

# Building a Culture of Writing: Collaborative Conversations with Colleagues

## Session 1 : Essential Components of Writing

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# Building a Culture of Writing

1. **Emergent and Beginning Writers** (Puranik & Lonigan, 2011).
2. **Performance and Assessment** (Graham, Gillespie, A., & McKeown, 2013).
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...**

# Being Becoming Writers

**READING**

**WRITING**

**CO-TEACHING**

**SHARING**



# I'm the Kind of Writer Who...



# Writing Identity and Development

Students & Teachers (Graves, 1995)

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?

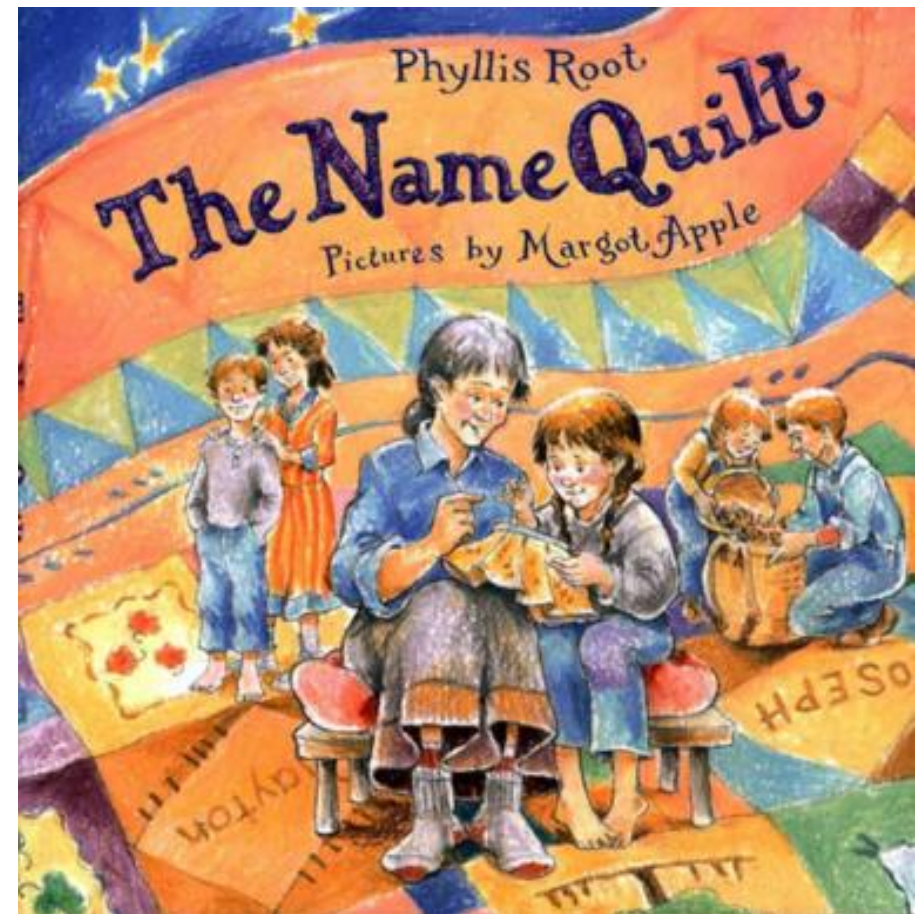
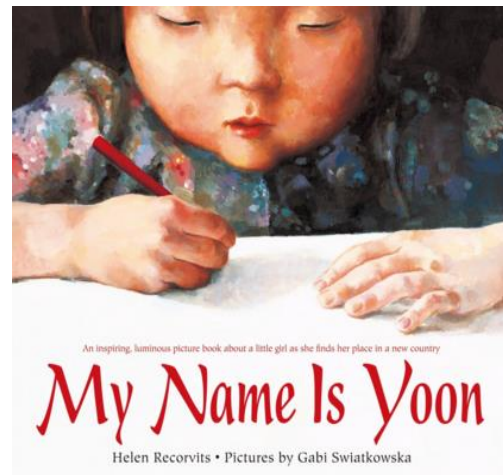
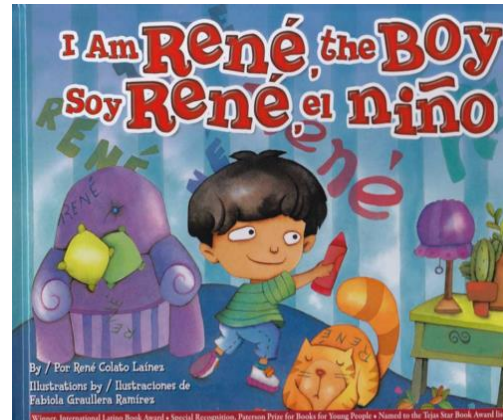
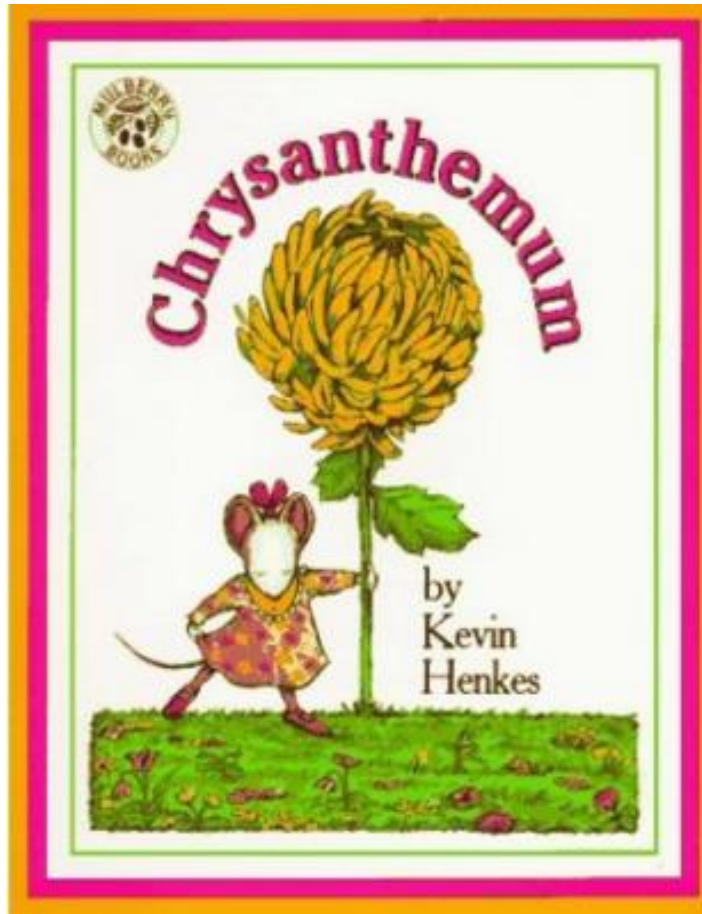
What does “living like a writer” mean to you?

Writing Surveys (Murphy, 2009)



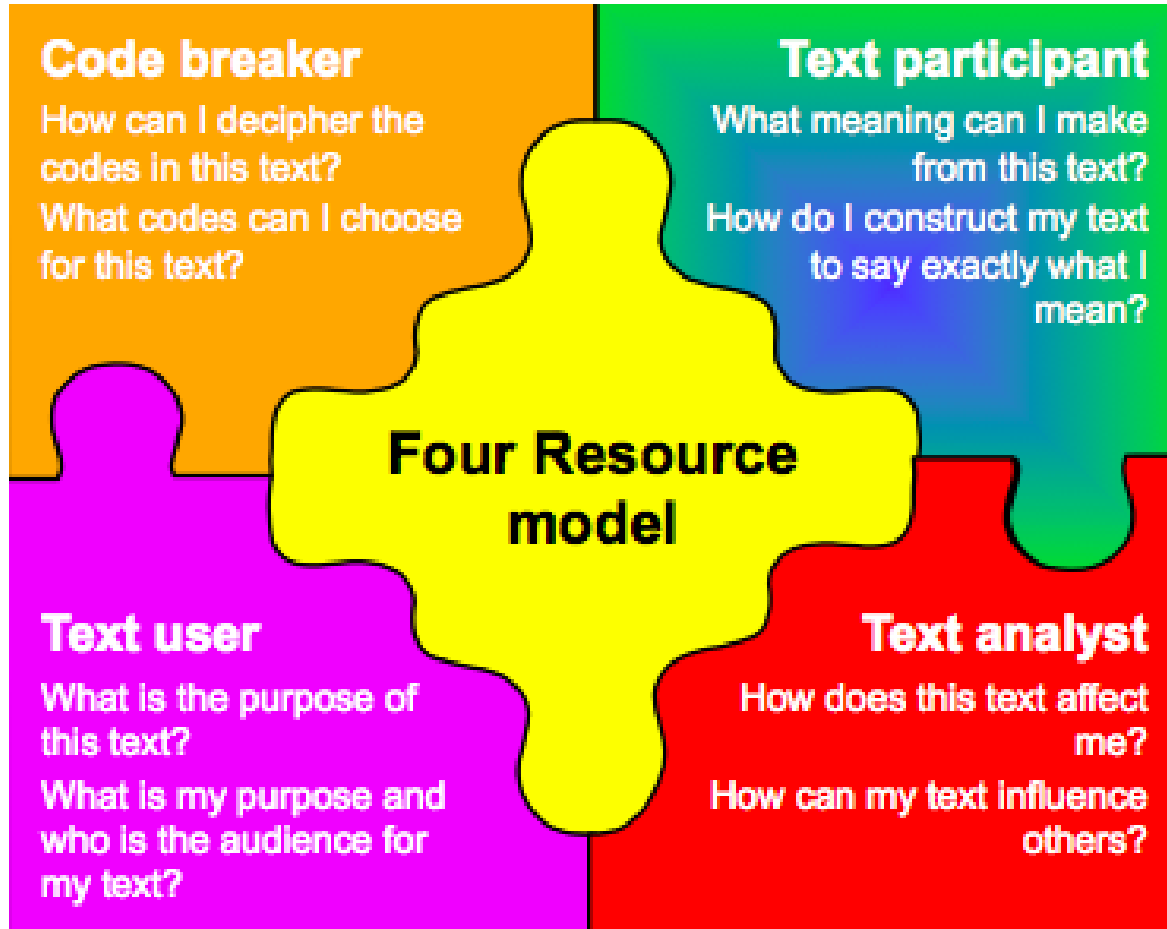
# Name Stories

Homework: Interview parents about your name



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

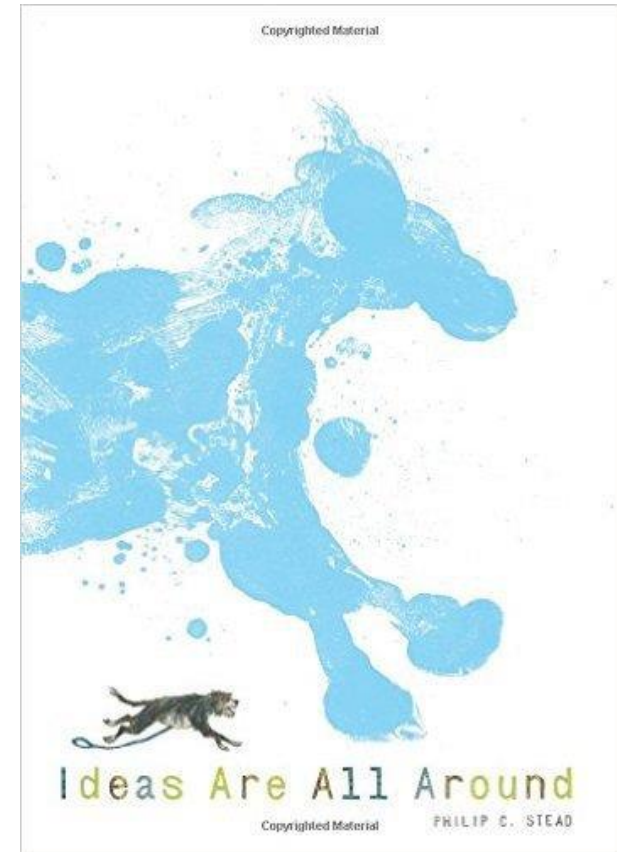
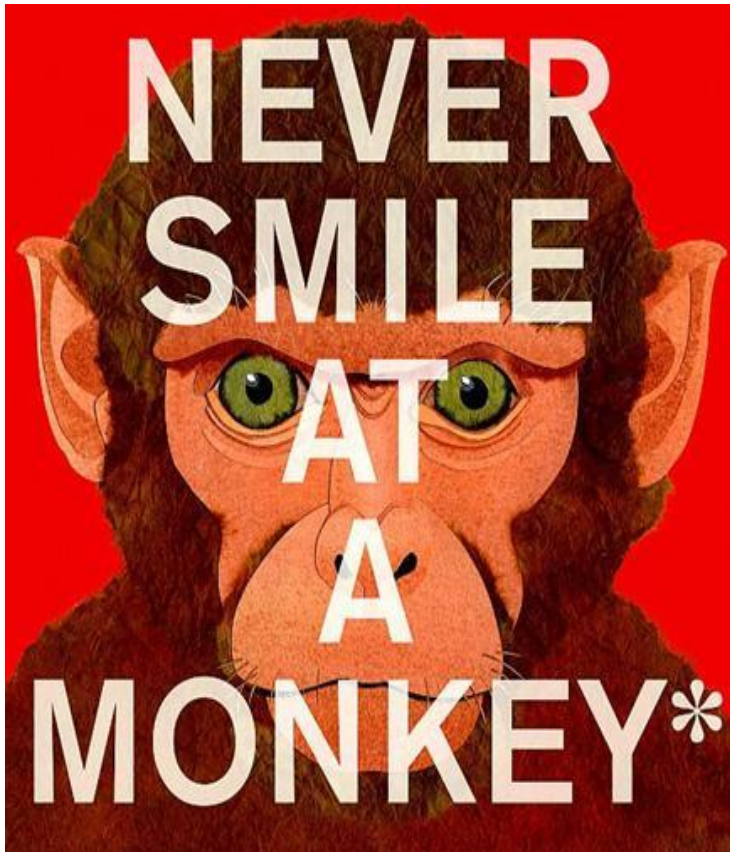
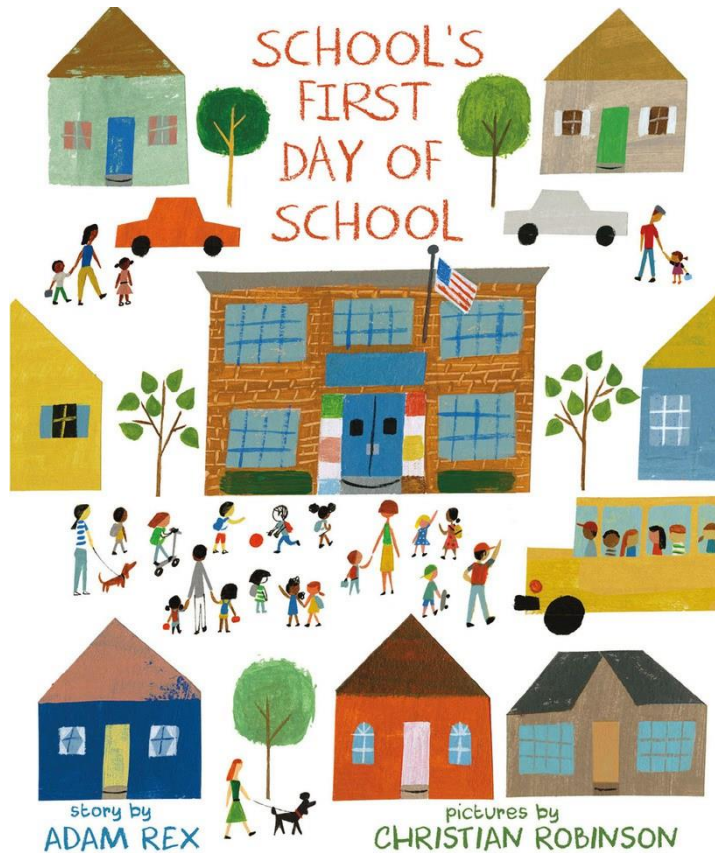
# Creating a Climate for Quality Writing Instruction



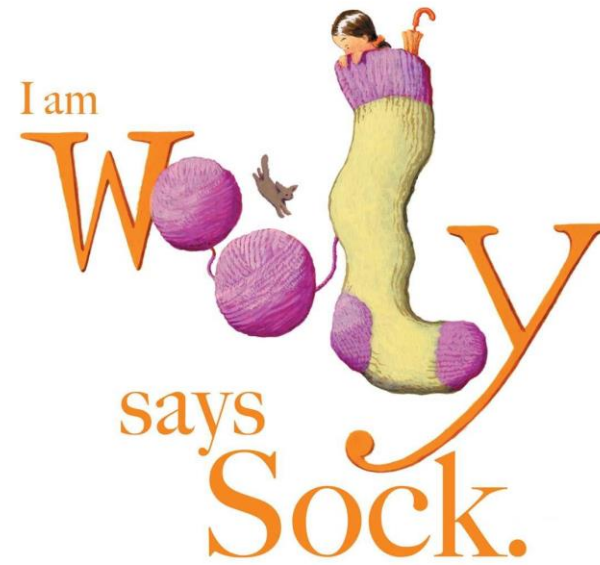
- **Developing Routines**
- **Text users / Tools / Device**
- **Building Strong Writing Dispositions**



# Mentor Texts

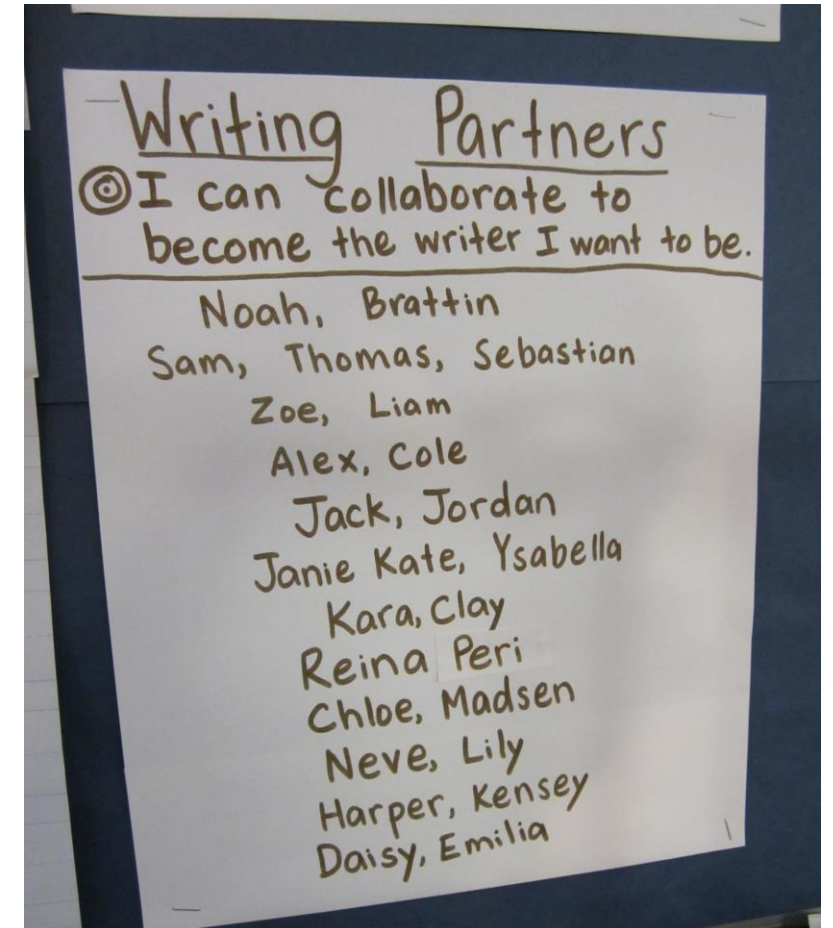


# Mentor Texts



# Routines: Collaborative Partners

What I'd Like	What I Offer
Someone who is working on Endings	Great at spelling
Help with dialogue	Creative ideas for stories
Help with new words	Good at writing funny stories



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

# WOW

**ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**

**QUESTIONS?**



# Texts, Talk, and Tools



## Book Talks

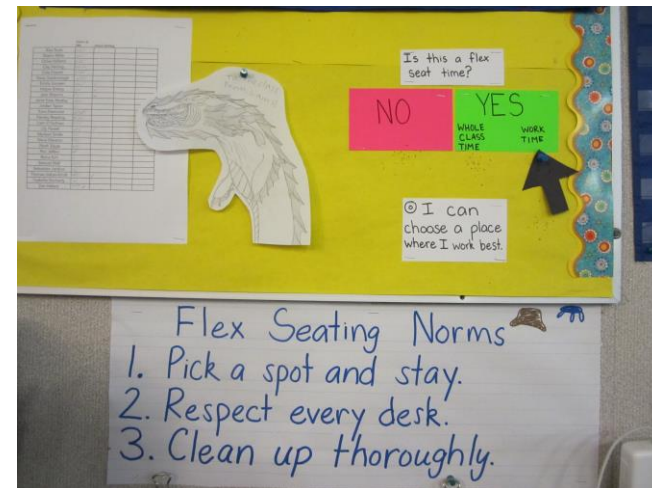
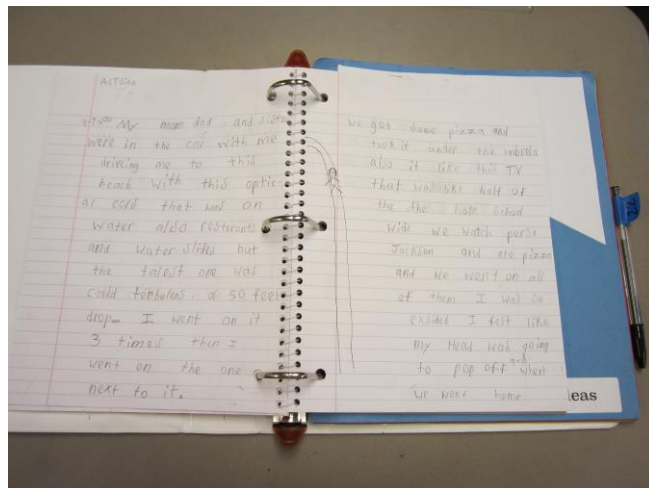
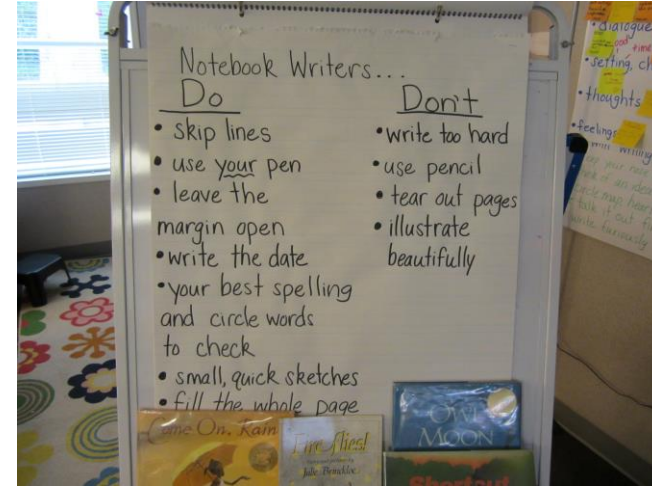
**ELAGSE1SL1: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.**

# 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





# Writing Processes

**ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**

① 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

5 complete sentences.  
Jordan

① I can identify the purpose of my piece.

### Types of Writing

- \* narratives
- \* fiction
- \* scary story
- \* nonfiction
- \* joke book
- \* picture book
- \* chapter book
- \* graphic novel
- \* pixel
- \* magazine
- \* How-to
- \* newspaper
- \* series
- \* dictionary
- \* sports book
- \* space story
- \* learning book
- \* poetry
- \* riddle
- \* dialogue
- \* lists
- \* letters
- \* myths
- \* post card
- \* recipe
- \* diary
- \* legends
- \* folk tale
- \* tall tale
- \* science-fiction
- \* math
- \* drawings
- \* experiments
- \* fable
- \* fairy tale
- \* speech

Why? It's PIE

# What Mini-Lessons Would You Teach Clay?

Once we were in florida Driving to a  
Disney cruise with my grandpaents.  
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  
eating 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 that there was a free  
ice cream machine. After we were  
A  
done swimming we went to the kids  
club. We went to have dinner.  
I got a hamburger and root beer.  
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 full moon  
then we went to bed

**Routinely analyze student writing.**



# 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 thought it was safe  
to sleep.

a long, long time ago, in a bed far, far  
~~away~~ ~~away~~ away. I was asleep. I had  
the worst dream in my life! I was sitting  
on my bed. When I heard something. Then I saw a  
red crab! and it ~~was~~ pincered me!  
I yelled "waaaaa!" I woke up. I was crying  
so much. My mom told me "there is no ~~red~~ 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: 3<sup>rd</sup> 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.

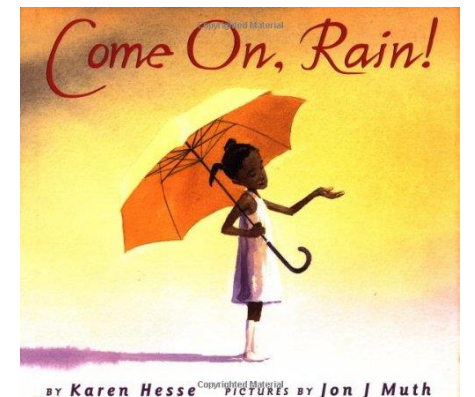
"Aren't you something, Tessie," she says. I nod, smartly.

"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

Types of Writing

PIE

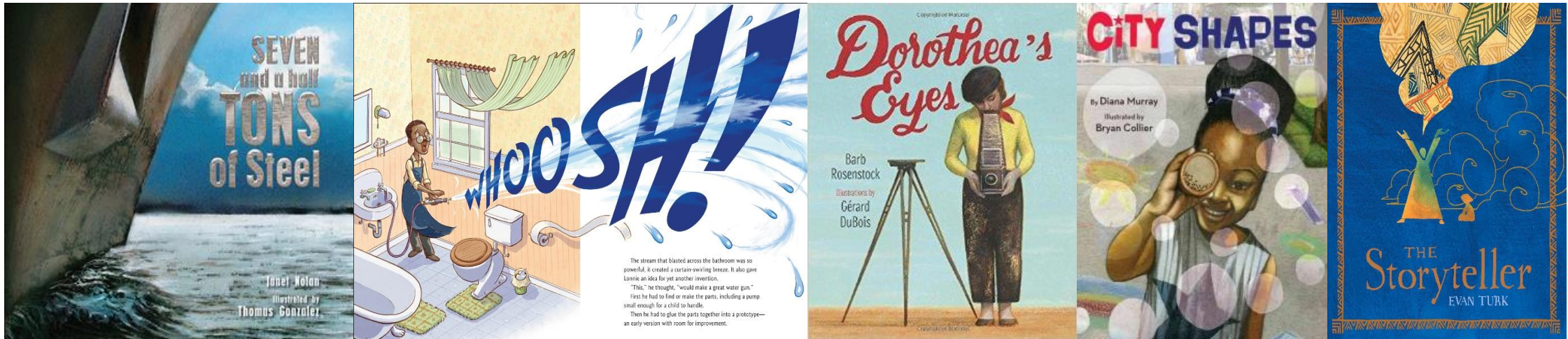
⊙ I can make a movie of what happened, and tell it bit by bit.

Details

Don't be afraid!

- interesting language
  - figurative language
  - comparisons
- action
  - I even got to pick out my favorite cupcakes. Zoe
  - My brother opened the package. Nave
  - Action he killed to Zombio.
  - I Switch my POCY to balls in the great hall?
  - Went to you look to play out of the ball? Madison
  - I yelled. Kealey
  - Yes. Kealey
  - I Love my mom it's Ed. Brostin
- dialogue = speaking
  - cool foots you got there? Reim
  - odd time
  - first going to a farm? Madison
  - stop
  - stop
  - stop
- setting, characters
  - I lived in a house. Kealey
  - I thought I would be dead. Kealey
- thoughts
  - me and my + resident were having fun I was so excited.
- feelings
  - keep your nose in the book

# What shapes the culture of literacy and literature in your classroom?



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