

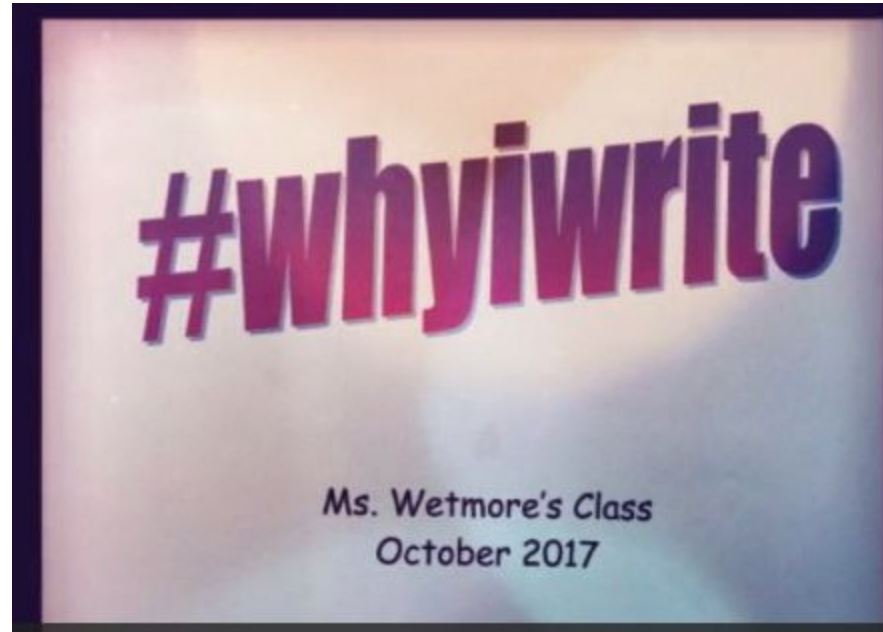
DEVELOPING WRITERS AT SCHOOL AND AT HOME

WESTPORT PUBLIC SCHOOLS
NOVEMBER 15, 2017

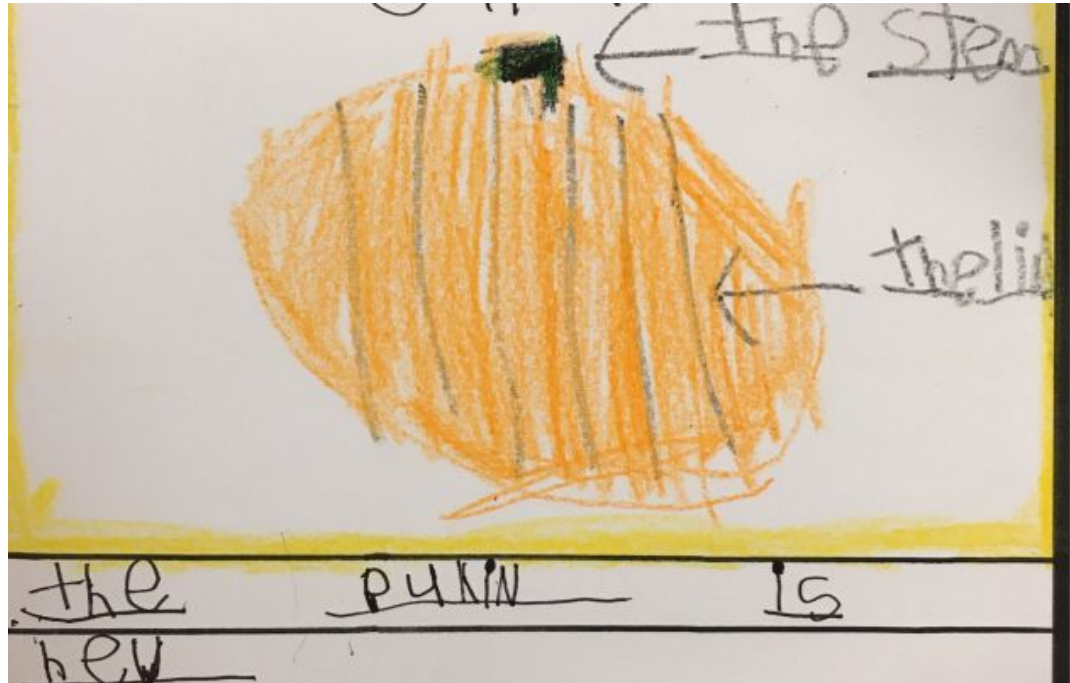
WHY DO YOU WRITE?



WHY I WRITE



TO INFORM



TO INFORM

It was a gloomy day on October 31st. It was Halloween for the 5th graders at Saugatuck Elementary School. Children sat parked on seats in the cafeteria, eating lunches, telling stories to one another. It was another day for the students. Minutes passed by and as the paras in the lunchroom came to turn off the lights as their usual routine, the children did their usual routine by throwing out their lunches, and lining up to wait for their teacher to arrive and take them up to their classroom.

They waited for a while. Conversations were made, stories were told, bottles were flipped, playdates were arranged. Ms. Jones class stood lazily next to Ms. Smith class. Many children in the two classes were talking to each other about Trick or Treating, many were telling funny jokes and laughing, others were standing around, waiting for the school to end.

The doors opened and the two teachers came in sipping coffee and talking. Ms. Jones class started to walk and follow Ms. Jones down the corridor and up the stairs that led to their classroom. Children chatted and opened lockers to put their lunches away. When that part of their routine was finished, they all crowded around the doorway that led into their classroom, and as Ms. Jones was pulling the class key from out of his pocket and when he slid the key into the keyhole and turned the key, the door opened and many children gasped and screamed when they saw what had turned their classroom from meh, to WHOA!

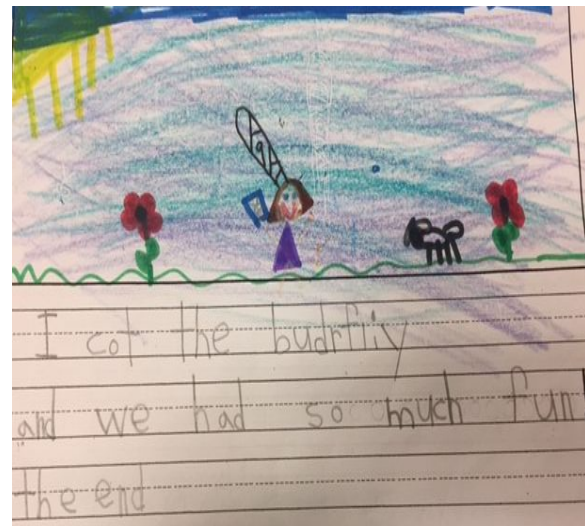
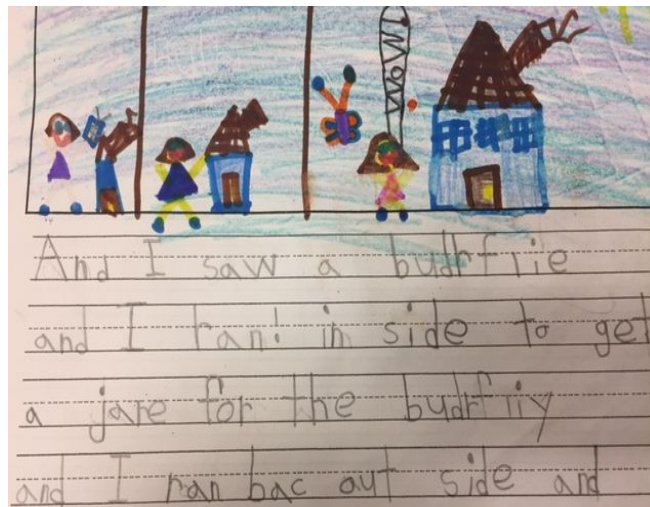
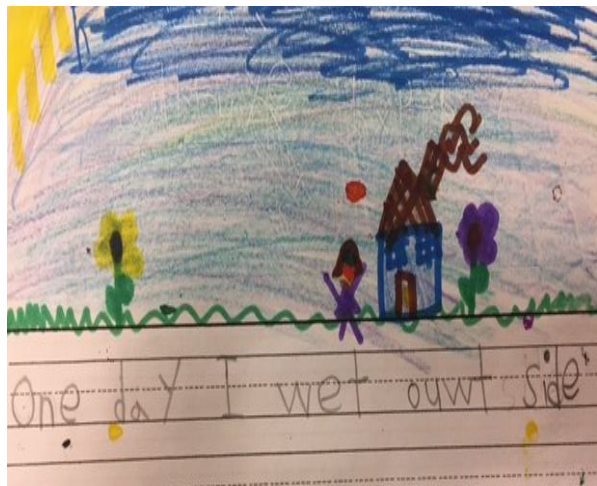
Streamers and police caution tape read 'CAUTION DO NOT ENTER' and as the strolled in mindlessly, they saw that their beloved classroom, was turned into a Halloween wonderland, just for them. Black sheets lay flat across the table, fake spider webs hung from the ceilings, with nasty little bugs stuck inside them. When every student took a seat at their desk, an empty bucket full of a bottle of glitter glue, a bottle of chemical filled liquid, two popsicle sticks, a fake eyeball, three googly eyes, and two spider rings lay there. Several mothers were crowded in the room, standing in the corner, hoping that the kids would enjoy their treat.

"Were making slime!!!" a girl called out. Many other students at her table clamored to get to their seats and were eager to listen to the directions that the mothers were holding in. The 'rumor' spread throughout the class, and almost every student was on the edge of their seats. The noise of excitement grew fainter when one of the mother's came up and spoke. "So today," she began, "you were correct, Emerson, we **will** be making slime," Emerson, the girl who called out about the slime, grinned.

Children started to pour the whole bottle of glitter glue into their containers and when they were done with that, they found a strange orange pack it and when one of the moms saw us eyeballing it, they told us that we were to put the size of a dime into it and once we had completed that task, we poured all of the chemical liquid inside, then started to mix all of the green and purple mush with a popsicle stick.

After a while, many children started to pick up their slime, once it was in a slime state, and ew's filled a table, that spread out into the open classroom of loud chatter.

TO TELL A STORY



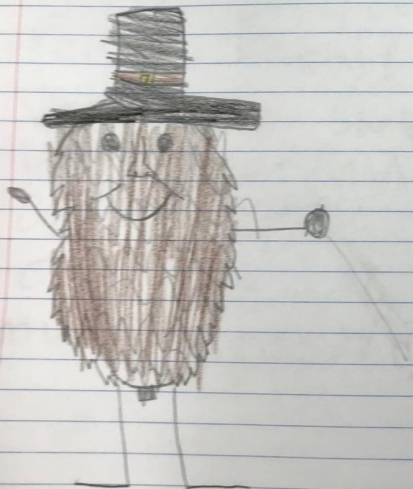
TO CHANGE THE WORLD

Shorter time on ~~technology~~
I KNOW we HAVE to ~~shorten~~ time on technology.
It is DEFINITELY not good for adults or children.
You might be thinking **NO** we can't do this. You
may think going outside is boring, or playing with
toys that are old, or after school activities are
exhausting, or maybe you even think you can do
homework later. But I strongly disagree with this.
Anyways, on to my reasons, problems, and solutions.

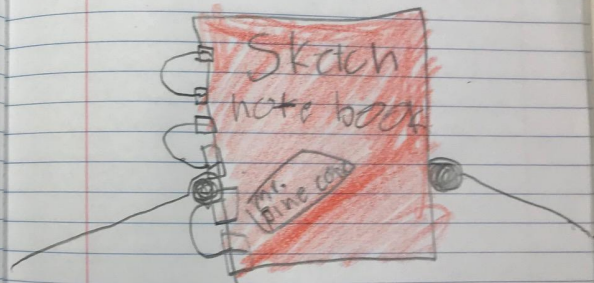
FOR FUN

10-27-17

One day, mr.
pinecone went
out for a walk.



"What a sunny day!
He said in a british
accent). So he went
out to see the
world. "Oh the
beautiful flowers. he said.
then he got out his
tiny note book.



"Ah! let me just sit
here and sketch!
he said

IN SCHOOL: WHY WE TEACH CHILDREN TO BE WRITERS

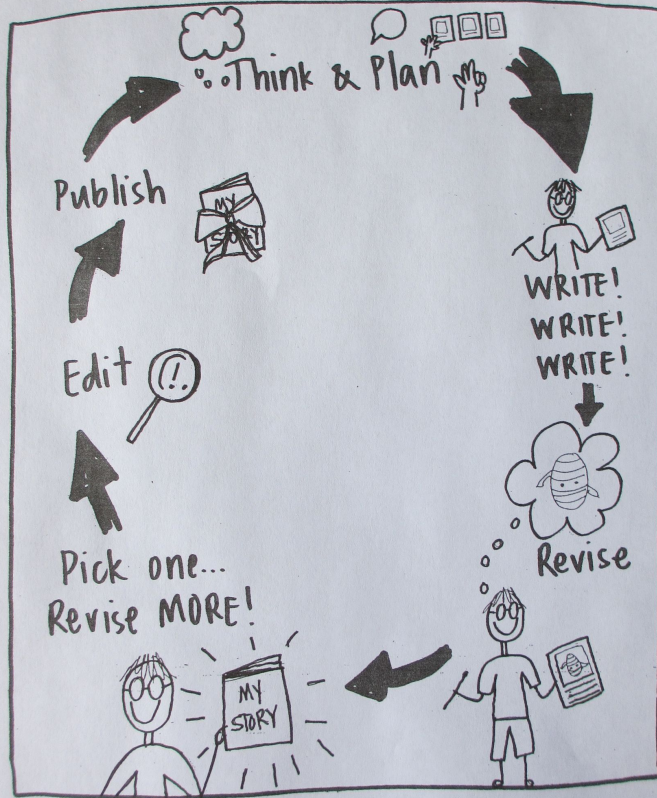
WE BELIEVE IN NARRATIVE BECAUSE.....

WE BELIEVE IN ARGUMENT BECAUSE.....

WE BELIEVE IN INFORMATIONAL BECAUSE.....

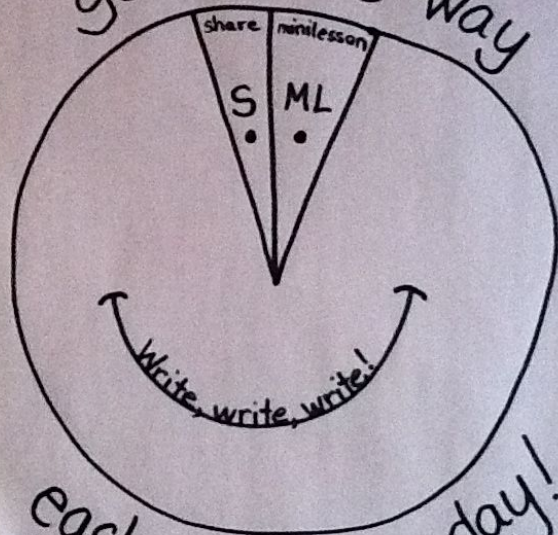
WE BELIEVE IN POETRY BECAUSE.....

THE WRITING PROCESS!!!



Writing Workshop

goes this way



each and every day!

YEAH!

HOW WE ASSESS WRITING:

- ON-DEMAND ASSESSMENTS
- RUBRICS
- OBSERVATION
- WRITING CONFERENCES


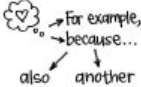

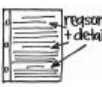

LEARNING PROGRESSION FOR NARRATIVE WRITING PREK-GRADE 6

Learning Progression for Narrative Writing, PreK-Grade 6								
	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
STRUCTURE								
Overall	The writer told a story with pictures and some "writing."	The writer told, drew, and wrote a whole story.	The writer wrote about when she did something.	The writer wrote about one time when he did something.	The writer told the story bit by bit.	The writer wrote the important part of an event bit by bit and took out unimportant parts.	The writer wrote a story of an important moment. It reads like a story, even though it might be a true account.	The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme.
Lead	The writer started by drawing or saying something.	The writer had a page that showed what happened first.	The writer tried to make a beginning for his story.	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	The writer wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.
Transitions	The writer kept on working.	The writer put his pages in order.	The writer put her pages in order. She used words such as and and then, so.	The writer told the story in order by using words such as when, then, and after.	The writer told her story in order by using phrases such as a little later and after that.	The writer showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).	The writer used transitional phrases to show the passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later).	The writer not only used transitional phrases and clauses to signal complicated changes in time, she also used them to alert her readers to changes in the setting, tone, mood, point of view, or time in the story (such as suddenly, unlike before, if only she had known).
Ending	The writer's story ended.	The writer had a page that showed what happened last in her story.	The writer found a way to end his story.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened previously in the story. The writer gave readers a sense of closure.	The writer wrote an ending that connected to what the story is really about. She gave the reader a sense of closure by showing a new realization or insight or a change in the character/ narrator. The writer showed this through dialogue, action, inner thinking, or small actions the character takes.



(A LINK TO THE ENTIRE LEARNING PROGRESSION FOR NARRATIVE WRITING IS ON THE LAST SLIDE.)

CHECKLISTS

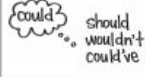

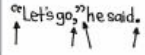

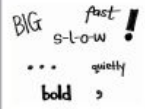
STRUCTURE

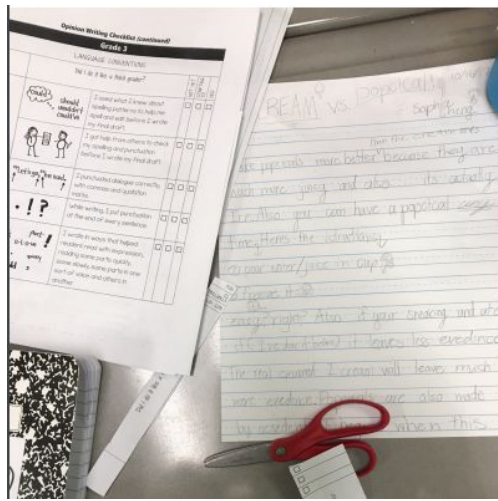
Opinion Writing Checklist						
Grade 3						
STRUCTURE						
Overall	I told readers my opinion and ideas on a text or a topic and helped them to understand my reasons.					
	Did I do it like a third grader?					
			NOT YET	STARTING TO	YES	
Lead		I wrote a beginning in which I not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Transitions		I connected my ideas and reasons with my examples using words such as for example and because. I connected one reason or example using words such as also and another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ending		I worked on an ending, perhaps a thought or comment related to my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		I wrote several reasons or examples of why readers should agree with my opinion and wrote at least several sentences about each reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organization		I organized my information so that each part of my writing was mostly about one thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DEVELOPMENT

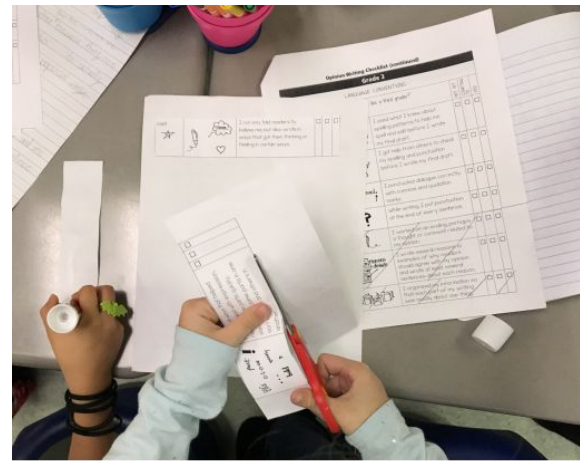
Opinion Writing Checklist (continued)						
Grade 3						
DEVELOPMENT						
	Did I do it like a third grader?					
			NOT YET	STARTING TO	YES	
Elaboration		I not only named my reasons to support my opinion, but also wrote more about each one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Craft		I not only told readers to believe me, but also wrote in ways that got them thinking or feeling in certain ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

LANGUAGE CONVENTIONS

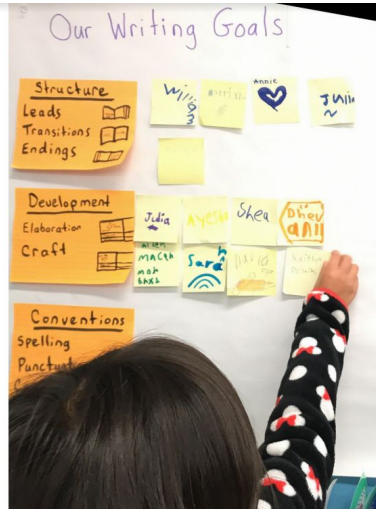
Opinion Writing Checklist (continued)						
Grade 3						
LANGUAGE CONVENTIONS						
	Did I do it like a third grader?					
			NOT YET	STARTING TO	YES	
Spelling		I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctuation		I punctuated dialogue correctly, with commas and quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		While writing, I put punctuation at the end of every sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



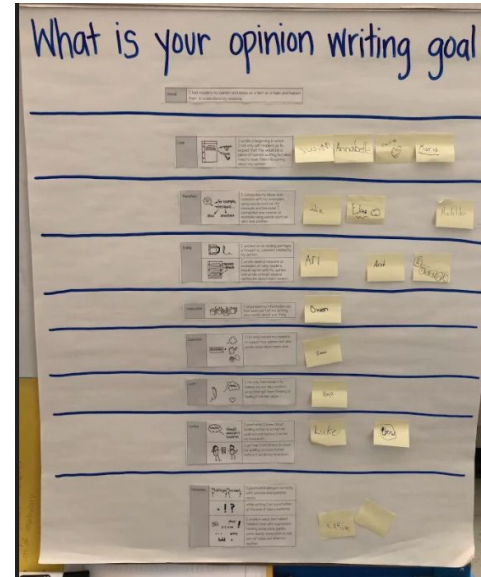
Student rereading On-Demand writing piece to determine his/her goal.



Choosing a writing goal for the genre and unit.



Students publicly sharing their goals with fellow classmates.



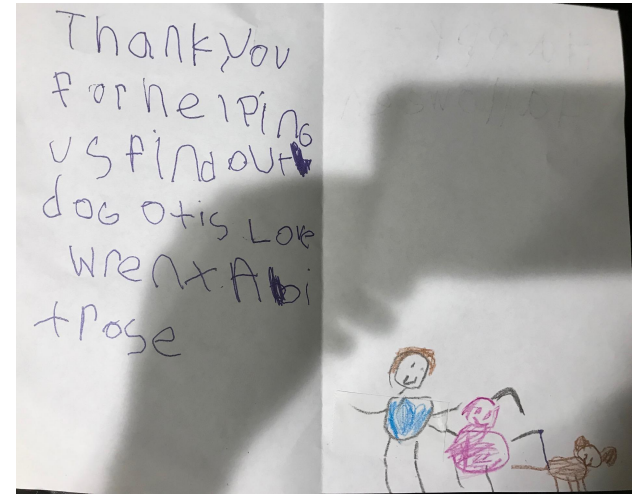
PARENTS AS WRITING PARTNERS

- MODEL YOUR OWN LIFE AS A WRITER
- READ, READ, READ!
- HONOR APPROXIMATIONS
- FOCUS ON MESSAGE FIRST
- ENCOURAGE WRITING FOR AUTHENTIC PURPOSES
 - LEAVING NOTES
 - MAKING SIGNS
 - WRITING LETTERS (THANK YOU!)



AUTHENTIC WRITING...

AUTHENTIC AUDIENCES



ML: Grade
3 Research
asking Qs /

G...
DIEN

Foundations
lessons
c/s or
vce

Love you
mom and
Papa
good night

Sight
Word
list
Grade 1

ase fr

→ //
☺

Foundations
Grade 2
Lesson
Know/ No

PARENTS AS WRITING PARTNERS

- FOSTERING A WRITING LIFE IN YOUR CHILD
 - CHERISH THE WRITING NOTEBOOK
 - ENCOURAGE YOUR CHILD TO LOOK AT THE WORLD LIKE A WRITER
 - STORYTELL TOGETHER



- HELP YOUR WRITER GATHER IDEAS FOR WRITING
 - COLLECT PHOTOS TO WRITE FROM (MINI SCRAPBOOKING)
 - TELL AND WRITE FAMILY STORIES

GIVE WRITING AS A GIFT

- GIVING A GRANDPARENT A FAVORITE FAMILY STORY
- WRITE ABOUT HOW YOU FEEL ABOUT A SPECIAL PERSON IN YOUR LIFE
- WRITE A LETTER TO A FRIEND OR FAMILY MEMBER



FINAL THOUGHTS...



WORDS OF WISDOM FROM OUR YOUNG WRITERS.



RESOURCES

WPS K-5 READING AND WRITING CURRICULAR CALENDAR

LEARNING PROGRESSION FOR NARRATIVE WRITING

LEARNING PROGRESSION FOR INFORMATIONAL WRITING

LEARNING PROGRESSION FOR OPINION WRITING

PROMPTS FOR PARENTS TO SUPPORT WRITING