

Contents

Acknowledgments	ix
Introduction.....	xi

Chapter One:

Creating a Writer-Friendly Classroom.....	1
Writing Begins with Conversation.....	2
Conversations with Reluctant Talkers	3
Conversations with “Safe” Writers	5
Conversations with English Language Learners	6
Making Time for Conversation.....	8
Using the Classroom to Engage Young Writers.....	12
Children’s Self-Published Books.....	14

Chapter Two:

Assessing Writing Behavior and Writing Progress.....	17
Understanding Children’s Writing Behavior.....	17
Assessment with School-Wide K-2 Prompts.....	21
Components of School-Based Writing Assessment.....	22
The Writing Prompts.....	23
Topics for the Prompt.....	23
Sample Prompts.....	24
Directions for Administering the Prompt	24
Assessment Criteria	25
Honoring the Emergent Writer’s Journey	26
Emergent Stages of Writing Scoring Rubric	29
Writing Samples of Emergent Writers.....	30
Importance of Emergent Rubrics	31
Progress to the Next Level	32
Early Writers Rubrics.....	32
Attention to Audience	32
Expression of Language	33
Ideas	33
Organization.....	33
Early Writers Rubric: Content—A, E, I, O	34
Early Writers Rubric: Conventions—U	35
Scoring.....	35
Determining the Score	36
Sample Analyses	36
Weekly Writing Samples as a Supplement to Formal Assessments....	46
Sharing Rubric Scores	46

Chapter Three:

Setting and Teaching Individual Writing Goals	50
The Importance of Individual Writing Goals	50
Determining Writing Goals for Each Child	51
Emergent Writing Goals (Kindergarten to Mid-Year First Grade)	51
Early Writing Goals (Mid-Year First Grade through Second Grade)	52
Writing Goals and ELL Children	53
Grouping Children	55
Sharing Writing Goals with Students	56
Writing Goals Presented in “Children’s Words”	57
Visual Reminders of Writing Goals for Emergent Readers	58
When Do Children Learn to Apply Their Writing Goals?	58

Chapter Four:

Instructional Strategies	66
Strategy One: Begin Each School Day with a Class Meeting	66
Benefits of Class Meeting to Second Language Learners	69
Strategy Two: Monitoring the Instructional Tone	70
Learn How to Ask Good Questions	71
Strategy Three: Connecting Children’s Lives to Books	72
Strategy Four: Making Class Books	76
General Guidelines for Class Books	76
Benefits of Nonfiction Class Books	77
Making Class Books in Head Start or PreK	78
Making Class Books in Kindergarten	79
Making Class Books in First and Second Grade	81
Creating Books with Independent First and Second Graders	87

Chapter Five:

Writing-Goal Lessons	89
Writing-Goal Lessons	91
How Writing-Goal Lessons Support ELL Children	92
Writing-Goal Lessons	94
<i>Lessons on “A” - Addressing Your Audience</i>	94
Lesson 1: Asking the Reader a Question	94
Lesson 2: Writing a Persuasive Letter	95
Lesson 3: Writing a Persuasive Letter	97
<i>Lessons on “E” - Expression of Language</i>	98
Lesson 4: Using Words to Describe Things (Adjectives)	98
Lesson 5: Writing a Simile	99
Lesson 6: Writing Synonyms	100
Lesson 7: Describing a Character	101
Lesson 8: Describing an Action (Verbs)	102
Lesson 9: Using Adverbs to Describe Actions	103

Lesson 10: Using Other Words for “Said”	104
Lesson 11: Saying “I like” in Different Ways.....	105
Lessons on “I” - Ideas	106
Lesson 12: Getting Ideas from Other People’s Stories	106
Lesson 13: Adding Details	108
Lesson 14: Using Symbols to Add Details	109
Lesson 15: Creating a Web AFTER Writing a Rough Draft.....	111
Lessons on “O” - Organization	113
Lesson 16: Writing an Opening Sentence that “Hooks” the Reader	113
Lesson 17: Writing a Powerful Ending Sentence.....	114
Lesson 18: Color-Coding Sentences to Organize Information	115
Lessons on “U” - Understanding Conventions	117
Lesson 19: Using Color Coding to Write from Left to Right.....	117
Lesson 20: Using the Word Wall and Sound Spelling.....	118
Lesson 21: Writing High-Frequency Words.....	120
Lesson 22: Writing Dictated Sentences.....	122
Lesson 23: Using the Word Wall to Spell High-Frequency Words...	122
Lesson 24: Correcting Errors in the Class Plans	124
Lesson 25: Using a Traditional Tale to Teach Possessive Nouns.....	125
Lesson 26: Using a Traditional Tale to Teach Quotation Marks	127
Lesson 27: Using a Traditional Tale to Teach the Past Tense of Some Irregular Verbs.....	127
Lesson 28: Preparing a Child’s Writing for Publishing.....	129
The Importance of Publishing.....	130
Conclusion	132
Annotated Bibliography for Extending Children’s Ideas	136
References	146
Index	147

List of Charts

Chart 1.1, Anecdotal Observations	19
Chart 2.1, Score Sheet	48
Chart 2.2, Analysis of Writer’s Craft	49
Chart 3.1, Individual Emergent Writing Goals	59
Chart 3.2, Individual Early Writing Goals for Content.....	60
Chart 3.3, Individual Early Writing Goals for Conventions	61
Chart 3.4, Emergent Writing Goals Determined by Writing Prompt	62
Chart 3.5, Emergent Writing Goals Determined by Writing Prompt	63
Chart 3.6, Visual Writing Goals.....	64
Chart 4.1, Getting Topics from Books	88