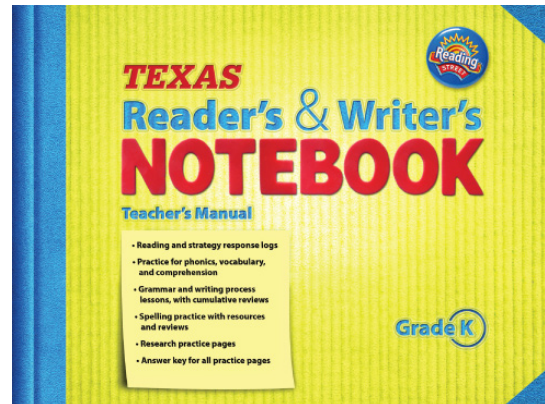
Children writers succeed in classrooms where they write. Simple, isn't it? Don't forget daily writing. Children need to read and write every day. Teachers do not need to read and assess everything that children write.

Introduction

In the words of the Write Guy, Jeff Anderson, "Children writers succeed in classrooms where they write." On Reading Street and Calle de la Lectura Texas, students have opportunities to write every day so that they can become successful young writers. This guide explains how to teach writing in kindergarten and Grades 1–6. It also examines materials such as the Reader's and Writer's Notebook, the Writing Rubrics, and the Assessment Papers book.

Reader's and Writer's Notebook

At every grade level, students have access to a Reader's and Writer's Notebook, which provides them with reading and writing practice activities. These activities range from recording prereading predictions to completing grammar practice. In this notebook, students also prepare for writing assignments. They may complete graphic organizers or reference a writing example, similar to the example shown here.



Kindergarten

In kindergarten, writing is a group activity in which the teacher and class discuss a story or examine a writing prompt. The teacher then models the writing and the students write or dictate their own ideas and draw a picture. The drop-down menu at the start of each lesson identifies the specific Texas Essential Knowledge and Skills (TEKS) addressed during instruction. The following is a sample of the kindergarten writing routine for Weeks 1–5:

Writing Routine

Day 1 Wonderful, Marvelous Me!

Day 2 Respond to Literature

Day 3 Genre Writing

Day 4 Extend the Concept

Day 5 This Week We...

Wonderful, Marvelous Me! is a shared, personal narrative writing that focuses on emotions, imaginations, self-esteem, and personal growth. Respond to Literature is modeled writing that allows children to express their ideas about the literature. Genre Writing is modeled writing that introduces various types of writing such as instructions, captions, and stories.

Extend the Concept is shared writing that connects new ideas to children’s lives, other texts, and the world. Finally, This Week We... is independent writing in which students review the week’s modeled writing and guided-practice activities.

On Week 6 of each unit, students follow the writing process and take a piece of writing from prewriting to published. The following image shows the Week 6 routine:

Writing Routine

- Day 1** Plan a Story
- Day 2** Draft a Story
- Day 3** Revise a Story
- Day 4** Edit a Story
- Day 5** Share a Story

Grades 1–6

In Grades 1–6, students learn to write through focused prompt writing or reactions to Student Edition selections. The drop-down menu at the start of each lesson identifies the specific TEKS addressed during instruction.

Students use graphic organizers to formulate ideas, and their ideas are shared with others so that peers can provide feedback for writing and revising. As students write, they can proofread and edit each others’ work.

A writing trait is assigned each week, and sometimes additional, previously taught traits are reviewed as well. Teachers use mini-lessons to teach traits like voice, organizational strategies, story sequence charts, and many others.

Below is a sample of a mini-lesson from Grade 4 Reading Street Texas:

MINI-LESSON

Read Like a Writer

- Introduce** This week you will write a realistic fiction story. Realistic fiction is fiction writing that tells a made-up story about something that could really happen.
- Prompt** Write a realistic story about a character who reaches a turning point in his or her life.
- Trait** Organization
- Mode** Narrative

Examine Model Text Let’s read an example of a realistic fiction story about a character who reaches a turning point. Have students read “The Most Important Moment,” on p. 41 of the *Reader’s and Writer’s Notebook*.

Key Features Realistic fiction stories have made-up people and events. Have students circle the name of the main character in the story and one event.

- A realistic fiction story has events that could happen in real life. Have students read aloud the event they circled and discuss why it could or could not happen in real life.
- A realistic fiction story happens in a setting that seems real. Have students underline one setting in the story that seems real.
- A realistic fiction story discusses problems that people in real life could have. Have students draw a box around a problem the main character has in this story, then discuss why it could or could not be a problem that people in real life have.

INTERACT WITH TEXT

Reader’s and Writer’s Notebook p. 41

Students at each grade level learn strategies that relate to the mentor texts they read. Writing is best learned in conjunction with meaningful reading activities. During reading instruction, students examine the text for genre, sentence structure, author’s voice, and so forth. Looking at quality literature in this way helps students with their writing as they become aware of what good writers do. Model writing exemplars found in the Student Editions help students as well. Students can look at an example of the type of text they write, such as personal narrative. This provides them with a foundation for their writing. During the year, students write a personal narrative, expository composition, compare and contrast essay, story, persuasive essay, and more.

Student Model

I Pick You!

“Could I see the Labrador retrievers?” Jack asked the animal shelter attendant.

“I’m sorry,” she replied, “We don’t have any Labs right now, but we have lots of great dogs you might like.”

Jack was disappointed. He really wanted a Lab. For six months he’d been working hard to prove to his parents that he was responsible enough to have a dog.

Jack’s excitement fizzled, but his dad urged him on. They trudged up and down the aisles, peering into the cages. They saw huge dogs, tiny dogs, and in-between dogs, but there wasn’t one dog that was even part Lab.

Jack sat on a bench and put his head in his hands. Then something nudged Jack’s knee. Jack looked up to see the most lively, friendly brown eyes he’d ever seen on a dog. The dog dropped a ball in his lap, gave him a broad smile, and bounced into a play-bow.

“You know,” laughed Jack’s dad, “They always say that you don’t pick the dog, the dog picks you!”

Declarative and Interrogative sentences are used correctly.

Genre Realistic fiction tells about believable characters and actions.

Writing Trait Word Choice
Vivid words create a “word picture.”

The Customize Writing tab in Volume 2 of the Teacher’s Editions allows teachers to choose a writing plan that works best for their students. Depending on what the class needs, teachers can assign writing assignments weekly or biweekly. Regardless, the writing process remains the same: Plan and Prewrite, Draft, Revise, Edit, and Publish. However, teachers have the flexibility to incorporate a writer’s workshop model. This gives students more time for drafting, conferencing, and sharing throughout the unit.

The following are examples of the suggested pacing plans for weekly and biweekly writing lessons:

Customize Your Texas Writing

Unit Writing

| 21 st Century Writing Projects | Writing Process Lessons |
|---|--|
| Unit 1, Volume 1: E-Pan Pals | Unit 1, Volume 2: Personal Narrative |
| Unit 2, Volume 1: Story Exchange | Unit 2, Volume 2: How-to Report |
| Unit 3, Volume 1: Photo Writing | Unit 3, Volume 2: Cause-and-Effect Essay |
| Unit 4, Volume 1: Classroom Profile | Unit 4, Volume 2: Problem-Solution Essay |
| Unit 5, Volume 1: E-Newsletter | Unit 5, Volume 2: Persuasive Essay |
| Unit 6, Volume 1: Discussion Forum | Unit 6, Volume 2: Research Report |

Features

In this Cause-and-Effect Essay Writing Process Lesson, instruction will focus on:

| Traits | Craft | Conferencing |
|--------------|-------------------------|----------------------|
| Focus/Ideas | Reading Like a Writer | Peer Revision |
| Organization | Planning a First Draft | Teacher Conferencing |
| Voice | Organization | |
| Word Choice | Combining Sentences | |
| Sentences | Reading Your Work Aloud | |
| Conventions | Evaluating Writing | |

UNIT 2 21st Century Writing

★ Plan a first draft by generating ideas for writing through a range of strategies.
★ Develop drafts and put ideas in order through sentences.

Objectives

- Choose a topic to prepare for writing.
- Draft an e-mail to a pen pal.
- Write a short message with ideas in logical sequence.

1 Plan and Prewrite

Examine the model

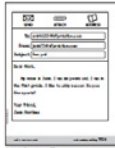
We will write e-mails to send to pen pals in another class. The first e-mail that you send to your new pen pal should give information about who you are and what you like to do. Display 21st Century Transparency TC4. Read the Student Model aloud. This child wrote sentences that will help his pen pal get to know him.

It is polite to show that you are interested in learning about your pen pal. Help make it easy for your pen pal to write back by asking a question. This child asked if his pen pal likes sports too.

Choose a topic

What do you want to tell your new pen pal about yourself? Assign children partners. Have partners tell each other two or three things that they like to do. Then have them write or dictate a list of those things. Ask them to choose the item on their lists that they find the most interesting to tell their pen pals.

What do you want to know about your pen pal? Have partners help each other brainstorm a list of two or three questions they would like to ask their pen pals. Have them write or dictate complete sentences. Ask them to choose the question that seems the most interesting to ask their pen pal.



In Volume 1 of the Teacher’s Editions, the Customize Writing tab supports 21st Century Skills. These are collaborative writing process lessons where students read, write, process, and organize information using the Internet and other electronic resources. It is the teacher’s opportunity to integrate traditional literacies and new literacies by encouraging communication skills, critical thinking, creativity, and technology. Students learn skills such as writing e-mails, evaluating online sources, and more. Teachers can incorporate these lessons throughout

the unit. The ability to read information online to learn, solve problems, and communicate solutions is central to a student’s success as the reliance on technology increases.

Students in Grades 1–6 also write daily, in Quick Writes for Fluency. Students need to write throughout the day to become successful writers. Use these to increase the frequency and amount students write. Students share these quick writes with one another as teachers walk around the room listening to students’ responses.

ROUTINE Quick Write for Fluency Team Talk

- 1 Talk** Have children share their new sentences with partners.
- 2 Write** Have children write a sentence that tells why they added that new sentence.
- 3 Share** Partners can read the explanations to one another.

On Day 1 and Day 3, teachers also can use prompts that prepare students for extended response writing on state tests. An example prompt is, “What do we learn as we grow and change?”

The digital path at ReadingStreet.com also provides writing opportunities for students. Students can respond to journals after they view big question videos or as vocabulary practice activities.

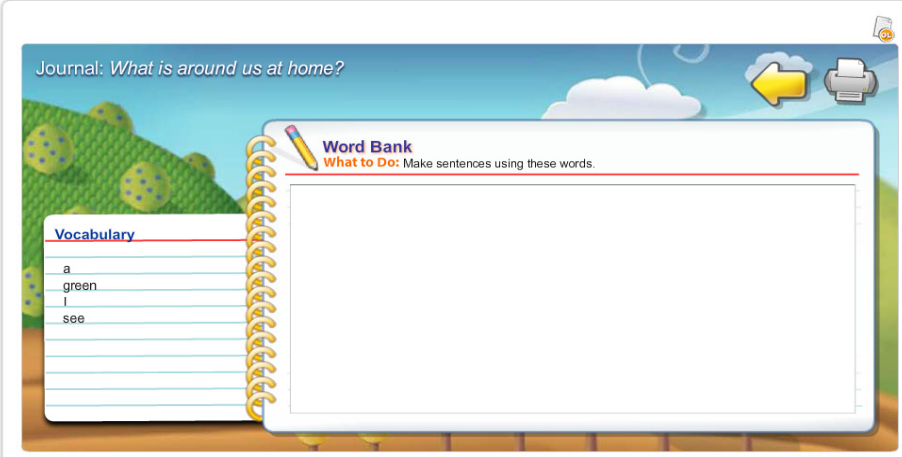
Journal: Word Bank

Journal: *What is around us at home?*

Word Bank
What to Do: Make sentences using these words.

Vocabulary

- a
- green
- I
- see



Writing Assessment

To help assess student writing, there are rubrics for each week’s writing lesson. The rubric is a checklist of traits and skills that students use to monitor their progress and teachers use to assess the final products. These rubrics are located in the Writing Rubrics and Anchor Papers Assessment book.

EXPOSITORY COMPOSITION

| Rubric | 6 | 5 | 4 | 3 | 2 | 1 |
|--------------------------------|--|---|---|---|--|--|
| Focus/Ideas | Clear, focused composition; stays on topic and presents essential information | Clear, focused composition; stays on topic | Clear, focused composition | Composition stays mostly on topic | Some repeated or off-topic information; leaves reader with several big questions | Composition lacking clarity, focus, and essential information |
| Organization/Paragraphs | Paragraphs organized around a main idea with strong topic sentences and supporting details | Paragraphs organized with strong topic sentences and supporting details | Paragraphs organized around a main idea | Good paragraphs with clear topic sentences including main ideas with supporting details | Some paragraphs with unclear or missing topic sentences, few supporting details | No paragraphs; no topic sentences, main ideas, or supporting details |
| Voice | Involved throughout; engages reader | Engages reader | Involved throughout | Involved most of the time | Tries to be involved | No involvement |
| Word Choice | Exact, descriptive; conveys strong impressions | Exact, descriptive word choice | Conveys strong impressions | Clear language; conveys strong impressions | Some vague or repetitive words | Incorrect or limited word choice |
| Sentences | Varied, well-crafted sentences | Fluent sentences; some variety | Some variety in sentences | Little sentence variety | Many short, choppy sentences | Many fragments and run-ons |
| Conventions | Excellent control and accuracy | Good control; few errors | Fair control; some errors | Limited control; few errors | Errors that happen understanding | Errors that obstruct meaning |

Review

This guide explained the Reading Street and Calle de la Lectura Texas 2011 comprehensive writing programs. Skills and knowledge that students learn and practice as they read are applied as they write. The Reader’s and Writer’s Notebooks help incorporate writing into each lesson.

In kindergarten, modeled, shared, and independent writing happen weekly. In Grades 1–6, mentor texts and model writing assist students. Teachers build students’ writing abilities through Quick Writes for Fluency and mini-lessons. Also, teachers have the option to customize instruction by making weekly lessons biweekly and incorporating 21st Century Skills. Remember, the digital path journal writing assignments are another way to incorporate additional writing practice.