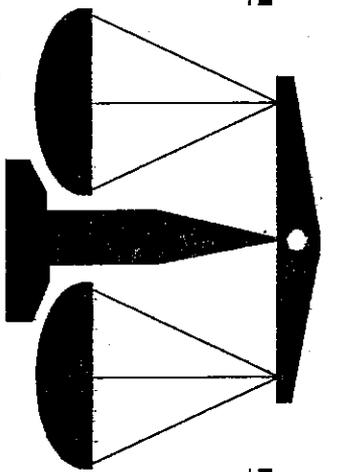


# A Balanced Writing Program

<b>Writing Activity</b> <b>Guided Writing</b>	<b>Purpose of the Writing</b>	<b>Roles of Teacher</b>	<b>Preparation &amp; Materials</b>
	<p>Provide writers with the opportunity to practice a specific area of a writer's craft with the guided support of the teacher, appropriate materials, and the other student writers.</p>	<ul style="list-style-type: none"><li>• Provide multiple literary, audio-visual, or print models of the writing area (both examples and non-examples)</li><li>• Invite students to work to identify definitional patterns or characteristics for the area of writing (effective lead, transition, strong verbs, etc.)</li><li>• Give students the opportunity to practice the writing task</li><li>• Bring students back together to share, problem solve, revise and refine craft</li><li>• Help student organize materials for easy access during independent writing</li></ul>	<ul style="list-style-type: none"><li>• Find various literary, audio visual, and print materials which make effective examples and non-examples for the specific area of writing being guided.</li><li>• Use overhead, board, chart or LCD panel for whole class analysis of models.</li></ul>



# A Balanced Writing Program

Writing Activity	Purpose of the Writing	Roles of Teacher	Preparation & Materials
<b>Independent Writing</b>	To allow time, choice and opportunity for students to practice and independently solve problems encountered in real writing done for authentic purposes.	<ul style="list-style-type: none"><li>• Provide consistent time and space for independent writing</li><li>• Make yourself available as one of many writing resources in the room</li><li>• Develop a structure which allows ways for writers to share, celebrate, and publish writing</li></ul>	<ul style="list-style-type: none"><li>• Classroom space conducive to independent writing:</li><li>-Easy access to materials</li><li>-Availability of print resources</li><li>-Current reference texts (dictionary, language handbooks, thesaurus, style manual, etc.)</li><li>-Consistent time</li><li>-Place for writers to collaborate</li></ul>







# Praise Question Polish

Praise	Question	Polish





# Compare and Contrast

<i>Titles</i>	<i>Titles</i>
Setting	
Time Period	
Conflicts	
Resolution	
Development of Main Character	
Challenges	

Thoughts

# Fleshing Out a Character

Plans

What She Said

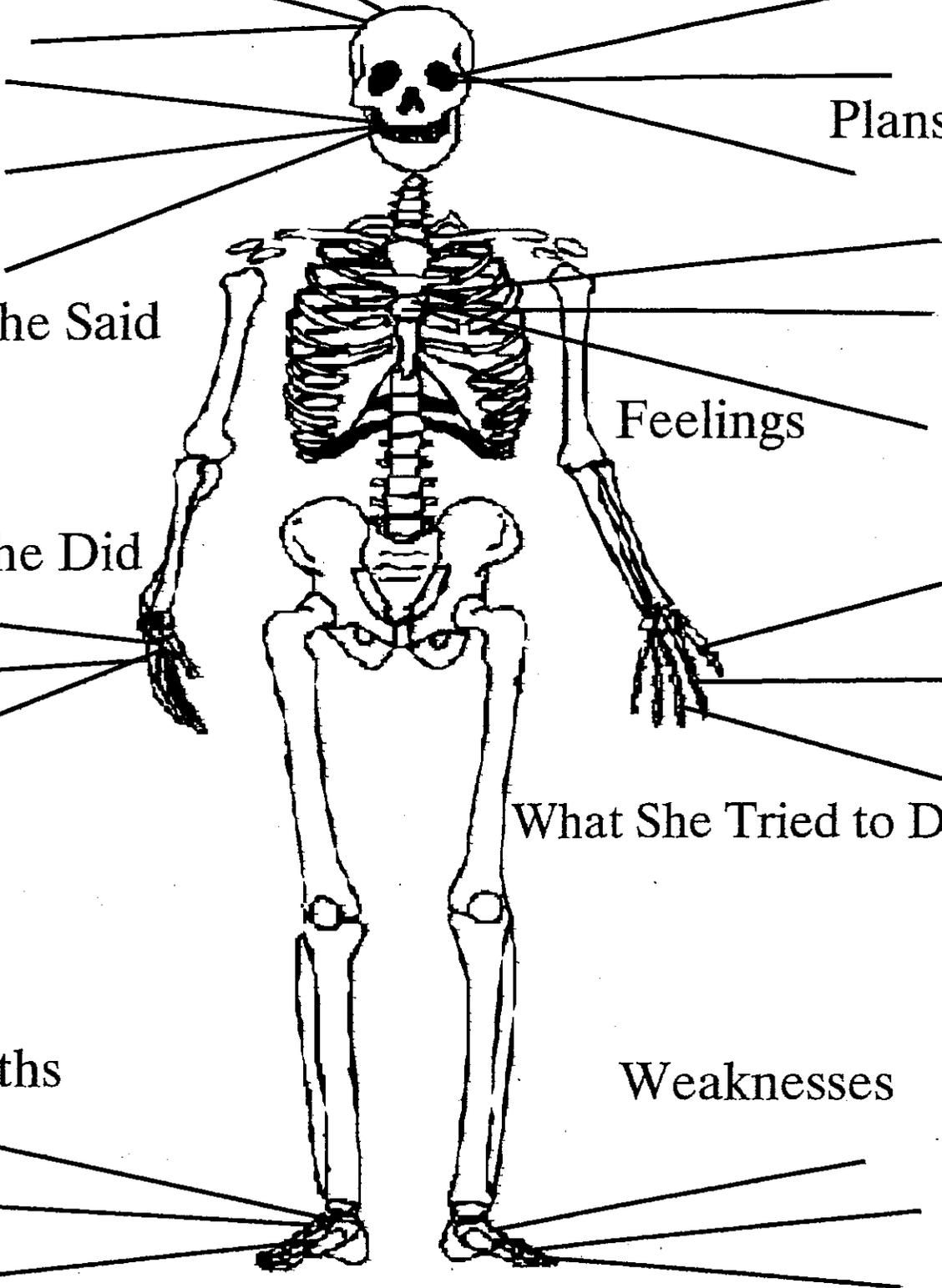
Feelings

What She Did

What She Tried to Do

Strengths

Weaknesses



## The I-Am Poem

**I am ...** (Use two words to describe yourself.)

**I wonder...** (What do you want to know about life.)

**I hear...** (What sounds do you hear in your mind.)

**I see...** (What sights do you see with your mind's eye?)

**I want** \_\_\_\_\_

**I am ...**

**I pretend...** (What do you pretend to be or do?)

**I believe** \_\_\_\_\_

**I touch...** (What do you reach out and touch-literally or figuratively?)

**I feel** \_\_\_\_\_

**I worry ...**

**I cry** \_\_\_\_\_

**I am ...** (Same as first line)

**I understand ...** (What do you understand about life?)

# The I-Am Poem

I am \_\_\_\_\_

I wonder \_\_\_\_\_

I hear \_\_\_\_\_

I see \_\_\_\_\_

I want \_\_\_\_\_

I am \_\_\_\_\_

I pretend \_\_\_\_\_

I believe \_\_\_\_\_

I touch \_\_\_\_\_

\_\_\_\_\_

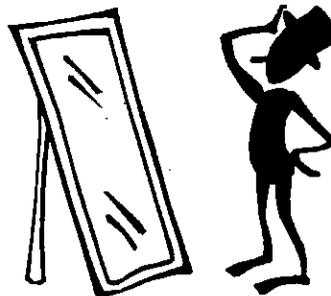
I feel \_\_\_\_\_

I worry \_\_\_\_\_

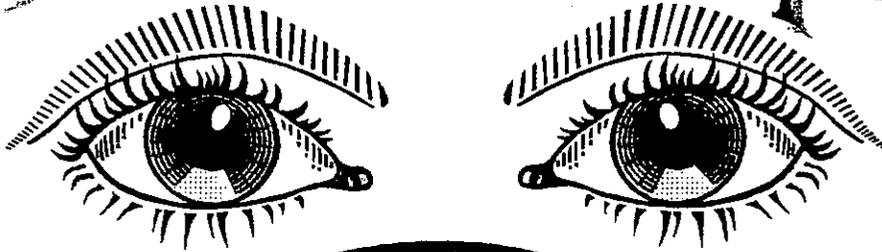
I cry \_\_\_\_\_

I am \_\_\_\_\_

I understand \_\_\_\_\_



# It's A Matter of Perspective



How I see myself...

How others see me...

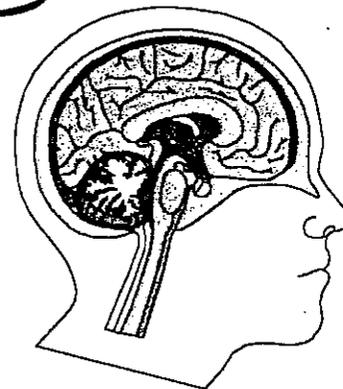
How readers see me...

# K.W.H.L.L.!

*Connecting the New  
to the Known*

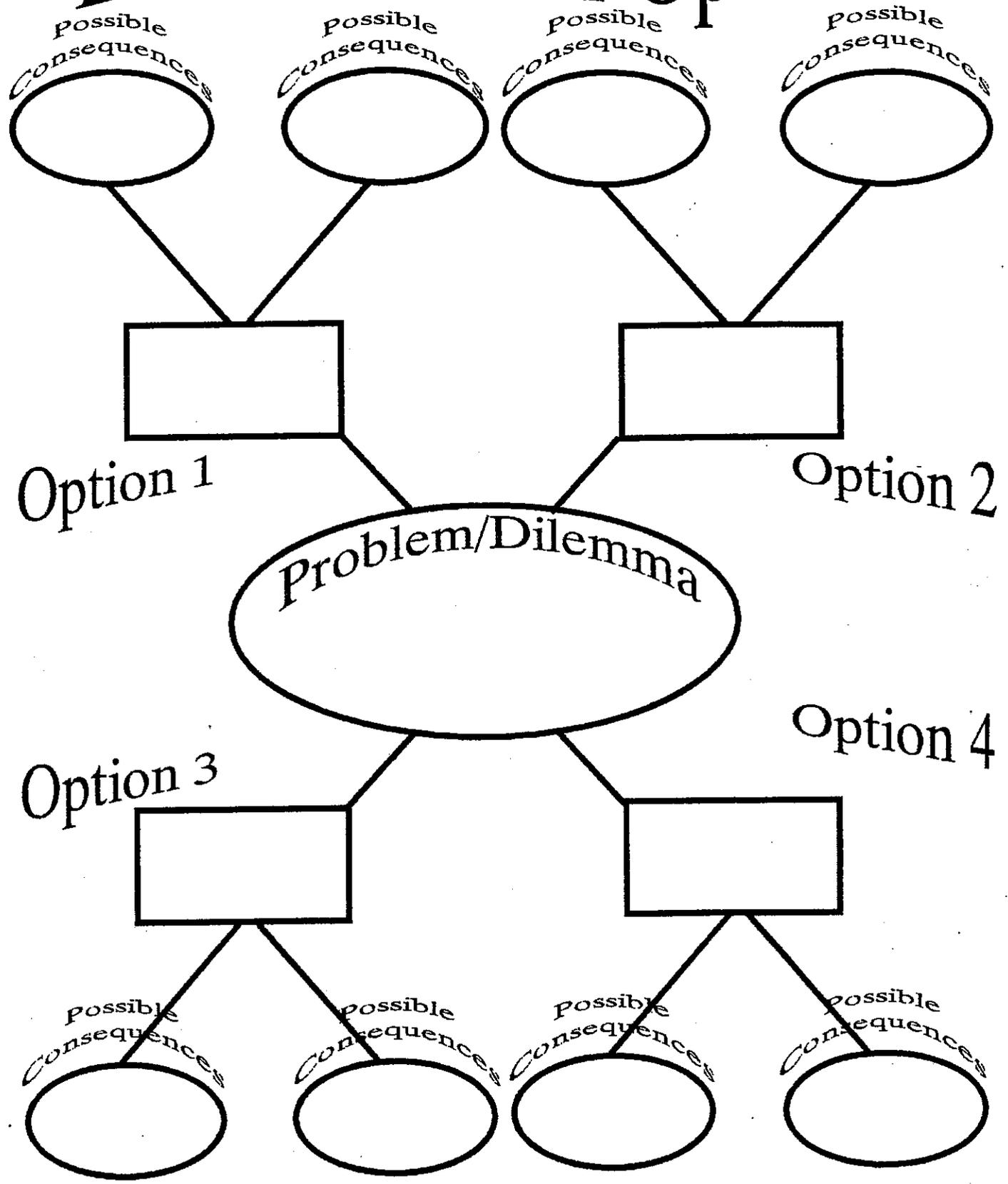
What I KNOW...	What I WANT to Know...	HOW will I find the answers to my questions?	What did I LEARN from my experiences?	What did I LEARN from books?

# Knowledge Chart



Prior knowledge about _____	New knowledge about _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
etc.	etc.

# Looking At Our Options



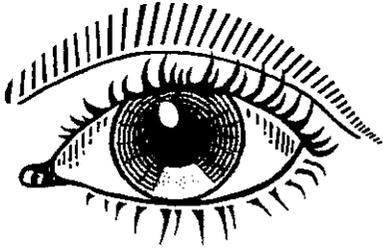
# Plot Relationships Chart



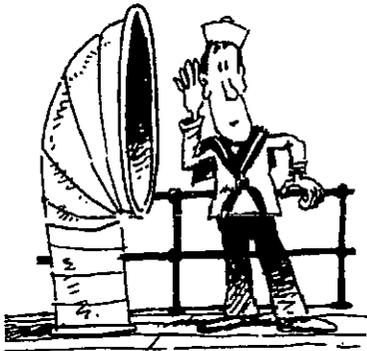
Somebody	Wanted	But	So

Macon, Bewell, & Vogt, *Responses to Literature: grades K-8*  
(International Reading Association, 1991)

# Sensory Language Chart



Sight	
-------	--



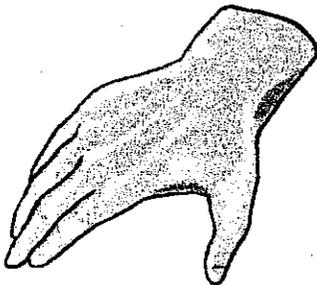
Sound	
-------	--



Smell	
-------	--



Taste	
-------	--



Touch	
-------	--



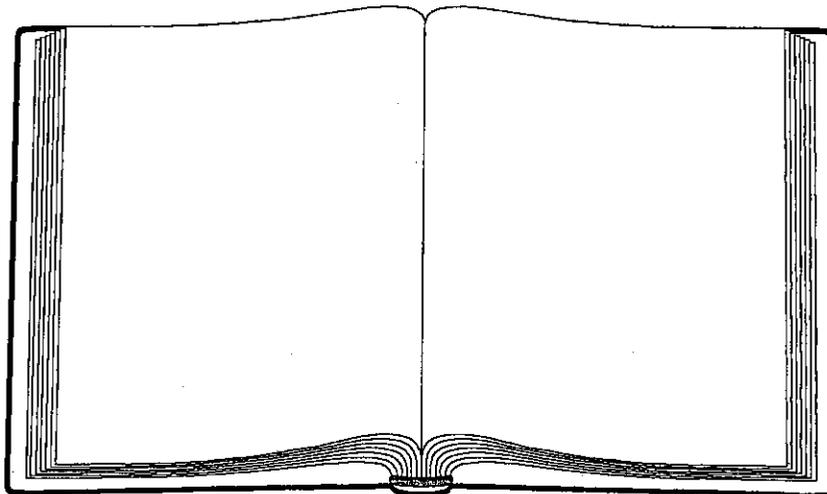
## Story Impressions:



### *The Voices of Silence*

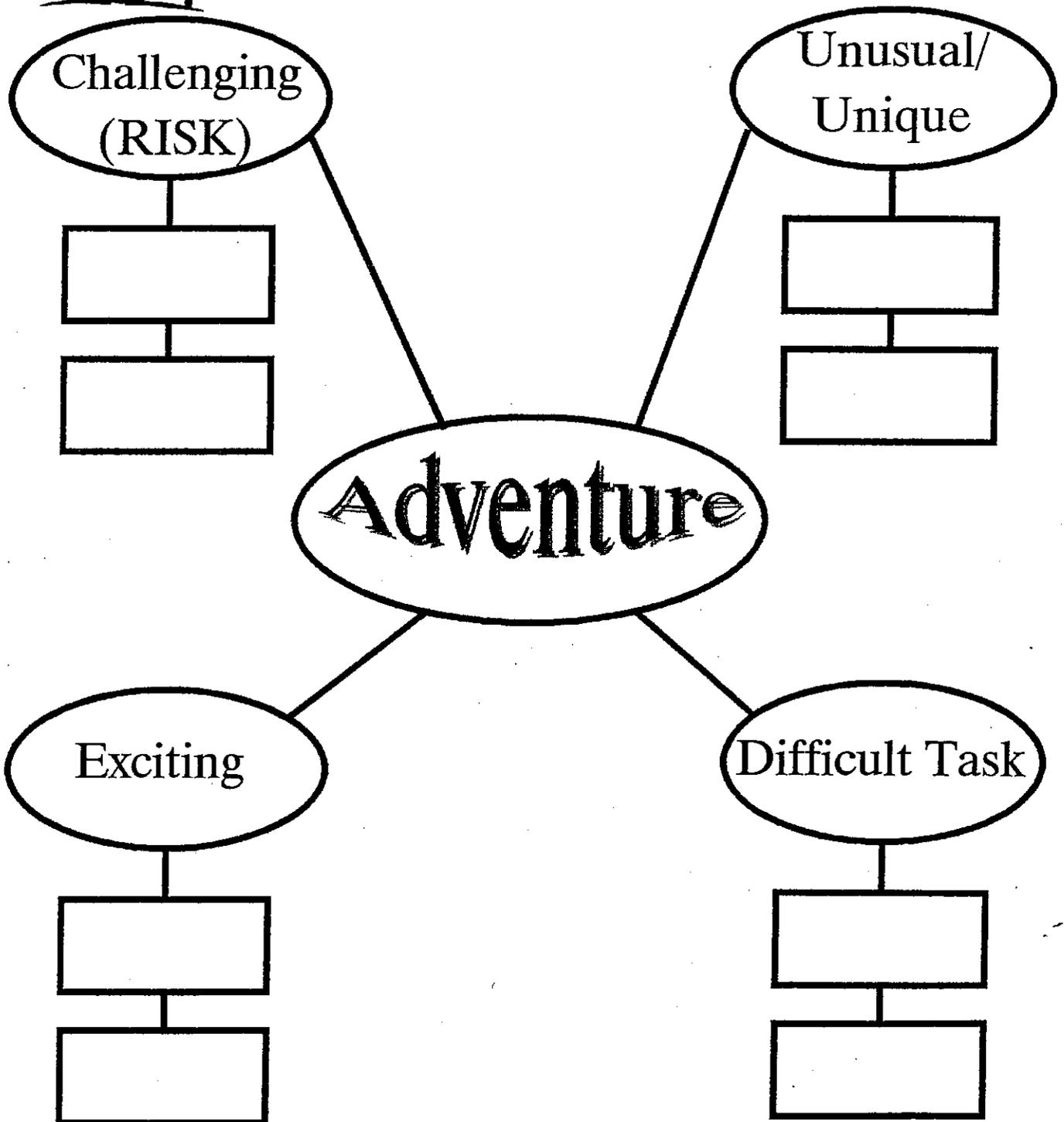
by Bel Mooney

Romania	she's	lucky	she
1989	for	dress	save
It's	granted	eat	his
unthinkable	parents	well	
for	best	everyone	
criticize	daily	poor	
leader	altered	Flora's	
Thirteen	frightening	crumbles	
Flora	changes	she	
can't	connected	closer	
revolution	Daniel	truth	
like	new	father	
suddenly	Why	danger	





# What Makes an Adventure?



# WHO AM I?

distinguishing  
marks

speech  
patterns

personality  
traits

---

---

---

---

---

habits

Who  
am  
I?

likes/dislikes

eye/haircolor

interests

height/  
body size/shape

# Assessing Writings

What strength can you determine from this writing?	What areas need work?	What are your next teaching steps?
		

# Lines of Assessment

- ☑ Reading surveys
- ☑ Writing samples
- ☑ Interviews
- ☑ Attitude surveys
- ☑ Burke Reading Inventory
- ☑ Portfolios
- ☑ Read & Retell
- ☑ Personal journals
- ☑ Academic journals
- ☑ Students' questions
- ☑ Observations
- ☑ Self-assessments
- ☑ Sentence completion
- ☑ Formal tests
- ☑ Running records / Miscue Analysis
- ☑ Book choices
- ☑ Strategy choices
- ☑ Conversations
- ☑ Performance tasks
- ☑ Demonstrations
- ☑ Choice of learning materials & activities
- ☑ Progress notes over time
- ☑ Anecdotal records
- ☑ Custodial reports
- ☑ Checklists
- ☑ Rubrics/scoring guides



# Purposeful Learning

Goals:

--	--	--

Steps I need to take to reach my goal:

--

What problems might I have?

--

What support or help do I need?

--

How will I know when I have made progress toward my goals?

--



# Writing to Learn

Source:

Facts:

Response:

Source:

Facts:

Response:

Connection:

I wonder:

I want to know:

Source:

Facts:

Response:

Connection:

Now that I know...

I'm interested in

knowing...