If Children's Literature, Google Classroom, and Pixie Had a Baby...

Presented By ITRTs, Karen Clore and Casey Reding, Spotsylvania County Public Schools
Presenters:
Karen Clore
and Casey Reding

ITRTs,
Spotsylvania Co. Public Schools

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creding@spotsylvania.k12.va.us
Who is with us today?

- Elementary Classroom Teacher?
- Secondary Teacher?
- Librarians?
- Fine Arts Teachers (Music, Art, Etc.)?
- Administrators?
- Instructional Coaches?
- Other?
Join the discussion!

Questions or Comments Padlet
Getting Started….

Trust + Willingness to try new things =

Sandy Azzarelli,
3rd grade Teacher
SMART Student Learning Goal Partnership for Sandy and Karen

100% of the students in Mrs. Azzarelli's 3rd grade class will score at least a Proficient Level (7-9) on the end of the year writing prompt.

100% of the students who already meet that criteria will show growth.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Feature</th>
<th>4 (Consistent Control)</th>
<th>3 (Reasonable Control)</th>
<th>2 (Inconsistent Control)</th>
<th>1 (Little or No Control)</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPOSING/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITTEN EXPRESSION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Idea or Message</td>
<td>Central idea is clearly stated and focused.</td>
<td>Central idea is present.</td>
<td>Central idea is vague.</td>
<td>No evident central idea or does not write to prompt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaboration</td>
<td>Sufficient and purposeful details support the main idea, providing full elaboration.</td>
<td>Details support the main idea providing some elaboration.</td>
<td>Few details in general, underdeveloped statements support the main idea, providing little elaboration.</td>
<td>No details support the main idea or they are inappropriate, providing no elaboration of central idea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Beginning, middle and end are evident with ideas clearly organized. Strong opening and closing included.</td>
<td>Organization is clear, but ideas are not fully developed. Weak opening and closing included.</td>
<td>Details are not clearly organized. Opening and/or closing missing.</td>
<td>No details are present. Opening and closing are missing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unity</td>
<td>All details support the central idea. There are no digressions.</td>
<td>Minor digressions are present.</td>
<td>Major digressions are present.</td>
<td>No unity evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Specific and varied vocabulary with minimal repetitions.</td>
<td>Vague vocabulary or minor repetitions present.</td>
<td>Imprecise or repetitive vocabulary present.</td>
<td>Word choice is vague and/or many repetitions present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected Information</td>
<td>Precise information creates strong images for the reader.</td>
<td>Specific information present that creates some images for the reader.</td>
<td>General information present that creates few or no images for the reader.</td>
<td>Information is vague or repetitive and creates no images for the reader.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice/Tone</td>
<td>Words, phrases, and ideas clearly show writer’s feelings.</td>
<td>The writer’s feelings and purpose are somewhat clear. Some originality engages reader.</td>
<td>The writer’s feelings and purpose are unclear. Little or no originality result in lack of reader engagement.</td>
<td>No purpose or feeling is evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Variety</td>
<td>Writing has rhythm and flows.</td>
<td>Some sentence variety but rhythm and flow are not maintained throughout.</td>
<td>Lack of sentence variety causes piece to be monotonous and awkward.</td>
<td>No sentence variety and no clarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain</td>
<td>Feature</td>
<td>4 (Consistent Control)</td>
<td>3 (Reasonable Control)</td>
<td>2 (Inconsistent Control)</td>
<td>1 (Little or No Control)</td>
<td>Prompt</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>MECHANICS AND USAGE</td>
<td>Standard Word Order/ Complete Sentences</td>
<td>All sentences are complete and correct.</td>
<td>Few sentence fragments and/or run-on sentences.</td>
<td>Many sentence fragments and/or run-on sentences.</td>
<td>Majority of writing has sentence fragments, run-on sentences, or errors in word order.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Grammer and Usage</td>
<td>Appropriate subject-verb agreement is present, correct use of <em>I</em> in compound subjects, and uses appropriate verb forms in present and past tense.</td>
<td>Usually has appropriate subject-verb agreement, correct use of <em>I</em> in compound subjects, and appropriate verb forms in present and past tense.</td>
<td>Many mistakes in subject-verb agreement, use of <em>I</em> in compound subjects, and verb forms in present and past tense. Mistakes distract the reader.</td>
<td>Errors in grammar and usage make the piece hard to read.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Capitalization</td>
<td>Correct capitalization of the first word of a sentence, proper nouns, and the word <em>I</em>.</td>
<td>Few capitalization errors in beginning sentences, proper nouns, and/or the word <em>I</em>.</td>
<td>Numerous capitalization errors in beginning sentences, proper nouns, and/or the word <em>I</em>.</td>
<td>Shows little understanding of rules of capitalization to begin sentences, in proper nouns, or for the word <em>I</em>.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>Frequently used and common words spelled correctly.</td>
<td>Few spelling errors.</td>
<td>Many spelling errors that do not distract the reader.</td>
<td>Numerous spelling errors distract the reader.</td>
<td>/4</td>
</tr>
<tr>
<td></td>
<td>Punctuation</td>
<td>No errors in end punctuation, simple abbreviations, commas in a simple series, or apostrophes in contractions and singular possessives.</td>
<td>Few punctuation errors in end punctuation, simple abbreviations, commas in a simple series, or apostrophes in contractions and singular possessives.</td>
<td>Many punctuation errors in end punctuation, simple abbreviations, commas in a simple series, or apostrophes in contractions and singular possessives.</td>
<td>Shows little understanding of rules of punctuation to end sentences, in simple abbreviations, in commas in a simple series, or apostrophes in contractions and singular possessives.</td>
<td>/4</td>
</tr>
<tr>
<td></td>
<td>Formatting</td>
<td>Correct indentation and/or word spacing evident.</td>
<td>Few mistakes in word spacing and/or indentation.</td>
<td>Many mistakes in word spacing and/or indentation.</td>
<td>Little or no understanding of word spacing and/or indentation of paragraphs evident.</td>
<td>/4</td>
</tr>
</tbody>
</table>

**Directions:** Use the Student Record Sheet to mark each element of the three domains, using the Scoring Rubric to select the descriptor that best matches the writing sample. The Total Score is the sum of the three domain scores. Record domain scores in Litassess.

**Key**
- 4- Consistent Control
- 3- Reasonable Control
- 2- Inconsistent Control
- 1- Little or No Control

**TOTAL SCORE FOR PROMPT** /12
Mentor Texts

St. George and the Dragon, a Caldecott Medal Winner, which is retold by Margaret Hodges, includes a vivid description of the dragon. Students learned about some of the strategies that this successful writer uses to make her dragon come alive to the reader. They each created their own dragon and modeled her strategies to write a descriptive paragraph. They drew and painted their dragons and published their writings in Google docs.
Another Strategy: Better Writing Prompt Data

We decided to use Google Forms to create a tool for better analyzing the Writing Prompt. The teacher will use it as she scores each writing prompt. It contains all the data needed for the Writing Prompt Scores, but it sorts them by writing skills (Composing, Written Expression, and Mechanics and Usage) to give us a better understanding of the students’ strengths and areas for growth.
End of Year Data

- Emerging-From 2 to 0 (0%)
- Developing-From 9 to 1 (0%)
- Proficient-From 6 to 9 (0%)
- Advanced-From 10 to 12 (100%)

100% ADVANCED

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
</tr>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Advanced</td>
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</table>

<table>
<thead>
<tr>
<th>Notes</th>
<th>WP Fall</th>
<th>WP MY</th>
<th>WP End</th>
<th>Annual Difference</th>
<th>Percentage of Change</th>
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<tbody>
<tr>
<td>ECD, Gap 1</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>SWD, Gap 1</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>ECD, Gap 1</td>
<td>6</td>
<td>10</td>
<td>12</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>SWD, Gap 1</td>
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<td>12</td>
<td>12</td>
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<td>ECD, LEP, Gap 1</td>
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<td>9</td>
<td>11</td>
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<tr>
<td>ECD, Gap 1</td>
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<td>12</td>
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<td>20</td>
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<td>10</td>
<td>12</td>
<td>6</td>
<td>100</td>
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<td>11</td>
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<td>2</td>
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<td>10</td>
<td>12</td>
<td>12</td>
<td>2</td>
<td>20</td>
</tr>
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<td>11</td>
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<td>11</td>
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<td>11</td>
<td>3</td>
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<td>12</td>
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<td>100</td>
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<tr>
<td>SWD, Gap 1</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

TOTAL | 176 | 220 | 254 | 78 | 1281 |
AVERAGE | 8 | 10 | 11.55 | 3.55 | 58.23 |
SMART Student Learning Goal

100% of the students in Mrs. Azzarelli's 3rd grade class will score at least a Proficient Level (7-9) on the end of the year writing prompt.

100% of the students who already meet that criteria will show growth.
CAUSE FOR CONCERN

- Forty percent of high school graduates lack the literacy skills employers seek (National Governors Association, 2005).
- Lack of basic skills costs universities and businesses as much as $16 billion annually (Greene, 2000).
- Poor writing skills cost businesses $3.1 billion annually (National Commission on Writing, 2004).
- Only one out of three students is a proficient reader (Lee, Grigg, and Donahue, 2007).
- Only one out of four twelfth-grade students is a proficient writer (Salahu-Din, Persky, and Miller, 2008).
- One out of every five college freshman must take a remedial reading course (SREB, 2006).
- Nearly one third of high school graduates are not ready for college-level English composition courses (ACT, 2005).
- Three out of ten high school students do not graduate on time (Gewertz, 2009).
- Over half of adults scoring at the lowest literacy levels are dropouts (National Center for Educational Statistics, 2005).
THE RECOMMENDATIONS

Effective Practices for Strengthening Reading Through Writing

I. HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ. Students’ comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they

- Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
- Write Summaries of a Text
- Write Notes About a Text
- Answer Questions About a Text or Create and Answer Written Questions About a Text

II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT. Students’ reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers

- Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (Improves Reading Comprehension)
- Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)
- Teach Writing Various PDFs (Improves Word Reading Skills)

III. INCREASE HOW MUCH STUDENTS WRITE. Students’ reading comprehension is improved by having them increase how often they produce their own texts.
### Reading SOL Scores

<table>
<thead>
<tr>
<th>Below Basic</th>
<th>PASS/Proficient</th>
<th>PASS/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>4%</td>
<td>75%</td>
<td>21%</td>
</tr>
</tbody>
</table>

96% Pass Rate

Article: [New Report Finds That Writing Can Be Powerful Driver for Improving Reading Skills](#)
Pixie 4 Adds Motivation to the Writing Process
Pixie Tips and Tricks

Making a Pixie Activity
Pixie Tips and Tricks

Using Pixie as a Station
Pixie Tips and Tricks

Pixie Files in Google Classroom

Karen Clore
10:05 AM

Pixie
Download the Pixie File. When you are finished Export it as an image and upload the image to this assignment.

Day and Night.pxi  Binary File

ADD  CREATE

No preview available
Download

TURN IN
Pixie Tips and Tricks

Exporting a Pixie Project

- Export a Video
  - Export the project as an MP4 video file.
  - Size: Medium (480x360)

- Export a PDF
  - Export the project as a PDF file.
  - Requires Adobe Acrobat 9 or later to view.
  - Transitions only display in full-screen mode.

- Export HTML
  - Export the project as HTML.
  - Mobile browsers do not auto-play sounds.
  - Page transitions are not supported in all browsers.

- Export an ePub
  - Export the project as an ePub book.
  - Some eReaders do not support audio.
  - Many eReaders only have one transition.

- Export Images
  - Export pages as images. The images will be saved in a folder.
    - Layout: Normal
    - Format: JPG
Adding the Pixie Images to Google Docs

This folder is shared with students in her class.

Any folders or pictures in this folder students can access.
Why Google Classroom for Writing?

★ Organization
★ Motivation
★ Time-Saver
★ Ease of Use
★ Collaboration
★ Continuity

★ Google Documents automatically save!
★ Google Classroom and student files can be accessed on any device.
Adding the Images to Google Docs
Adding the Images to Google Docs

New

Folder
Upload
Use Camera
Google Docs
Google Sheets
Google Slides
Adding the Images to Google Docs
First: Read, watch, and learn.

<table>
<thead>
<tr>
<th>Have Tos:</th>
<th>Choices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read through 1 book about Veteran's Day or the military.</td>
<td>Interview a current or former service member.</td>
</tr>
<tr>
<td>Explore 1-2 resources on our Veterans Day LiveBinder.</td>
<td>Bring in a picture or memorabilia of someone who served in the U.S. Armed Forces.</td>
</tr>
</tbody>
</table>

Second: Think and Write.
You must have two thoughts or sentences for each box.

<table>
<thead>
<tr>
<th>Question 1:</th>
<th>Question 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are you proud to be an American?</td>
<td>Why are you thankful for U.S. veterans?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Great Resource - Writingfix.com

WritingFix: Quality Teaching Resources for K-12
strategically designed lessons to help “fix” teachers who don’t enjoy teaching writing

How this website came to be...and how you can help keep it online and free-to-use: Teachers should share with each other, and the Internet is the perfect tool for promoting sharing.

My name is Corbett Harrison, and in 1999 I bought this domain name—WritingFix.com—because I wanted to launch a website where innovative ideas—focusing on K-12 writing instruction—could be shared and exchanged freely between friends and colleagues. I don’t know why I enjoy teaching writing so much, but I do. I like it so much, in fact, that when I was asked to start designing professional development courses on writing instruction way back when, I jumped at the chance.

I have been fortunate in that I have had so many great mentors over my 26-year teaching career. From these amazing and generous mentors, I borrowed and adapted writing strategies and teaching ideas. And then I began adaptations with other educators during inservice courses which I was designing—mostly to pay the bills that earning my Master’s Degree had. In 1999, I was one of the first teacher-trainers in our area to provide electronic resources before, during, and after the inservice courses. After establishing WritingFix, my wife (Deana) and I continued to design inservice courses that were purposely different. In them, teachers were abhorred and actually design new lessons they would implement with their own students so that they might ask our inservice’s other participants to join.

Through this “make-and-take” style of teacher workshop, I saw some truly great lessons being created; I also saw some stinkers, and it’s honest about that. The teacher-built lessons that were truly outstanding, well, they needed to be shared. Deana and I had been sourcing WritingFix service materials and student samples, and now it was time to ask teacher participants if they would mind us including the lessons they had WritingFix website too. Some were so excited to be asked. Some were too shy to grant permission to post them. Which made sense as I think, if you look, WritingFix was receiving over 20,000 hits a day from teachers across the globe looking for good writing lessons. That kind of traffic can be.

As of today, I served as Director of the Northern Nevada Writing Project: 2002-2007. Being Director allowed me to seek monies, and it was so helpful to already have a tried-and-tested “make and take” model of inservice ready to share with the potential grantors. I met P was pursuing some pretty innovative ideas for new research-driven inservice courses back then. With a promise to the grantors that a brand of teacher-built lessons and resources would be one of the outcomes of the class if they helped us pay for it, we impressed a lot of people, and we got off to a great start. We then added curriculum and planning materials to the WritingFix website.

In a very short period of time, we doubled and then tripled the number of lessons and resources and I had been discovering more and more teacher followers who eventually saw us as one of the best places to go if you wanted an

We are Sponsored by our Users!

Amazing News!
After six years of not selling the amazing NNWP writing guides that our writing project created between 2005 and 2008 to inspire teachers, they’re back for sale! Click here to see which four of the six guides are once again available!
Tomie dePaola - Personal Narratives
Some of My Favorites

**THE GHOST-EYE TREE**

By Bill Martin, Jr. and John Archambault

Illustrated by Ted Rand

**ONCE WHEN I WAS SCARED**

Helena Clare Pittman

Illustrated by Ted Rand
Some of My Favorites

When I was young in the mountains, we listened to frogs sing at dusk and awoke to cowbells outside our windows. Sometimes a black snake came into the yard, and my Grandmother would threaten it with a hoe.
Some of My Favorites

**St George and the Dragon**
by Margaret Hodges
Kindergarten - 3rd grade

**The Knight and the Dragon**
by Tomie dePaola
Kindergarten - 2nd grade

**The Kitchen Knight**
by Margaret Hodges
3rd grade & Up

**Knight: A Noble Guide for Young Squires**
by Dugald A. Steer
2nd grade - 6th grade

**Marguerite Makes a Book**
by Bruce Robertson
2nd grade - 5th grade

**Merlin and the Making of the King**
by Margaret Hodges
2nd grade - 6th grade
Mentor Texts Resources for Modeling Personal Narrative Writing

Writing Mentor Texts for Kindergarten, First, and Second Grade

A while back, I compiled a list of narrative, opinion/persuasive, and informational mentor texts for primary students. A bit of time has passed, so I've decided to update that list and include additional awesome books that I've found!

In today's post, I'll share a list of outstanding mentor texts, grouped by genre. I'll also share five important tips for using mentor texts to teach writing in the primary grades, so be sure to read to the end of the post!

50 Writing Mentor Texts for Kindergarten, 1st Grade, & 2nd Grade
More Mentor Texts Resources for Modeling Personal Narrative Writing

NARRATIVE WRITING MENTOR TEXTS

This year our 1st grade team has transitioned to using Mentor Texts to teach and guide students through our writing genres. It’s my first year knee-deep in mentor texts and I am in love! Mentor texts offer students a ‘real’ perspective on a genre and give students a ‘real’ author to model. Making writing concrete is a priority for me and mentor texts help me do this.

My name is Catherine Reed, and I am a fourth-year teacher living in small-town, Kentucky. I taught 1st grade and never imagined myself ...
More Mentor Texts Resources for Modeling Persuasive Writing

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Mentions</th>
<th>Avg Rating</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Lucky Day (Paperback)</td>
<td>B. K. Kanista</td>
<td>7</td>
<td>4.30</td>
<td>2003</td>
</tr>
<tr>
<td>Hey, Little Ant (Hardcover)</td>
<td>P. M. Hoffer</td>
<td>2</td>
<td>4.08</td>
<td>1998</td>
</tr>
<tr>
<td>I Wanna New Room (Hardcover)</td>
<td>Karen Kliman Osborne</td>
<td>3</td>
<td>4.14</td>
<td>2010</td>
</tr>
<tr>
<td>A Pig Parade Is a Terrible Idea (Hardcover)</td>
<td>Michael J. Rock</td>
<td>1</td>
<td>4.14</td>
<td>2000</td>
</tr>
<tr>
<td>I Will Never Not Ever Eat a Tomato (Paperback)</td>
<td>Lauren Child</td>
<td>2</td>
<td>4.20</td>
<td>2000</td>
</tr>
<tr>
<td>If You Ever Want to Bring an Alligator to School, Don't! (Hardcover)</td>
<td>Elise F. Sabatine</td>
<td>1</td>
<td>3.93</td>
<td>2015</td>
</tr>
<tr>
<td>I'm Not Cute! (Hardcover)</td>
<td>J. Allan</td>
<td>1</td>
<td>3.96</td>
<td>2005</td>
</tr>
</tbody>
</table>

Teaching Persuasive Writing with a Mentor Text

Welcome! I believe that with the right resources, mindset, and strategies, all students can achieve high levels and learn to love learning. My goal is to provide resources and strategies to make sure you and your students achieve success.

More Mentor Texts Resources for Modeling Persuasive Writing

Learning at the Primary Pond

Writing Fix

Persuasion Map

Are you ready to map out your argument for your persuasive essay or debate?

Enter your name and the title of your Persuasion Map.
More Mentor Texts for Modeling Informational/How-To/Nonfiction/Expository Writing
<table>
<thead>
<tr>
<th>Title</th>
<th>Mentor Text</th>
<th>Objective</th>
<th>Lesson inspired by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t Eat Me Monologues</td>
<td>Steven Layne’s <em>My Brother Dan’s Delicious</em></td>
<td>Students practice persuasive writing skills through humor as they provide alternative arguments to something that looks down on them from the food chain.</td>
<td>Amy Richards, NNWP Consultant and elementary teacher</td>
</tr>
<tr>
<td>A Most Nutritious Election</td>
<td>Rosemary Walls’ <em>Otto Runs For President</em></td>
<td>Pretending there is an election for the Fruit or Vegetable of the Year; students will write speeches for fruits or vegetables trying to be elected.</td>
<td>Julie Schmidt and Samantha Shoolroy, Nevada elementary teachers</td>
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<td>Creative Convincing</td>
<td>Donnise Cronin’s <em>CLICK, CLACK, MOO: Cows that Type</em></td>
<td>Students assume the voice of an animal who wants something and write friendly letters that persuade humans to give them what they want.</td>
<td>Micky Hood, Nevada elementary teacher</td>
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<td>Unusual Friendly Letters</td>
<td>Mark Teague’s <em>Dear Mrs. LaRue: Letters from Obedience School</em></td>
<td>Students will use voice and try their hand at the mentor text’s letter writing techniques as they pen an unusual friendly letter that attempts to persuade.</td>
<td>Jennifer Mitchell, Nevada elementary teacher</td>
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<td>Thanksgiving Turkey Protests</td>
<td>Kaiko Kraszka’s <em>My Lucky Day</em></td>
<td>Students, borrowing ideas from the mentor text, create an original story about a turkey convincing a human not to eat him/her on Thanksgiving.</td>
<td>Barbara Surritte-Barker, Nevada middle school teacher</td>
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<tr>
<td>I Wanna [Something]</td>
<td>Karen Kaufmann Orlofs’ <em>I Wanna Iguana</em></td>
<td>Students write persuasive letters between two characters; they can write letters from both characters’ perspectives, or they can write as one of the characters and exchange their letters with another student who is writing as the second character.</td>
<td>Summer Sprunger, Nevada elementary teacher</td>
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</tbody>
</table>
Creative Convincing
reviewing the friendly letter format with persuasive techniques

Student Writer Instructions:

Students, imagine that you are an animal with a reason to write...like those cows in the book Click, Clack, Moo: Cows That Type. You want something as badly as those cows wanted the electric blankets! And you’re going to attempt to be as persuasive as they were in the book. Use the two buttons below to select 1) an animal and 2) an item you try to persuade someone to send you. Let your imagination run wild. If you can come up with an animal and an item on your own for this writing assignment, you should do it!

Draft a friendly letter from your animal to a human. Use good persuasive techniques as you craft your words carefully. Follow the format of a friendly letter.

Before writing a final draft of your letter, have a friend look it over and suggest some additional ideas for persuasive techniques.

Interactive Choices for Writing:

If you're struggling to start, click the buttons below for some ideas...
If Children's Literature, Google Classroom, and Pixie Had a Baby...
Articles to Read:

- New Report Finds That Writing Can Be Powerful Driver for Improving Reading Skills
- Effective Writing Instruction, Time for a Revolution
- Mentor Texts: Picture Book Lessons, Demonstration Lessons Shared at the NNWP' Teacher Workshops
- Making the Most of Mentor Texts (ASCD)
- 21st Century Classrooms-Blended Learning with Station Rotations