On your marks... get set... go!

“If you want to be a writer, you must do two things above all others: read a lot and write a lot.” – Stephen King
Teaching writing can be one of the most daunting and complex skills to instruct students in elementary, secondary and even at the collegiate level. Because good writing is developed through continuous revisions, true mastery is never really achieved. Teaching writing can often be intimidating and frustrating. In order to have students develop good writing skills, teachers need to create clear goals, give multiple opportunities to write, guide through specific instruction and motivate students.

Students that know what the expectation is from the beginning often meet or surpass their goals. During instruction, the teacher serves as a guide and plans for topics that are interesting and engaging. Students should understand what is asked of them when they are writing a narrative piece or an informational essay. Clarity is important in order for students to present their information in the right format.
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During instruction the teacher serves as a guide and plans writing topics that are interesting and engaging. Students should understand what is asked of them, each student should know what to do when writing a narrative piece or an informational essay. Clarity is important in order for students to present their information in the right format.
Activity

- PORTFOLIO: LET'S GET IT STARTED!
- DRAFTS
- IDEAS
- RUBRICS
- REVIEWS
- FINAL Projects
- VOCABULARY
- EXTRAS
CCSS.ELA-LITERACY.W.4.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.2.7
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
The New York times
Study Finds Reading to Children of All Ages Grooms Them to Read More on Their Own
By MOTOKO RICHJAN. 8, 2015
In fall 2014, Scholastic, in conjunction with YouGov, conducted a survey to explore family attitudes and behaviors around reading books for fun. The key findings of this research, based on a nationally representative sample of 2,558 parents and children, including 506 parents of children ages 0–5; 1,026 parents of children ages 6–17; plus one child age 6–17 from the same household, are as follows:
Why read?

• Three-quarters of parents with children ages 6–17 (75%) agree “I wish my child would read more books for fun,” and 71% agree “I wish my child would do more things that did not involve screen time.”

• Six in 10 parents with children ages 0–5 (60%) have received advice that children should be read aloud to from birth; however, just under half of parents in the lowest-income households (47%) received this advice vs. 74% in the highest-income households.
More reasons

• Half of children ages 6–17 who read independently as a class or school (52%) say it’s one of their favorite parts of the day or wish it would happen more often.

• School plays a bigger role in reading books for fun among children in lower-income homes. Sixty-one percent of children ages 6–17 from the lowest-income homes say they read for fun mostly in school or equally at school and at home, while 32% of kids ages 6–17 from the highest-income homes say the same.
READ all about it!!!

- Activity: write down what different forms of reading do you do in class, independently, groups, partners, etc.

- Name the activities:

- Musical reading, reading characters, reading spots, reading challenges, reading points, reading goals, reading time….etc.
WHAT to DO?

• Guide and support
• Build time to read and share
• Invite choice. Some teachers, particularly those who work with younger students, like the support that the “Yours, Mine and Ours” strategy provides.
Educators, rejoice! The *Scholastic Kids & Family Reading Report™: Fifth Edition* is just out, confirming what we’ve long known: Independent reading, both at school and at home, builds successful readers. What’s more, the research shows that giving our students a say in what they read is key. And from our experience, we also know frequent reading leads to becoming a proficient reader, which helps a child thrive personally and academically.
ACTIVITY

- READING!!! All the time... How do we manage it?
Why do we write?
• 4. Every child writes about something personally meaningful.
• In our observations in schools across several states, we rarely see students writing anything more than fill-in-the-blank or short-answer responses during their reading block. Those who do have the opportunity to compose something longer than a few sentences are either responding to a teacher-selected prompt or writing within a strict structural formula that turns even paragraphs and essays into fill-in-the-blank exercises.
• As adults, we rarely if ever write to a prompt, and we almost never write about something we don't know about. Writing is called composition for a good reason: We actually compose (construct something unique) when we write. The opportunity to compose continuous text about something meaningful is not just something nice to have when there's free time after a test or at the end of the school year. Writing provides a different modality within which to practice the skills and strategies of reading for an authentic purpose.
When students write about something they care about, they use conventions of spelling and grammar because it matters to them that their ideas are communicated, not because they will lose points or see red ink if they don't (Cunningham & Cunningham, 2010). They have to think about what words will best convey their ideas to their readers. They have to encode these words using letter patterns others will recognize. They have to make sure they use punctuation in a way that will help their readers understand which words go together, where a thought starts and ends, and what emotion goes with it. They have to think about what they know about the structure of similar texts to set up their page and organize their ideas. This process is especially important for struggling readers because it produces a comprehensible text that the student can read, reread, and analyze.
5. Every child talks with peers about reading and writing.

Research has demonstrated that conversation with peers improves comprehension and engagement with texts in a variety of settings (Cazden, 1988). Such literary conversation does not focus on recalling or retelling what students read. Rather, it asks students to analyze, comment, and compare—in short, to think about what they've read. Fall, Webb, and Chudowsky (2000) found better outcomes when kids simply talked with a peer about what they read than when they spent the same amount of class time highlighting important information after reading.

Similarly, Nystrand (2006) reviewed the research on engaging students in literate conversations and noted that even small amounts of such conversation (10 minutes a day) improved standardized test scores, regardless of students' family background or reading level. Yet struggling readers were the least likely to discuss daily what they read with peers. This was often because they were doing extra basic-skills practice instead. In class discussions, struggling readers were more likely to be asked literal questions about what they had read, to prove they "got it," rather than to be engaged in a conversation about the
Time for students to talk about their reading and writing is perhaps one of the most underused, yet easy-to-implement, elements of instruction. It doesn't require any special materials, special training, or even large amounts of time. Yet it provides measurable benefits in comprehension, motivation, and even language competence. The task of switching between writing, speaking, reading, and listening helps students make connections between, and thus solidify, the skills they use in each. This makes peer conversation especially important for English language learners, another population that we rarely ask to talk about what they read.
Activity/Find 10

• Look for 10 words that help you understand the topic
• List the topics
• Break it down (Narrative, Informational, Opinion)

Chunk it
Focus on one
Portfolio time
Assessment & Goals
Rubrics and more rubrics
LIST it or Lose it!

- Create a list of all types of writing you can have in your class...include actual titles.
"Whether you think you can or you can't, either way you are right."

-Henry Ford
1863-1947
We are all apprentices in a craft where no one ever becomes a master.

Ernest Hemingway

The worst thing you write is better than the best thing you did not write.

Sometimes only paper will listen to you.