Unlocking the Power of Mentor Texts

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January 13, 2017
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Take a moment to jot down your definition of mentor texts on a sticky note.

List a couple of ways you have used mentor texts in your classroom.
Courtesies

• Be professional in your use of technology.
• Be polite when defending your positions.
• Be present in reflections and discussions.
• Please limit side bar conversations to turn and talks.
Essential Question

How can appropriate mentor texts support reading and writing workshop?
Standard 2: Curriculum and Instruction
Teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

• 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
Outcomes

As a result of this workshop, attendees will have:

• an understanding of what mentor texts are and how they are used in reading and writing workshop

• resources for helping to determine appropriate mentor text
Today, we will:

• Use one mentor text to connect reading and writing workshop
• Experience reading and writing workshop through intentional planning with mentor text in the mini-lesson
• Discuss possible extensions into work time
During our presentation, please use the Parking Lot for:

• Questions you have on an aspect in which you would like more information.

• Noting questions we may have to "park" for now but can email you a response at a later time.

If you have questions that you would prefer to ask in private please email one of us after the presentation. We will be more than happy to assist you!
Up, Up and Away!

Let's get started...
What are mentor texts?

• In reading workshop, a mentor text is used to support a teaching point or strategy a teacher would like to make very clear to the students.

• In writing workshop, a mentor text is used to delve deeper into the author’s craft and serves as a model or inspiration for students to utilize in their own writings.
What has been your experience with mentor texts thus far? Turn and talk for 1 minute.
Types of Mentor Texts

Beyond books, mentor texts can be:

• Poetry
• Song lyrics
• Newspaper article
• Comic strips
• Magazine article
• Cookbooks
“Reading and writing are mutually supportive processes; therefore gaining insight in reading deepens insight in writing and vice versa.”

Lester Laminack, *Writers ARE Readers*
Mentor Texts for Reading

In reading, a specific strategy or skill is supported by the mentor text. The strategy focus is clear in the text, making student connection and transfer easier.
Reading Mini-Lesson

Standard Focus:
9.2 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

Teaching Point: Today we will read a story and look at how the author uses words (the author's craft) and conventions to show us how characters are feeling.

Mentor Text: The Day the Crayons Quit, by Drew Daywalt
Interactive Read Aloud
Hey, Duncan!

It's me, RED Crayon. We need to talk. You make me work harder than any of your other crayons. All year long I wear myself out coloring FIRE ENGINES, APPLES, STRAWBERRIES and EVERYTHING ELSE that's RED. Holidays! I even work on HOLIDAYS! I have to color all the SANTAS at CHRISTMAS and all the HEARTS on VALENTINE'S DAY! I NEED A REST!

Yours overworked friend,
RED Crayon
HEATHER DUNCAN,

It's my PEACH CRAYON.
Why did you peel off my paper wrapping?!
Now I'm NAKED and too embarrassed to leave the crayon box.
I don't even have any underwear! How would you like to go to school naked? I need some clothes. HELP!
Your naked friend,
PEACH CRAYON
Mini-lesson Connection to Work Time

So, how do I connect the teaching point to my independent reading work time?

Practical application: Today in your reading, see if you can find examples of.....
Mentor Texts for Writing

• In writing, mentor texts focus on author's craft and serve as an inspiration and guide for students to use in their own writing.

• If you want to write, you have to read.

• When we use a mentor text to inspire writing, we are reading through a different lens. We are learning to read like a writer.
Writing Standard Focus:
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.

Teaching Strategy: Today we will use the author's craft from our story The Day the Crayons Quit to write Duncan's opinion about Orange Crayon and about Yellow Crayon.

Excerpt from: The Day the Crayons Quit (letters from the yellow and orange crayons)
Use of Mentor Text
Dear Duncan,

Yellow crayon here. I need you to tell orange crayon that I am the color of the sun. I would tell him but we are no longer speaking. And I can PROVE I’m the color of the sun too! Last Tuesday, you used me to color in the sun on your “HAPPY FARM” coloring book. In case you’d forgotten, it’s on page 7. You can’t miss me. I’m shining down brilliantly on a field of YELLOW corn!

Your pal (and the true color of the sun)

Yellow crayon
Orange Crayon

Dear Duncan, crayon already. I see yellow crayon already. I talk to you the big whiner. I talk to you already. Are you please tell me already? Anyway, could you please tell me NOT the title tale that the color of the sun? I would, but we're no longer speaking. We both know I am clearly the color of the sun because, on Thursday, you used me to color the sun on BOTH the "monkey island" and the "meet the zoo keeper" pages in your "DAY AT THE ZOO" coloring book. Orange you glad I'm here? HA! Your pal (and the real color of the sun).

Orange Crayon
Today in writing workshop, you will be writing Duncan's opinion about Yellow Crayon and Orange Crayon. Don't forget to use the author's craft that we noticed on our anchor chart.
As we finish the job...
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Resources

Writers ARE Readers, Lester Laminack.
The Reading Strategies Book, Jennifer Serravallo
Cracking Open the Author's Craft: Teaching the Art of Writing, Lester L. Laminack.
The Teachers College, The Reading and Writing Project, http://readingandwritingproject.org/
Exit Ticket

On a sticky note, please number 1,2,3 and write:

1 thing you are taking away today
1 lingering question you might still have
Yes or no—Did you pick up something you can put into practice right away?

Please place on the anchor chart on the way out the door.
Questions?

Email questions to jyonn@acpsd.net and thughes@acpsd.net.

Thank you for your presence, participation, and attention! We have thoroughly enjoyed our time with you today!