Session 1 : Essential Components of Writing

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Building a Culture of Writing

1. Emergent and Beginning Writers (Puranik & Lonigan, 2011).
3. Contexts that shape writers and writing development (Russell, 1997).
4. Processes of how writers write (Graves, 1983; Calkins, 1983).
5. Cognition Engagement and Motivation (Ray, 2006; Fletcher & Portalupi, ).
6. Socio-cultural factors (Tatum & Muhammad, 2012)

Conventions and functions of print, and descriptive use of writing.
Writing Workshop as an Instructional Framework

The desire to write grows with writing.

When, why, what, and how...
I’m the Kind of Writer Who...
If you had to choose a room to write in, what would it sound like?
Would it be silent? Would there be a TV or radio playing in the background?
If you could only write about one thing all year long, what would that be?
Imagine yourself ten years from now, a famous published author. What did you write?
Is there anyone whose writing you really admire?
Do you prefer to write with pencil/pen or on a computer?
Have you ever had a bad writing experience?
Do you know any writers?
Where do you think writers get story ideas from?
What does “living like a writer” mean to you?
Name Stories

ELAGSE3W10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Homework: Interview parents about your name
Creating a Climate for Quality Writing Instruction

- Developing Routines
- Text users / Tools / Device
- Building Strong Writing Dispositions
Mentor Texts

SCHOOL'S FIRST DAY OF SCHOOL

NEVER SMILE AT A MONKEY

Ideas Are All Around

Just Right Books
Mentor Texts

HAVE a LOOK, says BOOK.

I am WOOLY says Sock.

I am Wet says Mitten.

Close Reading and Writing
## Routines: Collaborative Partners

<table>
<thead>
<tr>
<th>What I’d Like</th>
<th>What I Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone who is working on Endings</td>
<td>Great at spelling</td>
</tr>
<tr>
<td>Help with dialogue</td>
<td>Creative ideas for stories</td>
</tr>
<tr>
<td>Help with new words</td>
<td>Good at writing funny stories</td>
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</tbody>
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Wanted Posters (Meehan, 2016)
Strategy Groups

Students with like needs
Specific skill work

Examples:
Writing stamina
Sketch, don’t illustrate
Ideas
Use punctuation
Vary sentence structures
Develop the heart

Writers On Writing

Published authors share advice

Examples:
Videos of authors
Write to authors, they respond
Author visit to school
Author blogs

Sharing

Routinely critique pieces of writing
Use rubric or checklist

Writing to critique:
Symphony
Mentor texts
Anonymous student
Volunteer student
Exemplar same age

ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
QUESTIONS?
ELAGSE1SL1: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
Building Strong Writing Dispositions

• Building Stamina and Habits
• Writing Workshop Norms
  • Place for mini lessons
  • Place for writing
  • Writing materials
  • Time for writing
• Choice/ Voice
• Craftsmanship
• Low-Stakes Writing
Writing Practices
ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

- I can fill a whole page with writing.
- Keep your nose in the notebook.
- Think of an idea and focus on it.
- Circle map, heart map, sketch.
- Talk it out first.
- Write furiously.
What Mini-Lessons Would You Teach Clay?

Once we were in Florida. Driving to a Disney cruise with my grandparents. When we got there, it took forever to get on the boat. When we got on the boat we went to get lunch. When we were getting lunch the boat started moving. After we were done with lunch we went to our room. Then we got changed for the pool. When we got to the pool it was packed. While we were swimming we noticed there was a free ice cream machine. After we were done swimming we went to the kids club. We went to have dinner. I got a hamburger and feet beef. When we were done with dinner we went back to the room and got ready for bed before going to bed we looked at the sun set. When we were looking we saw a fall moon. When we went to bed.
Potential Mini Lessons

- Writing a good sentence
- Expanding Sentences
- Sentence Variation
- Spelling, grammar
- Voice
- Word Choice
- Writing small moments
- Give your writing a “PAT” (Purpose, Audience, Topic)

- Staying on topic
- Using an author as a mentor for a certain aspect of content-noticing chart
- Expanding Vocabulary
- Adding Details
- Using the 5 senses
- Putting all the sounds in a word (stretching it out)
- Writing using dialogue and quotation marks
Mini Lessons from Baseline Narrative

Clay

**Strengths:** beginning, middle, end with transitions; includes actions, visuals, characters

**Lessons:** watermelon vs. seed story, dialogue, storytelling voice, sentence variation, paragraph spacing, strong lead, strong ending, punctuation

Spelling- within word pattern: long vowels, other vowels
What Mini-Lessons Would You Teach Lily?

Crab! When you tho' it was safe to sleep.

A long, long time ago, in a bed far, far away.

When I was asleep, I had the worst dream in my life! It was sitting on my bed, when I heard something. Then I said a red crab! And it jumped on my face!

I yelled "WOOOOF!" I woke up. I was crying so much. My mom told me "there is no such crab."

And I went back to sleep.

The end!
Mini Lessons 8/11 Narrative

**Watermelon vs. seed** - Cole, Sebastian, Noah, Brattin, Emilia, Chloe, Ysabella, Clay

**Spelling** - Jordan, Brattin, Chloe, Clay

**Sentence variation** - Clay, Cole, Alex, Sebastian, Jordan, Kensey, Brattin, Chloe, Harper, Madsen

**Transitions** - Cole, Alex, Sebastian, Lily, Reina, Kensey, Jordan, Noah, Brattin, Emilia, Chloe, Neve, Madsen

**Punctuation** - Cole, Alex, Sebastian, Kensey, Brattin, Emilia, Chloe!, Harper, Neve, Madsen

**Prewrite** - Cole, Alex, Sebastian, Jordan, Brattin, Emilia, Chloe, Harper, Madsen (word bank), Ysabella, Thomas

**Different types of details** - Cole, Alex, Sebastian, Lily, Reina, Jordan, Noah, Brattin

**Talk** - Chloe, Harper, Neve, Madsen

**Storyteller voice** - Alex, Cole, Sebastian, Lily, Jordan, Kensey, Brattin, Chloe, Harper, Neve, Madsen

**Finish/Stamina** - Daisy, Sebastian, Reina, Kensey, Emilia, Chloe, Thomas

**Figurative language** - Daisy, Emilia

**Separate parts with paragraphs** - Daisy, Lily, Noah, Kensey, Emilia, Harper, Neve

**Punctuate dialogue** - Reina, Noah Brattin, Emilia

**3-5 rubric** - Daisy, Emilia
Mini Lesson: Storytelling Voice

This lesson is adapted from Lucy Calkins’ Units of Study: 3rd Grade, Crafting True Stories

Jackie Joyce comes to the door. Her long legs, like two brown string beans, sprout from her shorts.
“It’s going to rain,” I whisper.
“Put on your shorts and come straight over.”

Slick with sweat, I run back home and slip up the steps past Mamma. She is nearly senseless in the sizzling heat, kneeling over the hot rump of a melon. In the kitchen, I pour iced tea to the top of a tall glass. I aim a spoonful of sugar into my mouth, then a second into the drink.

“Got you some tea, Mamma,” I say pulling her inside the house.

Mamma sinks onto a kitchen chair and sweeps off her hat. Sweat trickles down her neck and wets the front of her dress and under her arms. Mamma presses the ice-chilled glass against her skin.

“Aren’t you something, Tessie,” she says. I nod, smartly.
“Rain’s coming, Mamma,” I say.
Mamma turns to the window and sniffs.
“It’s about time,” she murmurs.

Excerpt from Come On, Rain by Karen Hesse
Karen’s Storytelling Moves

• She put in exact words people say.
  • “It’s going to rain,” I whisper. “Put on your shorts and come straight over.”

• She wrote what characters were doing.
  • Slick with sweat, I run back home and slip up the steps past Mamma. She is nearly senseless in the sizzling heat, kneeling over the hot rump of a melon. In the kitchen, I pour iced tea to the top of a tall glass. I aim a spoonful of sugar into my mouth, then a second into the drink.

• She used interesting words.
  • Her long legs, like two brown string beans, sprout from her shorts.
Students identify examples of storytelling voice in their writing
What shapes the culture of literacy and literature in your classroom?
References

