Leaders in Literacy Conference Agenda

Session: Just Write!
North Augusta Elementary School Room 4D
January 13, 2017
90 Minute Session: 10:15, 1:00, and 2:40
Facilitator: Catherine Hamilton
chamilton917@acpsd.net

Outcomes:
Participants will:
- engage in Writing Workshop.
- examine a Mini-lesson, Work Time, and Closure.
- investigate Pre-K – 2 ideas for student writing opportunities.

<table>
<thead>
<tr>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>How do we develop confident, competent, and independent writers [and readers]?</td>
</tr>
</tbody>
</table>

Welcome and Introduction

Norms, Essential Question, and Learning Outcomes

Activator

Writing Workshop

Debrief

Grades

Ideas for Writing Opportunities

Handouts

Drawing
Schedule Analysis Tool

Writing Workshop

<table>
<thead>
<tr>
<th>Planned Predictable Structures/Times/Percentages</th>
<th>Actual Structures/Times/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>Time</td>
</tr>
<tr>
<td>Minilesson</td>
<td></td>
</tr>
<tr>
<td>Independent Writing</td>
<td></td>
</tr>
<tr>
<td>• Conferring</td>
<td></td>
</tr>
<tr>
<td>Sharing</td>
<td></td>
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</table>

What is the focus of instruction in writing? What determines the curriculum? (Look at past lesson plans)
WRITING WORKSHOP GUIDELINES

Cross out, don't erase.

Save everything, don't throw anything away.

Write on one side of the paper.

Date everything.

When you talk, use a soft voice.

Work hard and try your best.
About “Driting”.................

- “Driting” is seen at the end of Kindergarten or in the Writing Block at the beginning of Grade 1.

- “Driting” is the combination of drawing along with some “squiggles,” some letters, some numbers, a few words (often copied from print around the room). The student proceeds to “read” what they have “written.” How long to use “Driting” in your classroom depends on your class. It could last a few days or a few weeks. When students start writing more words it is time to move on to “Half and Half.”

Remember: Instruction should begin with where they are. Many students may not have been encouraged to write/draw at home.

- Procedure:

  The Mini-Lesson:

  The teacher models using a large sheet of drawing paper. She draws a simple picture and adds a few words. (Labeling) The teacher models a type of writing/drawing that most children can achieve.

  Now the children write...

  The children are given drawing paper (unlined). They are directed to: “Draw something that you would like to share with the class. You can add words if you’d like.” The children write for 10-15 minutes and the teacher does “roving conferences,” encouraging students as she walks around the room.

Sharing:

A few children sit in the “Author’s Chair” and share their stories and pictures. The teacher may also choose to share everyone’s work by displaying the stories in the hall or in the classroom.

http://classroom.jc-schools.net/read/Driting.htm
Young Writer’s Rubric

I formed my letters correctly.

I wrote on the paper or correct lines.

I used proper spacing.

My paper looks neat.

Others can read my writing.

Rubric retrieved from the internet on 1.2.17 and adapted by Cat Hamilton
# Young Writer's Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Handwriting</strong></td>
<td>Handwriting is perfect.</td>
<td>Handwriting is good</td>
<td>Handwriting is fair.</td>
<td>Handwriting is poor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capital/Lowercase</strong></td>
<td>It is hot.</td>
<td>it is hot.</td>
<td>It is Hot.</td>
<td>It is hot.</td>
</tr>
<tr>
<td><strong>Letters</strong></td>
<td>Capitals and lowercase letters</td>
<td>Forgot capitals.</td>
<td>Capitals in the wrong place.</td>
<td>Misuse of capitals and lowercase</td>
</tr>
<tr>
<td></td>
<td>used appropriately.</td>
<td></td>
<td></td>
<td>letters.</td>
</tr>
<tr>
<td><strong>Spacing</strong></td>
<td>It is cold.</td>
<td>It is cold.</td>
<td>It is cold.</td>
<td>It is cold.</td>
</tr>
<tr>
<td></td>
<td>Spaces are appropriate.</td>
<td>Spaces too big.</td>
<td>Missing spaces.</td>
<td>Misuse of space.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Is that it?</td>
<td>Is that it.</td>
<td>Is. that. it.</td>
<td>Is that it</td>
</tr>
<tr>
<td>. , !</td>
<td>Punctuation is appropriate.</td>
<td>Wrong punctuation.</td>
<td>Misuse of punctuation.</td>
<td>Punctuation missing.</td>
</tr>
<tr>
<td><strong>Sight Words/Spelling</strong></td>
<td>I me will they mother</td>
<td>I me will they mother</td>
<td>I me will they mother</td>
<td>I me will they mother</td>
</tr>
<tr>
<td>I me will they mother</td>
<td>All sight words spelled correctly.</td>
<td>Most sight words spelled correctly.</td>
<td>Some sight words spelled correctly.</td>
<td>Most or all sight words misspelled.</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubric retrieved from the internet on 1.2.17 and adapted by Cat Hamilton
Young Writer's Checklist

[Images of handwriting and drawings]

_______ Neat handwriting

_______ Nice spacing

_______ Picture/Drawing

_______ “Driting” (drawing and writing)

Created 1.2.17 by Cat Hamilton
1st Grade Explaining Why Checklist

□ 4 or more logically sequenced and focused sentences (4 pts)

□ Standard and inventive spelling (2 pts)

□ Capitalization (2 pts)

□ Punctuation (2 pts)

□ Spacing (1 pt)

□ Descriptive language (2 pts)

□ Opening sentence (1 pt)

□ Three reasons (3 pts)

□ Transition words (3 pts)

Total Points ______ and Notes __________________________________________

________________________________________

________________________________________

________________________________________

Retrieved from Innovative Learning Group handout pg.48 on 1.2.17 and adapted by Cat Hamilton
<table>
<thead>
<tr>
<th>Stage Categories</th>
<th>Description</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>scribble stage</td>
<td>Starting point may be any place on the page</td>
<td></td>
</tr>
<tr>
<td>Directional Scribble</td>
<td>Left to right progression (progressively downward)</td>
<td></td>
</tr>
<tr>
<td>Symbolic/Mock Letters</td>
<td>Can be personal or conventional</td>
<td></td>
</tr>
<tr>
<td>Strings of Letters</td>
<td>Left to right - upper and lower case letters mixed</td>
<td></td>
</tr>
<tr>
<td>Groups of Letters</td>
<td>Letters with spaces between to resemble words</td>
<td>suan so</td>
</tr>
<tr>
<td>Labeling Pictures</td>
<td>Matching beginning sounds with letter printing</td>
<td></td>
</tr>
<tr>
<td>environmental Print</td>
<td>Copies letters/words from environmental print - reversals common</td>
<td></td>
</tr>
<tr>
<td>Letter/Word Representation</td>
<td>Uses first letter of a word to represent entire word</td>
<td>I went to town.</td>
</tr>
<tr>
<td>First/Last Letters for Word Representation</td>
<td>Use of beginning and ending sounds/letters to represent entire word</td>
<td></td>
</tr>
<tr>
<td>Medial Letter Sounds</td>
<td>Hears and writes words with beginning, middle and ending letter sounds</td>
<td></td>
</tr>
<tr>
<td>Beginning Phrase Writing</td>
<td>Using all of above skills in constructing &quot;phrases&quot; to convey &quot;story&quot; of picture</td>
<td>My pet dog</td>
</tr>
<tr>
<td>Sentence Writing</td>
<td>Construction of words into sentence formation (upper and lower cases used more correctly)</td>
<td>This kande is mine.</td>
</tr>
</tbody>
</table>
Developmental Spelling

Beginnings
Translation:
My Mom took us to the store to get some tomato juice.

Consonants
One letter, usually the first one heard, is used to represent the word.
Translation:
I went out in a boat and caught a fish this big.

Initial and Final Consonants
The first and last sounds are represented.
Translation:
The next day some more flowers grew.

Vowel/Consonant Combinations
Consonants and vowels start to appear in the middle of words.
Translation:

Words
All syllables in the words are represented.
Translation:
Chris
You are sleeping.
You woke up when everybody left.
You were snoring.

Standard Spelling
Children begin to build a repertoire of spelling patterns and add to their store of sight words.
Translation:
Once upon a time, there was an old, old woman who had a dog. The woman's name was Polly. The dog's name was Sally. Sally was a quiet dog, except for when she was hungry. So Polly knew what Sally wanted when Sally barked.
Six-Card Stud
(Adapted from Four-Card Stud)

Distribute six 4x6 inch note cards to each student (or have them fold, crease, and tear an 8 1/2 by 11 inch sheet of paper in sixths if you don’t have note cards). Number the cards/paper 1-6.

List 3 to 5 ideas of things you might write about on card/paper 1. Put a check by one from your list as you choose a topic. You could create a Circle Map or idea web or idea cluster.

Jot a topic sentence or phrase naming the topic at the top of card/paper 2. Now, take two minutes to brainstorm words and phrases associated with the topic on the rest of the card/paper, in any order.

On card/paper 3, take two minutes to write a detail/example to support your topic sentence. Stay on topic.

On card/paper 4, take two more minutes to write another detail/example to support your topic sentence. Stay on topic.

On card/paper 5, take two more minutes to write one more detail/example to support your topic sentence. Stay on topic.

Go back to cards/papers 1-5 and reread what you have written. Now, take 1 minute to write a concluding sentence that is still on topic and pulls all of your writing together.

Early finishers: Reread and revise to add or change transition words to ensure a smooth flow of your writing, mark through weak words and add vivid vocabulary, more appropriate phrasing, and compound and complex sentences. Double check your writing for correct punctuation, capitalization, spelling, and grammar. Use the writing checklist to self-assess.

At the signal, pair up, share your writing, and use the rubric to peer assess.