

# Ohio Literacy Conference for K-3rd Grade Teachers

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## **D-8** Writing for Purpose with Young Writers (Gr. K-3)

**Brooke Houillion**

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## Writing for Purpose with Young Writers

**Let's get it all out of the way!**

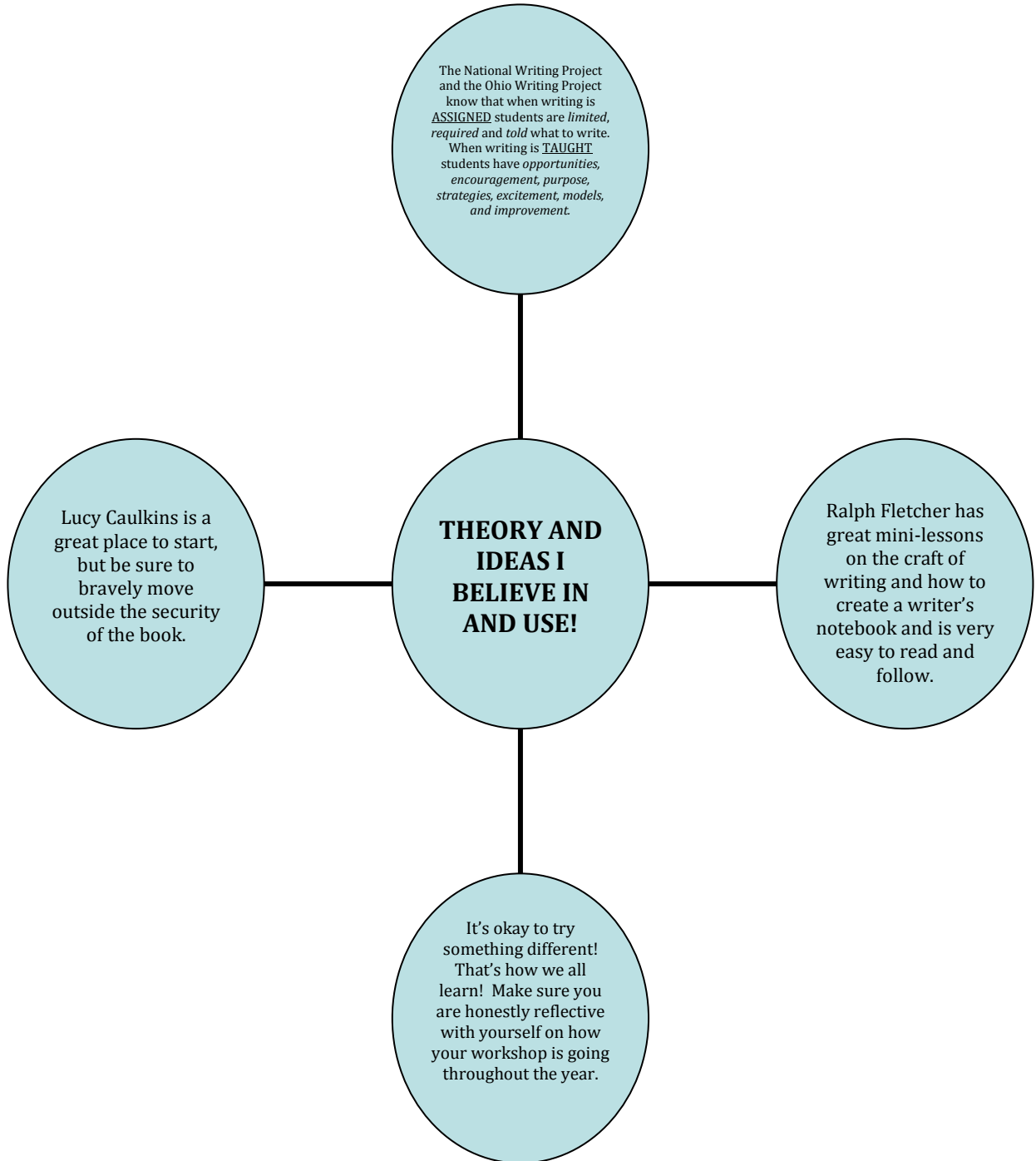
On the left, write down the treasures you think of when you plan, teach or contemplate writing or writing curricula.

On the right, write the trash that comes with it!

<b>Treasure</b>	<b>Trash</b>

**Treasure Hunter Ideas:**

**Trash Picker Tidbits (How to Overcome the Obstacles):**



## QUICKWRITE

Take a minute to reflect about what Writer's Workshop looks like (or you hope it to look like) in your classroom. Describe what you and your students feel happens during mini-lessons, writing time, conferencing, revision and publishing.

<b>What it looks like for me...</b>	<b>What it looks like for my students...</b>
<b>Mini-Lessons</b>	<b>Mini-Lessons</b>
<b>Writing Time</b>	<b>Writing Time</b>
<b>Conferencing</b>	<b>Conferencing</b>
<b>Revision</b>	<b>Revision</b>
<b>Publishing</b>	<b>Publishing</b>

## **DEVELOPING CLASSROOM MANAGEMENT FOR IMPULSIVE EGOCENTRICAL SMALL PEOPLE WHO DO NOT SEE THAT YOU HAVE 10 OTHER IMPULSIVE EGOCENTRICAL SMALL PEOPLE FOLLOWING YOUR AROUND THE ROOM LIKE PUPPIES!**

### **1. BE CONSISTENT WITH YOUR STRATEGIES**

- Create non-verbal cues to help students stay on task (hand signals, trifold cards with green, yellow and red for assistance).
- Make sure students know what to do while they wait for assistance (add to picture, add to your story, reread your work).
- Teach your students how to use the word wall, dictionaries, and word helpers early.
- Let students know your classroom expectations before they begin writing, even in May (Writing time is a quiet time. When our pencils are moving our mouths are not.) .

### **2. MODEL-WRITE WHILE THEY WRITE**

- Be sure your students see you as a writer. Write with your students. After your mini lesson is finished and your students are settling into their pieces **ACTUALLY STOP AND WRITE SOMETHING...ANYTHING WHILE THEY WRITE!**
- Do not allow your students to interrupt you while you are writing. This will take some time to build stamina, but start small, write for just five minutes.
- Share your writing with your students.

### **3. MINI-LESSONS**

- Don't forget mini-lessons are to teach or re-teach one skill and should not be more than 10 minutes in length.
- Think about whether or not the skill can be broken down into smaller teachable skills.
- Organize how you will model the lesson
  - Whole group
  - Mentor text
  - Writing samples
- Writer's Workshop is designed to put into practice what you teach.
- Think about how you want to see this lesson in your students' writing.

### **4. GRAPHIC ORGANIZERS**

- Children make visual maps in their mind of how to organize information. We are the first illustrators to develop these maps in their young minds. Anytime you can offer a visual representation for what you are teaching in your mini lessons, do so.

## EXAMPLE OF: Year Long Curriculum

MONTH	STANDARD(S)	GENRES
<b>SEPTEMBER</b> Launching Writer's Workshop	<ul style="list-style-type: none"> <li>• Use developmentally appropriate spelling</li> <li>• Generate writing ideas through discussions with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a Writer's Wall for writing topics</li> <li>• Fall into Writing Unit</li> </ul>
<b>OCTOBER</b> Small Moments	<ul style="list-style-type: none"> <li>• Use developmentally appropriate spelling</li> <li>• Mimic language from literature when appropriate</li> <li>• Produce informal writings (messages, journals, notes and poems) for various purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Circular Stories with Laura Numeroff books</li> <li>• My Favorites</li> <li>• Personal Narratives</li> </ul>
<b>NOVEMBER/DECEMBER</b> Writers for Readers Authors as Mentors	<ul style="list-style-type: none"> <li>• Use developmentally appropriate spelling</li> <li>• Develop a main idea for writing</li> <li>• Create phonetically spelled written work that can usually be read by others</li> <li>• Print legibly and space letters, words and sentences appropriately</li> <li>• Construct complete sentences with subjects and verbs.</li> <li>• Write responses to stories that include simple judgments about the text</li> </ul>	<ul style="list-style-type: none"> <li>• Friendly letters</li> <li>• What I Know</li> <li>• What I want: a class book on material wants and humanitarian wants</li> </ul>

It is halfway through the year, what should you be seeing:

- Students with a purpose for why they are writing
- Students with a purpose for learning how to write
- Students with publishable pieces
- Students with an understanding of the job an illustrator and author have to create, edit, revise and publish their writings
- Students beginning to utilize skills learned in mini-lesson consistently

<p><b>JANUARY</b>  <b>Author your own unit: Songs, Scripts, Fairy Tales, Literary Nonfiction or How To Books</b></p>	<ul style="list-style-type: none"> <li>• Use developmentally appropriate spelling</li> <li>• Write friendly letters or invitations that include descriptive words and details.</li> <li>• Determine purpose and audience</li> <li>• Use organizational strategies to plan writing</li> <li>• Organize writing to include a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Biographies</b></li> <li>• <b>Non-fiction</b></li> <li>• <b>Recipe book</b></li> <li>• <b>Multi-genre project</b></li> <li>• <b>Infomercial technology project</b></li> </ul>
<p><b>FEBRUARY</b>  <b>All About Books</b></p>	<ul style="list-style-type: none"> <li>• Use developmentally appropriate spelling</li> <li>• Use resources to select effective vocabulary</li> <li>• Rewrite and illustrate writing samples for display and for sharing with others</li> <li>• Use nouns, verbs and adjectives beginning, middle and end that include descriptive words and details.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop books to publish with publishing company</b></li> <li>• <b>Jan Brett author study</b></li> <li>• <b>Gail Gibbons</b></li> <li>• <b>All About Books</b></li> </ul>
<p><b>MARCH</b>  <b>Independent Writing Projects</b></p>	<ul style="list-style-type: none"> <li>• Add descriptive words and details</li> <li>• Reread own writing for clarity</li> <li>• Proofread writing to improve conventions (grammar, spelling, punctuation and capitalization)</li> <li>• Use correct capitalization</li> <li>• Use ending punctuation correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Continue working on publishing books</li> <li>• I Choose writings</li> <li>• Dr. Seuss author study</li> </ul>
<p><b>APRIL</b>  <b>Poetry</b></p>	<ul style="list-style-type: none"> <li>• Use available technology to compose text</li> <li>• Apply tools to judge the quality of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Brod Bagert poet study</li> <li>• Shel Silverstein poet study</li> <li>• Diary of a Worm, Spider and Fly with a comic book writing</li> <li>• Kerpoofs and Wordles</li> </ul>
<p><b>MAY</b>  <b>Realistic Fiction/Revision</b></p>		<ul style="list-style-type: none"> <li>• Reflective writing</li> <li>• Author's Night</li> </ul>

Celebrate your successes and reflect on what you need to change for next year...

YOUR reflection as a teacher is the key to a purposeful writing experience for YOUR students' learning.

**List of Related Citations**

**“Writing for a Purpose with Young Writers”**

**Presented by Staff Development for Educators (SDE)**

**Brooke Houillion**

Anderson, Jeff. (2005). *Mechanically Inclined: Building Grammar, Usage, and Style into Writers*. Portland, MA: Stenhouse Publishers Workshop

Boushey G. & J. Moser. (2006). *The Daily Five: Fostering Literacy Independence in the Elementary Grades*. Portland, MA: Stenhouse Publishers Workshop

Calkins Lucy. (2003). *The Conferring Handbook*. Portsmouth, NH: Heinemann

Fletcher R. & Portalupi J. (1998). *Craft Lessons: Teaching Writing K-8*. York, MA: Stenhouse Publishers

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Overmeyer Mark. (2005). *When Writing Workshop Isn't working: Answers to Ten Tough Questions Grades 2-5*. Portland, MA: Stenhouse Publishers