“Writing is the greatest orchestra the mind will ever conduct; it involves integrating and coordinating multiple sources of information. Writing helps students learn how to organize their thinking more fluently and flexibly. Moreover, writing makes thinking visible and more tangible, thus promoting conscious awareness and deeper comprehension.”

(Mel Levine quoted in Teaching for Deep Comprehension)
Read Alouds

“Read alouds provide rich opportunities for literacy development. They also play a significant role in developing a child’s love of reading.” (A Guide to Effective Instruction in Reading, K to 3, 2003, p.4.3)
Read Alouds

• “Read alouds enable the teacher to introduce students to a variety of genres and forms of texts.” (A Guide to Effective Instruction in Reading, K to 3, 2003, p.4.3)

• To introduce your students to a new text form or genre, begin with a high quality read aloud.
Anchor Charts

- Begin to create anchor charts collaboratively with your students.
- Use the read aloud or the shared reading materials as the basis of your discussions.
What Are Anchor Charts?

- Make thinking permanent and visible
- Allow connections from one strategy to another
- Clarify a point
- Build on earlier learning
- Provide visual cues to develop independence

(Debbie Miller, 2002)
Anchor Charts

Information on anchor charts may be in complete sentences or point form and may include:

- *definitions
- *examples
- *explanations
- *strategies
Create Anchor Charts With the Students

Anchor charts contain the students’ ideas. As learners continue to add their thinking to the charts, they use them as tools for thinking and learning.
Anchor Charts Provide Support

- Learning can be scaffolded by creating and displaying anchor charts. (Harvey and Goudvis, 2000)
- They are displayed in the classroom in order to provide a visual resource for the students. (Linda Hoyt, 2005)
Anchor Charts Foster Independence

• Students become more responsible for their learning by referring to these charts when necessary and using them as tools for accessing learning. (Linda Hoyt, 2005)
How to Write a Good Persuasive Argument

Choose a side and write a good beginning sentence.

- Use strong arguments. (at least one)
- Make sure there is a powerful closing sentence.
- Use facts and opinions.
- Stay on topic.
- Use the word you to talk to the reader.
- Ask the reader questions.

(Invite the reader to think the way you do.)
Ideas for Persuasive Writing

Should children have homework?
Should children throw snowballs at school?
Should children have food fights?
Should children have their own pet?
Which is the best sport? Which is the worst?
Further Support on Anchor Charts

For further information on anchor charts, refer to “A Guide to Effective Literacy Instruction Grades 4 to 6, 2006” page 117.

To watch a brief 10 minute video displaying a teacher and her grade 3 students creating an anchor chart on small moment writing, click the link “Anchor Chart Video Clip” on the primary page of the LKDSB Program website. www.lkdsb.net/program/elementary/
In Modelled Writing the teacher demonstrates a specific aspect of writing to the whole class. The teacher is the scribe and provides full support by thinking aloud and modelling what an effective writer does. The teacher maintains control of the writing while inviting students to observe in the process, thus demonstrating the process of putting thought and feelings into written form.

RATIONALE:
By observing the teacher’s process, students learn that even proficient writers make mistakes, and that all work can be revised and edited.
Modelled Writing

- Read “A Guide to Effective Literacy Instruction Grades 4 to 6, 2006” pages 88, 89 and 91.
- Highlight what you consider to be the key points.
- For further information on modelled writing, refer to “A Guide to Effective Instruction in Writing K to 3, 2005” p. 2.3, 2.4 and 2.5.
Shared Writing

• Shared writing allows students and teachers to work together on a piece of writing.
• The teacher is the scribe, and the students and the teacher collaborate to create the text.
• Shared writing should be taught in whole group and in small group settings.

RATIONALE:

Students can read the shared writing lessons over and over and use it to model for their own writing. It is a powerful teaching tool.
Shared Writing

- Read “A Guide to Effective Literacy Instruction Grades 4 to 6, 2006” pages 89 and 91.
- Highlight what you consider to be the key points.
- For further information on shared writing, read “A Guide to Effective Instruction in Writing, K to 3, 2005” pages 3.3, 3.4 and 3.5.
Mini Lessons

• Mini lessons are short and focused demonstrations that take between 5 and 15 minutes.

• The purpose of a mini lesson is to explicitly model or explain a particular strategy or skill (ie: how to expand on ideas, use stronger voice, edit or revise)
Assessment Drives Instruction

Something to think about ........

“There is no value in assessing students if it does not impact learning and instruction.”

(Fullan, Hill, & Crévola, 2006)
Mini-Lessons

• Mini-lessons need to be carefully planned.

• Assessment drives instruction. Therefore, topics for mini-lessons are identified while you observe or read your students’ writing.

• Mini-lessons may need to be repeated with a small group of children who need more explicit instruction in that skill. This could occur during a Guided Writing lesson.
Mini-Lessons

• Creating anchor charts during mini-lessons and displaying these charts in the classroom supports students as they work to incorporate what you’ve taught in their writing.

• For more information on mini-lessons, refer to your new resource “Nonfiction Writing From the Inside Out” by Laura Robb.

• Package “Mini-Lessons” available online at www.lkdsb.net/program/elementary/
Guided writing is a planned instructional time for students to learn, and/or review, and practice a recently taught writing skill in a small group setting before they apply the skill through independent writing.

RATIONALE:
To develop students’ writing skills as they progress towards independent writing within their developmental phase.
Guided Writing

- Read “A Guide to Effective Literacy Instruction Grades 4 to 6, 2006” page 90 and 91.
- Highlight what you consider to be the key points.
- For further information on guided writing, read “A Guide to Effective Instruction in Writing, K to 3, 2005” pages 5.3, 5.4 and 5.5.
Independent Writing

- Independent writing is the **ultimate goal** for all writing instruction.
- Students assume full control of the writing process, create their own writing that is both **self-selected** and **assigned by the teacher**.

**RATIONALE:**

Through independent writing, students will ultimately understand and appreciate the importance of writing.
Independent Writing

• Read “A Guide to Effective Literacy Instruction Grades 4 to 6, 2006” pages 90 and 91.
• Highlight what you consider to be the key points.
• For further information on independent writing, read the Guide to Effective Instruction in Writing, K to 3, 2005 pages 6.3, 6.4 and 6.5.
The Writing Process

- Read “A Guide to Effective Literacy Instruction Grades 4 to 6, 2006” pages 42 and 43.

- Highlight what you consider to be the key points.
The Writing Process

“Proficient writers know how to approach the writing task in manageable steps. They understand that the writing process is similar to the reading process in that it is “recursive”, meaning that the results of one step may require them to go back and repeat steps in order to refine their thinking and improve the final product. Revision for example, may occur throughout the entire writing process, as writers rethink and revisit their work.” (A Guide to Effective Literacy Instruction, Grades 4 to 6, 2006, page 42)
“A student should come away from a conference not with a polished ready-to-go draft, but simply with an idea of where to go next or, at the very least, a clear sense of a useful writing question to answer: should I think about a different beginning…”

Spandel, Creating Writers
Conferences

• Read the Guide to Effective Instruction in Writing, K to 3, 2005 page 7.6.

• Highlight what you consider to be the key points.
Assessment as learning is the ultimate goal.

Through conferences with students, the teacher is encouraging the students to monitor what they are learning and use the feedback to make adjustments, adaptations and even major changes in their work.

Lorna M. Earl, 2003
Types of Writing

Conferences

- Conferences can be brief unplanned meetings as teachers support students while moving around the room.
- Conferences can also be a longer planned encounter lasting 5 to 7 minutes.
- Small group conferences allow the teacher to work with several students at one time who have a similar need.
What stage of writing do I conference with a student?

- “Conferencing may occur at various stages of the writing process, as writers collaborate with their peers and build on the rich ideas that are generated during the dialogue.” (A Guide to Effective Literacy Instruction, Grades 4 to 6, 2006, page 42)
Conferences

Tips for Writing Conferences:

- Encourage the student to ask questions and lead the discussion.
- Provide feedback and praise.
- Record issues that were discussed as well as information learned about the child.
Conferences

- For further support, refer to Laura Robb’s “Nonfiction Writing From the Inside Out” and Regie Routman's “Writing Essentials” DVD showing 8 writing conferences.
- Both resources are available in your school.
- Also refer to the package “Conferences/Feedback” online at www.lkdsb.net/program/elementary/
Classroom Management

“What we have learned is that well-managed classrooms exist because teachers have clear ideas of the types of classroom conditions and student behaviours necessary for a healthy learning environment. They not only have clear ideas, they work to create these conditions.” (Everston, Emmer and Worsham, 2003)
“A well-managed classroom does not just happen. It is organized and maintained through the conscious and ongoing efforts of an effective teacher.”

(Lisa Dellamora, 2003)

For further information on routines to support learning, refer to “A Guide to Effective Literacy Instruction, Grades 4 to 6, 2006” pages 100 and 101.
Consistency in Routines

“When all teachers of the junior grades in a school establish and use similar routines, students quickly learn what is expected of them. Consistency across grades expands students' sense of comfort, builds their self-assurance, and promotes an environment where they feel comfortable taking risks in their learning.” (A Guide to Effective Literacy Instruction, Grades 4 to 6, 2006, p. 100)
Routines to Support Learning

The following slides will address some key aspects of classroom organization and management specifically in the area of writing. These slides can be used as points of discussion when collaborating with colleagues regarding consistency of routines.
“Effective literacy instruction for junior learners is highly collaborative, with plentiful opportunities for genuine discussion and interaction among students and between the students and teacher.” (Literacy for Learning, p. 28)

“Because junior students are generally social by nature, they enjoy sitting with others and sharing experiences. Teachers capitalize on this in the junior grades by providing multiple opportunities to engage in accountable talk. Talk not only promotes intellectual development, it also helps students to develop a sense of community and instils a sense of belonging.” (A Guide to Effective Literacy Instruction, Grades 4 to 6, 2006, p. 93)
Writing Share (Author’s Chair)

• In order to facilitate accountable talk in your writing program, provide time for students to share their writing at various stages throughout the writing process (before writing, during writing, and after writing).

• For more information on accountable talk, refer to “A Guide to Effective Literacy Instruction, Grades 4 to 6, 2006”, p. 92 to 99.
Author’s Wall

09 29

Patrick

Kaitlyn

Philip

Cameron

Brian

Jasmine

Nimkit
Author’s Wall

Classroom Authors

[Image of a classroom wall with various papers and drawings, labeled as Classroom Authors]
Good Writers Area

What do good writers do?

- Good writers know why they are writing (purpose) and for whom they are writing (audience).
- What is your writing about?
- Why are you writing?
- Whom are you writing for?

The Writing Process:
1. Prewrite—plan or list ideas
2. Draft—write but don’t worry about making it perfect
3. Revise—read draft to someone to see if it makes sense, try to make it better
4. Edit—check it with the teacher

Good writers:
- Share their writing with the class
- Keep reading their writing over to see if it makes sense and to decide where it needs to go
- Use periods
- Stretch out the sounds to spell the words
- Use the word wall
Good Writers Area

Good writers...

Share their writing with the class.

Keep reading their writing over to see if it makes sense and to decide where to go next.

Use periods.

Stretch out the sounds to spell the words.
Classroom Set-up
Book Organization

What other words can you make?
that sat bat hat mat flat

on the cat with the cat wearing a hat

Books we wrote together

Books

Mem Fox Books

Mayer Books

Hospital

Dictionaries

Games

ABC Puzzles

Rhyming Words

The Magic School Bus

Where Is the Green Sheep?
Classroom Management Strategies

There are many more strategies and tools that help to create an organized writing program. Some of these include:

- Status of the Class
- Writing Folders
- Writers Notebooks
The following handouts/materials for writing are available online at
www.lkdsb.net/program/elementary/
- read alouds to support writing
- assessment
- conferencing
- components of writing program
- text forms/genres/formats
- appendices for “Guide to Effective Instruction in Writing K to 3, 2005”
- article “Helping Kids Write- Web Lessons”
New Resources

- Many new writing resources have been purchased for each school in LKDSB.
- The following list is just a sneak peak at some of the resources you will find in your school to support you with writing instruction.
- For a complete list, refer to your schools copy of “Curriculum Resource” binder.
New Resources to Support Writing

- “Should Children Choose Their Bedtimes” shared reading package for primary level students (1 per school)
- “Craft Lessons Teaching Writing K-8” and “Nonfiction Craft Lessons Teaching Writing K-8” by Ralph Fletcher and JoAnn Portalupi
- “Writing Essentials” by Regie Routman
- “Nonfiction Writing From the Inside Out” by Laura Robb
- “Notebook Know How: Strategies for the Writer's Notebook” by Aimee Buckner
- “Lessons for the Writer's Notebok by Ralph Fletcher and JoAnn Portalupi
- Persuasive Text Set bag- primary level (1 per school)
Something To Think About

“The single most important thing you can do to help students become writers is to provide them with time to write, materials with which to write and to demonstrate the process and the importance of writing to them.”

Allington and Cunningham