



Writing on Reading Street



Write Guy
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Writer's Write

Children writers succeed in classrooms where they write. Simple, isn't it? Don't forget daily writing. Children need to read and write every day. Teachers do not need to read and assess everything that children write.

Introduction

In the words of the Write Guy, Jeff Anderson, "Children writers succeed in classrooms where they write." On Reading Street and Calle de la Lectura, students have opportunities to write every day so that they can become successful young writers. This guide explains how to teach writing in kindergarten and Grades 1–6. It also examines materials such as the Reader's and Writer's Notebook, the Writing Rubrics, and the Assessment Papers book.

Reader's and Writer's Notebook

At every grade level, students have access to a Reader's and Writer's Notebook, which provides them with reading and writing practice activities. These activities range from recording prereading predictions to completing grammar practice. In this notebook, students also prepare for writing assignments. They may complete graphic organizers or reference a writing example, similar to the example shown here.

Name _____



Pooky the Cat

Pooky is our cat. He is silly. He plays with everything. Today, Mom dropped a pen. The pen fell on the floor. Pooky ran to the pen. He hit the pen. The pen rolled across the floor. Pooky chased the pen. He hit it again. It rolled away. "Silly Pooky!" said Mom. "He thinks the pen is a toy!"

Key Features of a Story

- The story has characters and tells what they do.
- It is made of sentences.

Kindergarten

In kindergarten, writing is a group activity in which the teacher and class discuss a story or examine a writing prompt. The teacher then models the writing and the students write or dictate their own ideas and draw a picture. The following is a sample of the kindergarten writing routine for Weeks 1–5:

Writing Routine

Day 1 Wonderful, Marvelous Me!

Day 2 Respond to Literature

Day 3 Genre Writing

Day 4 Extend the Concept

Day 5 This Week We...

Wonderful, Marvelous Me! is a shared, personal narrative writing that focuses on emotions, imaginations, self-esteem, and personal growth. Respond to Literature is modeled writing that allows children to express their ideas about the literature. Genre Writing is modeled writing that introduces various types of writing such as instructions, captions, and stories.

Extend the Concept is shared writing that connects new ideas to children’s lives, other texts, and the world. Finally, This Week We... is independent writing in which students review the week’s modeled writing and guided-practice activities.

On Week 6 of each unit, students follow the writing process and take a piece of writing from prewriting to published. The following image shows the Week 6 routine:

Writing Routine

- Day 1** Plan a Story
- Day 2** Draft a Story
- Day 3** Revise a Story
- Day 4** Edit a Story
- Day 5** Share a Story

Grades 1–6

In Grades 1–6, students learn to write through focused prompt writing or reactions to Student Edition selections. The students use graphic organizers to formulate ideas, and their ideas are shared with others so that peers can provide feedback for writing and revising. As students write, they can proofread and edit each others’ work.

A writing trait is assigned each week, and sometimes additional, previously taught traits are reviewed as well. Teachers use mini-lessons to teach traits like voice, organizational strategies, story sequence charts, and many others.

Below is a sample of a mini-lesson from Grade 4 Reading Street:

MINI-LESSON

Read Like a Writer

- Introduce** This week you will write a realistic fiction story. Realistic fiction is fiction writing that tells a made-up story about something that could really happen.
- Prompt** Write a realistic story about a character who reaches a turning point in his or her life.
- Trait** Organization
- Mode** Narrative

INTERACT
Write TEXT

Reader's and Writer's Notebook, p. 41

- Examine Model Text** Let's read an example of a realistic fiction story about a character who reaches a turning point. Have students read "The Most Important Moment," on p. 41 of the *Reader's and Writer's Notebook*.
- Key Features** Realistic fiction stories have made-up people and events. Have students circle the name of the main character in the story and one event.
A realistic fiction story has events that could happen in real life. Have students read aloud the event they circled and discuss why it could or could not happen in real life.
A realistic fiction story happens in a setting that seems real. Have students underline one setting in the story that seems real.
A realistic fiction story discusses problems that people in real life could have. Have students draw a box around a problem the main character has in this story, then discuss why it could or could not be a problem that people in real life have.

Students at each grade level learn strategies that relate to the mentor texts they read. Writing is best learned in conjunction with meaningful reading activities. During reading instruction, students examine the text for genre, sentence structure, author’s voice, and so forth. Looking at quality literature in this way helps students with their writing as they become aware of what good writers do. Model writing exemplars found in the Student Editions help students as well. Students can look at an example of the type of text they write, such as personal narrative. This provides them with a foundation for their writing. During the year, students write a personal narrative, expository composition, compare and contrast essay, story, persuasive essay, and more.

Student Model

I Pick You!

“Could I see the Labrador retrievers?” Jack asked the animal shelter attendant.

“I’m sorry,” she replied, “We don’t have any Labs right now, but we have lots of great dogs you might like.”

Jack was disappointed. He really wanted a Lab. For six months he’d been working hard to prove to his parents that he was responsible enough to have a dog.

Jack’s excitement fizzled, but his dad urged him on. They trudged up and down the aisles, peering into the cages. They saw huge dogs, tiny dogs, and in-between dogs, but there wasn’t one dog that was even part Lab.

Jack sat on a bench and put his head in his hands. Then something nudged Jack’s knee. Jack looked up to see the most lively, friendly brown eyes he’d ever seen on a dog. The dog dropped a ball in his lap, gave him a broad smile, and bounced into a play-bow.

“You know,” laughed Jack’s dad, “They always say that you don’t pick the dog, the dog picks you!”

Declarative and Interrogative sentences are used correctly.

Genre Realistic fiction tells about believable characters and actions.

Writing Trait Word Choice Vivid words create a “word picture.”

The Customize Writing tab in Volume 2 of the Teacher’s Editions allows teachers to choose a writing plan that works best for their students. Depending on what the class needs, teachers can assign writing assignments weekly or biweekly. Regardless, the writing process remains the same: Plan and Prewrite, Draft, Revise, Edit, and Publish. However, teachers have the flexibility to incorporate a writer’s workshop model. This gives students more time for drafting, conferencing, and sharing throughout the unit.

The following are examples of the suggested pacing plans for weekly and biweekly writing lessons:

Customize Your Writing

Alternate Pacing Plan for Unit Writing Projects

Sometimes you want to spend more time on writing—perhaps you do a **Writing Workshop**. This one or two week plan for the unit level writing projects can help.

1 Week Plan	Day 1	Day 2	Day 3	Day 4	Day 5
1 Plan and Prewrite					
2 Draft					
3 Revise					
4 Edit					
5 Publish					

2 Week Plan	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
1 Plan and Prewrite										
2 Draft										
3 Revise										
4 Edit										
5 Publish										

UNIT 1 **21st Century Writing**

E-Newsletter

Writing Project Create an e-newsletter with articles about a country you would like to visit.

Purpose: Enhance skills in Internet research as well as using applications for word processing and design.

Audience: Student, peers, teacher, family

Introduce genre and key features

In this workshop, we will create an e-newsletter about a country that we would like to visit. We will use the Internet to find information about this country and then design a newsletter that we can share with our friends and family.

Key Features of an E-Newsletter

- includes several factual articles relating to the same topic or theme
- provides interesting details for the reader
- includes illustrations and photographs to make the articles more vivid
- is designed to appeal to a specific audience
- is written, designed, or published electronically

Academic Vocabulary

Newsletter A newsletter is a small newspaper written for a specific audience.

Teacher Tip

Explore Examples Do an online search for "child-friendly" newsletters to show as models in class. Use an LCD projector or equivalent technology to display appropriate results. Show students a variety of styles, and look for opportunities to discuss key features.

ELL

English Language Learners

Introduce the E-Newsletter

Show students examples of child-friendly newsletters. Point out how each article relates to a specific theme or main idea. Show how illustrations and photos make articles more interesting.

E-Newsletter CW-1

In Volume 1 of the Teacher’s Editions, the Customize Writing tab supports 21st Century Skills. These are collaborative writing process lessons where students read, write, process, and organize information using the Internet and other electronic resources. It is the teacher’s opportunity to integrate traditional literacies and new literacies by encouraging communication skills, critical thinking, creativity, and technology. Students learn skills such as writing e-mails, evaluating online sources, and more. Teachers can incorporate these lessons throughout the unit. The ability to read information online to learn, solve problems, and communicate solutions is central to a student’s success as the reliance on technology increases.

Students in Grades 1–6 also write daily, in Quick Writes for Fluency. Students need to write throughout the day to become successful writers. Use these to increase the frequency and amount students write. Students share these quick writes with one another as teachers walk around the room listening to students’ responses.

On Day 1 and Day 3, teachers also can use prompts that prepare students for extended

ROUTINE **Quick Write for Fluency** **Team Talk**

- 1 Talk** Have children share their new sentences with partners.
- 2 Write** Have children write a sentence that tells why they added that new sentence.
- 3 Share** Partners can read the explanations to one another.

response writing on state tests. An example prompt is, “What do we learn as we grow and change?”

The digital path at ReadingStreet.com also provides writing opportunities for students. Students can respond to journals after they view big question videos or as vocabulary practice activities.

Journal: Word Bank

Journal: *What is around us at home?*

Word Bank
What to Do: Make sentences using these words.

Vocabulary

• a
• green
• I
• see

Writing Assessment

To help assess student writing, there are rubrics for each week’s writing lesson. The rubric is a checklist of traits and skills that students use to monitor their progress and teachers use to assess the final products. These rubrics are located in the Writing Rubrics and Anchor Papers Assessment book.

EXPOSITORY COMPOSITION

Rubric	6	5	4	3	2	1
Focus/Ideas	Clear, focused composition; stays on topic and presents essential information	Clear, focused composition; stays on topic	Clear, focused composition	Composition stays mostly on topic	Some repeated or off-topic information; leaves reader with several big questions	Composition lacking clarity, focus, and essential information
Organization/Paragraphs	Paragraphs organized around a main idea with strong topic sentences and supporting details	Paragraphs organized with strong topic sentences and supporting details	Paragraphs organized around a main idea	Good paragraphs with clear topic sentences including main ideas with supporting details	Some paragraphs with unclear or missing topic sentences, few supporting details	No paragraphs; no topic sentences, main ideas, or supporting details
Voice	Involved throughout; engages reader	Engages reader	Involved throughout	Involved most of the time	Tries to be involved	No involvement
Word Choice	Exact, descriptive; conveys strong impressions	Exact, descriptive word choice	Conveys strong impressions	Clear language; conveys strong impressions	Some vague or repetitive words	Incorrect or limited word choice
Sentences	Varied, well-crafted sentences	Fluent sentences; some variety	Some variety in sentences	Little sentence variety	Many short, choppy sentences	Many fragments and run-ons
Conventions	Excellent control and accuracy	Good control; few errors	Fair control; some errors	Limited control; few errors	Errors that happen understanding	Errors that obstruct meaning

Review

This guide explained the Reading Street and Calle de la Lectura 2011 comprehensive writing programs. Skills and knowledge that students learn and practice as they read are applied as they write. The Reader’s and Writer’s Notebooks help incorporate writing into each lesson.

In kindergarten, modeled, shared, and independent writing happen weekly. In Grades 1–6, mentor texts and model writing assist students. Teachers build students’ writing abilities through Quick Writes for Fluency and mini-lessons. Also, teachers have the option to customize instruction by making weekly lessons biweekly and incorporating 21st Century Skills. Remember, the digital path journal writing assignments are another way to incorporate additional writing practice.