

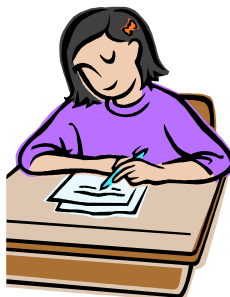
Writing Power:

Engaging Thinking Through Writing

An Introduction

- What is Writing Power?
- Linking Reading and Writing
- Classroom Components
- Writing Power Lesson Framework
 - Assessment Rubrics
 - Sample Lessons

Adrienne Gear



Writing Power:

Engaging Thinking Through Writing

Adrienne Gear

What is Writing Power?

Helping students enhance their writing ability by linking thinking to writing. Using the five reading power strategies as the foundation and teaching a variety of writing techniques, students will learn to “*write to invite thinking*”.

What Writing Research and Instruction has come before?

<p>Donald Graves “The Writing Process”</p> <ul style="list-style-type: none"> • Plan • Draft • Write • Edit • Re-Write • Publish <p>The “HOW” of writing</p>	<p>Paul B. Diederich The Write Traits</p> <ul style="list-style-type: none"> • Ideas • Organization • Voice • Word choice • Sentence fluency • Conventions <p>The “WHAT” of writing</p>
--	---

WHY do writer’s write? *To inform, to entertain, to tell a story, to instruct, to persuade, to empower, move, promote a change in the thoughts or actions of their readers.*

QUESTION: *Why are some books better for Connecting, while other books lend themselves better for Visualizing?*

ANSWER: *Because the writing INVITES us to make those connections or create those visual images.*

CLASSROOM COMPONENTS:

Writing Power Lesson Framework – below is weekly writing routine:

- **MONDAY - Lesson 1:** PLAN – anchor books and planning sheet
- **TUESDAY -Lesson 2:** WRITE – introduce a writing technique, model, time to write
- **THURSDAY - Lesson 3:** CONFERENCE/EDIT- partner share, teacher conference and goals setting, editing
- **FRIDAY - Lesson 4:** SHARE - publishing, sharing, author’s chair

NOTE: *By Friday, each week, students will have completed a “revised draft”. Only one piece PER STRATEGY is published – NOT every piece is published!*

*A small drop of ink produces
that which makes thousands
think.* – Lord Byron

Teacher Conference and Goal Setting

- 2-3 students per week: one-to-one sharing, Conferencing and goal setting (See BLM)

Assessment:

- **Rubrics** – ongoing assessment of each writing piece to help guide instruction and set goals for next writing piece. (See BLM)

BIG PICTURE LESSONS: what every writer needs to know!

1. Purpose for writing: “Inviting our readers to THINK”!

- use birthday party invitation to begin discussion
- 3 important features of an invitation: WHO is the invitation for? WHO sent it? WHAT is the event? – Shel Silverstein Poem: *Invitation*

2. Types of Writing: Text Structure

“*Walking Stories*” – topic, details and examples, anchor line, beginning and end match

“*Climbing Stories*” – Character, setting, details, problem, solution, ending

3. Tools for Writing: Writing Techniques

- | | |
|---|--|
| • Adding Details | • Similes |
| • Triple Scoop Words – expanding vocabulary | • Anchor line – repeating line to anchor the writing |
| • Let’s Get Organized | • Using the Senses |
| • Personification | |

A Closer Look at Some Writing Power Lessons

- Connecting to Me
- The Best Part of Me
- Connecting to Feelings
- Connecting to a Special Grown-Up
- Visualizing an Apple
- Visualizing a Dragon
- Visualizing a Special Place
- Inferring Personification Poems

Writing Power

top pick anchor books

PRIMARY	INTERMEDIATE
<p>CONNECT:</p> <p>I Like Me! – Nancy Carlson My Dad (or My Mum) – Anthony Browne Sometimes I Feel Silly – Jamie Lee Curtis When I Was Little – Jamie Lee Curtis I’m Sorry – Sam McBratney A Difficult Day – Eugenie Fernandez Applesauce –</p> <p>VISUALIZE</p> <p>Tell Me a Dragon – Jackie Morris On My Walk – Carrie Winters My Garden – Kevin Henkes There’s the Sea – A Book of Colors – Audrey Wood Hello Goodbye Window – Norman Jester Gilberto and the Wind – The Snowy Day – Ezra Jack Keats Listen to the Rain – Bill Martin Jr.</p> <p>QUESTION/INFER</p> <p>Why? – Richard Torrey Questions Questions – Pfeiter Little Black Crow – Chris Raschka Hug – Jez Alborough Little Green – Keith Baker</p> <p>TRANSFORM</p> <p>Rain Brings Frogs – Maryann Cocca-Leffler Pete the Cat – Eric Letwin If I Never Endeavour Forever – Holly Meade Willoughby and the Lion – Greg Foley How Full is Your Bucket? – Tom Rath Stand Tall, Molly Lou Melon – Patty Lovell Eddie Long Pants – Miriele Levert Wherever You Are – Mem Fox My World, Your World – Melanie Walsh What Does Peace Feel Like? – Vladimir Radunsky The Recess Queen – Alexis O’Neill</p> <p>www.readingpowergear.com</p>	<p>CONNECT:</p> <p>The Way I Feel – Janan Cain The Best Part of Me – Wendy Ewald Some Things are Scary – Florence Parry Heide One of Those Days – Amy Krouse Rosenthal My Father’s Hands – Joanne Ryder My Mother’s Voice – Joanne Ryder Matthew and Tilly – Rebecca C. Jones When I Was Young In the Mountains – Cynthia Rylant</p> <p>VISUALIZE:</p> <p>The Black Book of Color – Menena Cottin Hailstones and Halibut Bones – Mary O’Neil Jabberwacky – I Know Here – Laurel Croza Imagine a Place – Sara L. Thomson Snow – Cynthia Rylant In November – Cynthia Rylant Hello Ocean – Pam Munro Ryan All the Places to Love – Patricia McLaughlin</p> <p>QUESTION/INFER</p> <p>I Wonder Why? – Lois Rock The Philosopher’s Club – Christopher Philips (OP) Dude – Christopher Aslan Underground – Shane Evans Flotsam – David Weisner All the Small Poems – Valerie Worth Jabberwocky – Lewis Carroll (Joel Stewart)</p> <p>TRANSFORM</p> <p>The Skin You’re In – bel hooks The Boy Who Cried Fabulous – Leslea Newman Ordinary Mary’s Extraordinary Deed – Emily Pearson The Story of Ferdinand – Munro Leaf My Secret Bully – Trudy Ludwig Bird Child – Nan Forler Say Something – Peggy Moss Woolbur – Leslie Helakoski The Curious Garden – Peter Brown Learning to Fly – Sebastian Meschenmoser Emily’s Art – Peter Catalanotto The Dot – Peter H. Reynolds The Short and Incredible Life of Billy – 2011 Thomson</p>

Writing Power - age 2012

Books about Writing, Becoming a Writer, Story Elements, Writing Techniques

The Plot Chickens – Mary Jane Auch (I)
 Max's Words – Kate Banks (P,I)
 The Boy Who Loved Words (P, I)
 Perfect Man – Troy Wilson (I)
 What Do Authors Do? – Eileen Christelow (P)
 Aunt Isabel Tells A Good One – Kate Duke (P,I)
 A BOOK – Mordecai Gernstein (I)
 S is for Story – A Writer's Alphabet – Esther Hershenhorn (P,I)
 A Story With Pictures – Barbara Kanninen (P)
 Author : A True Story – Helen Lester (P,I)
 Writing Magic: Creating Stories That Fly – Gail Carson Levine (I)
 The Writer's Toolbox – Nancy Loewen (I)
 Once Upon a Motorcycle Dude – Kevin O'Malley (I)
 Once Upon a Royal Superbaby – Kevin O'Malley (I)
 Nothing Ever Happens on 90th Street – Roni Schotter (P)
 Word After Word After Word – Patricia McLaughlin (P,I)
 Show, Don't Tell: The Secrets of Writing – Josephine Nobisso (I)
 The Boy Who Loved Words – Roni Schotter (P,I)
 If You Were a Writer – Joan Lowey Nixon (I)
 The Best Story – Eileen Spinelli (P,I)
 Chester's Masterpiece – Melanie Watt (P)

Similes:

Quick as A Cricket – Audrey Wood (P)
 Marshall Armstrong is New to Our School – David Mackintosh (upper P, I)
 My Dad – Anthony Browne (P) Also: My Mum, My Brother (same author)
 My Dog is as Smelly as Dirty Socks – Hancock Piven (P,I) (Also: My Best Friend is as Sharp as a Pencil)
 Applesauce – Klaas Verplancke
 Mole's Sunrise – Jeannie Willis

Personification:

Red Sings from the Treetops – Joyce Kilmer
 Calendar – Myra Cohn Livingston
 Here Comes the Year! – Eileen Spinelli

Recommended Professional Resources on Writing Instruction:

The Art of Teaching Writing – Lucy Calkins
 The Six Traits of Writing – Ruth Culluhm
 Marvellous Mini Lessons for the Primary grades – Lori Jamison Rog
 Marvellous Mini Lessons for the Intermediate grades – Lori Jamison Rog
 The Write Genre – Lori Jamison Rog and Paul Kropp (Gr. 4-7)
 Fiction Craft Lessons – Ralph Fletcher (K-7) (Also: Nonfiction Craft Lessons k-7)
 What's Next for This Beginning Writer? – Janine Reid and Jan Wells (K-1)
 Writing Anchors – Janine Reid and Jan Wells (Gr. 3-7)

Writing Power Assessment Rubrics

Name: _____

Grade 1 – Writing Assessment	NY	A	M	FM	EX
Is able to generate ideas for writing independently					
Is attempting to support an idea with details and/or examples					
Is attempting new writing techniques such as voice and simile					
Stays on topic and groups ideas together					
Uses growing awareness of sounds (beginning, middle and end) to write words					
Uses appropriate spacing between words and forms letters legibly					

Name: _____

Grade 2 – Writing Assessment	NY	A	M	FM	EX
Is able to generate writing that makes sense and is easy to follow					
Can support an idea with details, examples and feelings					
Is including writing techniques such as voice, anchor lines and similes					
Stays on topic and groups ideas together					
Is beginning to use capitals and periods correctly					
Uses phonetic spelling to write independently					
Is beginning to edit punctuation and spelling with guidance					
Is developing writing that engages the reader to * _____					

Name: _____

Grade 3 – Writing Assessment	NY	A	M	FM	EX
Is able to generate writing that flows smoothly and makes sense					
Can support an idea with details, examples and feelings					
Is including writing techniques such as voice, anchor lines and similes					
Stays on topic and groups ideas together using complete sentences					
Is attempting to include more interesting sentences and language					
Spells most high frequency words correctly and is moving towards conventional spelling					
Is developing an awareness that knowing how good readers think can enhance their writing					
Is developing writing that engages the reader to * _____					

** Choose applicable strategy: make connections, visualize, ask questions, make inferences, transform their thinking.

Name: _____

Grade 4 – Writing Assessment	NY	A	M	FM	EX
Is learning to generate writing that flows smoothly, makes sense and engages the reader					
Organizes and groups ideas in logical sequence and paragraphs					
Can support an idea with details, examples and feelings					
Is including writing techniques such as voice, anchor lines and similes					
Is attempting to include more interesting sentences and language					
Writes complete, legible sentences with few errors					
Is beginning to edit for spelling, punctuation and minor sentence revision					
Is developing an awareness that knowing how good readers think can enhance their writing					
Is developing writing that engages the reader to * _____					

Name: _____

Grade 5 – Writing Assessment	NY	A	M	FM	EX
Is able to generate writing that flows smoothly, makes sense and engages the reader					
Is using paragraphs to organize ideas					
Supports ideas with details, examples and feelings					
Is incorporating a variety of writing techniques independently					
Uses strong verbs, interesting language and is experimenting with dialogue					
Writes complete, legible sentences with few errors					
Edits for punctuation, spelling and grammar and revises to enhance ideas					
Is developing an awareness that knowing how good readers think can enhance their writing					
Is developing writing that engages the reader to* _____					

Name: _____

Grade 6 – Writing Assessment	NY	A	M	FM	EX
Is able to generate writing that flows smoothly, makes sense and engages the reader					
Develops stories with plots that include characters, problems and solutions					
Can support an idea with details, examples and feelings					
Uses a variety of writing techniques including similes, personification, anchor lines and the sensory imagery.					
Is experimenting with sentence lengths and more complex sentence structure					
Writes complete, legible sentences with few errors					
Edits for punctuation, spelling and grammar with greater precision					
Is developing writing that engages the reader to make * _____					

** Choose applicable strategy: make connections, visualize, ask questions, make inferences, transform their thinking.

Name: _____

Grade 7 – Writing Assessment	NY	A	M	FM	EX
Writes cohesive, fluent and effective poetry, personal narrative and fiction					
Writes a clear sequence of paragraphs with effective transitions					
Can support an idea with details, examples and feelings					
Uses voice in writing with increasing frequency					
Is attempting to include more interesting sentences and language					
Writes complete, legible sentences with few errors					
Independently edits for capitals, punctuation and minor sentence revision.					
Is developing writing that engages the reader to* _____					

* Choose applicable strategy: make connections, visualize, ask questions, make inferences, transform their thinking.

Kindergarten Writing Criteria

	Not Meeting Expectations	Meeting Expectations at a Minimal Level	Fully Meeting Expectations	Exceeding Expectations
November	<ul style="list-style-type: none"> No name Scribble drawing No recognizable form or shape in drawings 	<ul style="list-style-type: none"> Draws a recognizable picture and labels orally Scribbles or uses arbitrary symbols to represent sounds or words. 	<ul style="list-style-type: none"> Draws a recognizable picture and can tell a story about it. Uses random letters to represent sounds and words but without letter-sound recognition 	<ul style="list-style-type: none"> Uses letters and letter strings to represent a story May be beginning to match a few sounds with letters
February	<ul style="list-style-type: none"> Draws a recognizable picture and labels orally Scribbles or uses arbitrary symbols to represent sounds or words. 	<ul style="list-style-type: none"> Draws a recognizable picture and can tell a story about it. Uses random letters to represent sounds and words but without letter sound accuracy 	<ul style="list-style-type: none"> Uses letters and letter strings to represent a story May be beginning to match a few sounds with letters 	<ul style="list-style-type: none"> Almost every word is consistently represented by at least one sound, sometimes more than one. Can write a complete thought in sentence form.
June	<ul style="list-style-type: none"> Draws a recognizable picture and labels orally Scribbles or uses arbitrary symbols to represent sounds or words 	<ul style="list-style-type: none"> Draws a recognizable picture and labels orally Uses letter strings to represent sounds or words May be beginning to match a few sounds 	<ul style="list-style-type: none"> Almost every word is consistently represented by at least one sound, sometimes more than one. Can write a complete thought in a sentence form. Uses some known high frequency words 	<ul style="list-style-type: none"> Spells some high frequency words accurately Puts spaces between some words Writing can be read by others with little or no difficulty

Writing Power Conference Record

TERM: 1 2 3

Student: _____

DATE: _____

Writing Focus: _____



Teacher:	
<i>What is the thinking strategy that we have been focusing on in our writing (and reading)?</i>	Record student response:
<i>What writing technique have we been working on? Can you tell me a little bit about this technique?</i>	Record student response:
<i>Do you remember your writing goal from our last conference? What have you been working on?</i>	Record student response:
<i>Go ahead and read your piece out loud.</i>	Teacher Notes:
<i>Can you tell me what part of this piece you are most proud of and why?</i>	Record student response:
<i>Can you tell me one part of this piece that you think might need some work and why?</i>	Record student response:
<i>I'm noticing that you have really done a good job of.....</i>	<p>Possible suggestions: Circle 1 or 2</p> <ul style="list-style-type: none"> - Great beginning/ending - Use of writing techniques - Organization – ideas are grouped together - Adding details (not robot writing) - Use of more “triple scoop words” - Including the senses - Capitals and periods - Variety of sentence length - Voice - Other: _____
<i>Here's something I think might help your writing to get even better...</i>	<p>Possible suggestions: Circle 1 or 2</p> <ul style="list-style-type: none"> - Great beginning/ending - Use of writing techniques - Organization – ideas are grouped together - Adding details (not robot writing) - Use of more “triple scoop words” - Including the senses - Capitals and periods - Variety of sentence length - Voice - Other: _____
<i>Let's set a new goal for your writing. What do you think would help your writing get even better?</i>	Record student's goal here:

Simile and You Will See!

	Familiar	Original
As white as...	snow	<i>My grandma's hair</i>
As hot as...	the sun	
As brave as...	a lion	
As slow as...	a turtle	
As cold as...	ice	
As quiet as...	a mouse	
As black as...	night	
As funny as...	a clown	
As annoying as...	A mosquito	
As boring as...	A sloth	
As busy as...	A bee	
As soft as...	A kitten	
As wise as...	An owl	
As black as...	night	

Name: _____

Triple Scoop Word Chart

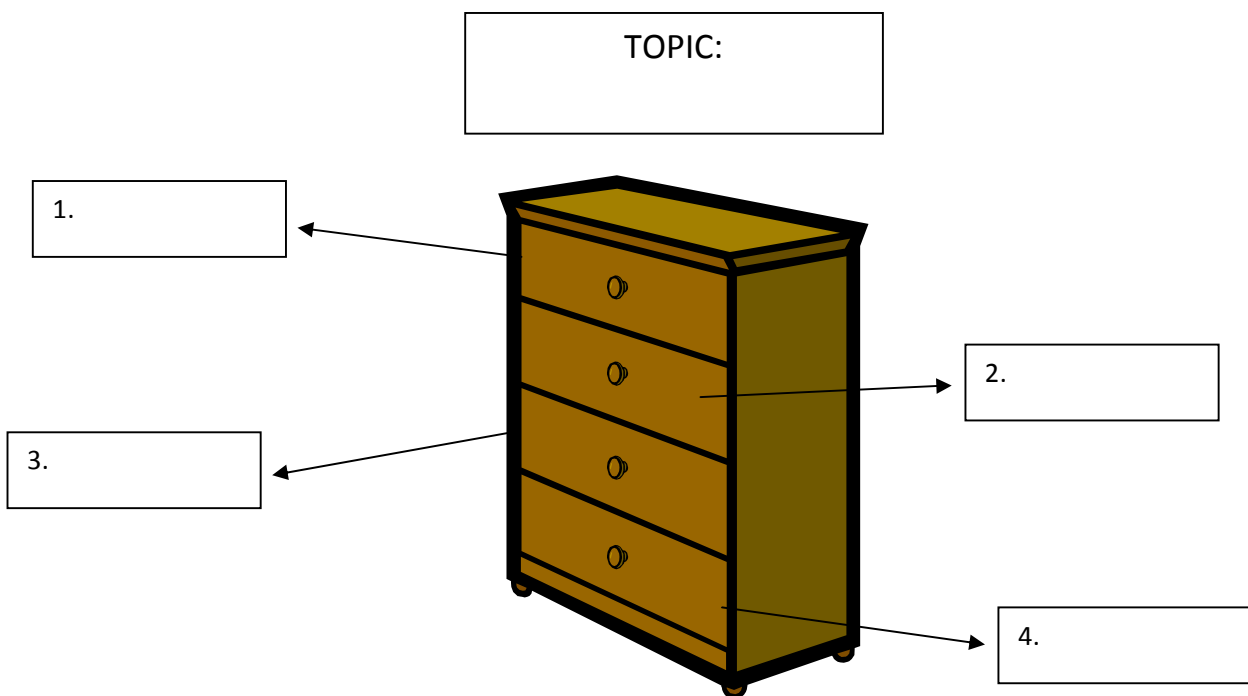
Single Scoop 	Triple Scoop 
hot	sweltering, melting, scorching, roasting
cold	
wet	
fun	
good	
bad	
tired	
hungry	
sad	
happy	
mad	
pretty	
big	
small	
said	
nice	
scared	

Name: _____

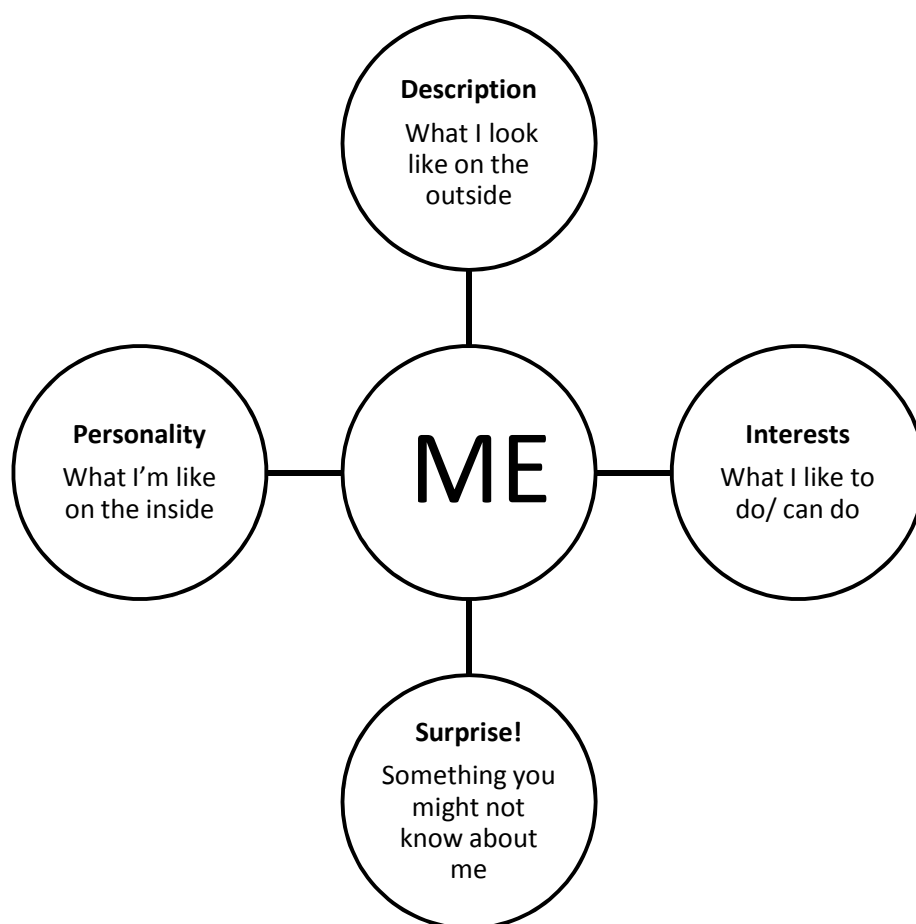
Let's Get ORGANIZED!

1 drawer = 1 idea

Group your ideas together in the same drawer!

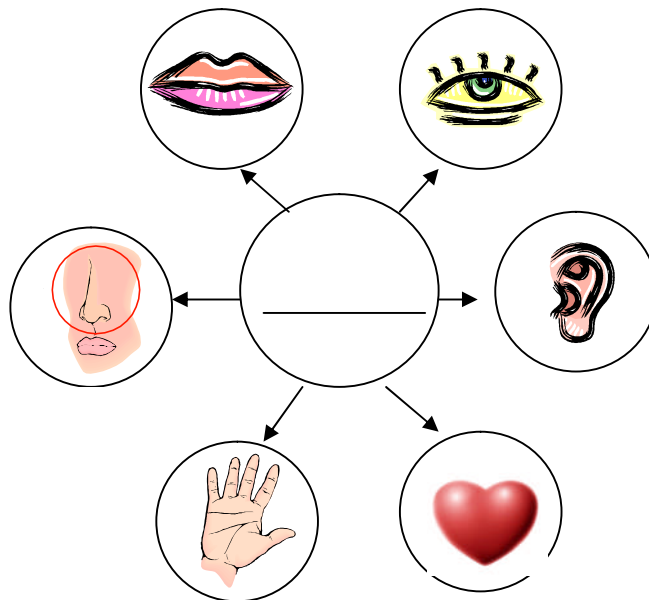


Connecting to ME! - Planning Sheet



Name: _____

The Six Senses – Planning Sheet



Name: _____

Name: _____

Visualize A Dragon - Planning Sheet

Body Size/Shape	Scales/Color	Eyes/Tail/Wings

My Dragon is a _____ Dragon.

My dragon can...	My dragon and I...	My favourite thing about my dragon...

Writing Power Song (to the tune of Old Macdonald)

When I write, I do invite
My readers all to think
The words I write are gifts to you
This page will be our link
With some thinking here, and some
thinking there
Thinking here, thinking there
Thinking, thinking everywhere!
When I write, I do invite
My readers all to think!

When I write, I do invite
My readers to connect
To things you've done or things you've
seen
That's what you can expect!
Connecting here, connecting there
Here connect, there connect!
Everywhere connect – ect!
When I write, I do invite
My readers to connect!

When I write, I do invite
Some visualizing please!
I paint a picture with my words
You visualize with ease
A word down here makes a picture here
(point to "a book" and then to your head)
Word here, picture here
Thinking pictures everywhere!
When I write, I do invite
Some visualizing please!

When I write I do invite
A question from your head
Your thinking wheels begin to turn
From something that you read
Wondering here - wondering there
Here a wonder, there a wonder
Everywhere a WONDER!
When I write, I do invite
A question from your head!

When I write, I do invite
My readers to infer
I might not tell you everything
You might not know for sure
Add a maybe here and a maybe there
Here a may, there a be – everywhere a
maybe
When I write, I do invite my readers to
infer!

When I write I do invite
My readers thoughts to change
You read this part and suddenly ,
Your thoughts get re-arranged.
With an "ah-ha" here and an "ah-ha!"
there!
Transformed thinking everywhere!
When I write I do invite
My reader's thoughts to change!

Repeat Verse 1

Name: _____

This Plus That

(based on the book by Amy Krouse Rosenthal)

_____ + _____ + _____ = summer vacation

_____ + _____ + _____ = back to school

_____ + _____ + _____ = the P.N.E.

_____ + _____ + _____ = Family

_____ + _____ + _____ = Halloween

_____ + _____ + _____ = Christmas

_____ + _____ + _____ = Canada

_____ + _____ + _____ = bullying

_____ + _____ = Fall

_____ + _____ = Winter

_____ + _____ = Spring

_____ + _____ = learning

_____ + _____ + _____ = reading

_____ + _____ + _____ = writing

_____ + _____ = joy

_____ + _____ = disappointment

_____ + _____ = annoying

_____ + _____ + _____ = fabulous!

Now think of some of your own!