



INITIATING A WRITING REVOLUTION!

We Examine our Beliefs...

Agree or Disagree?

- Students need to see their teachers as writers.
- If students write every day, their writing automatically improves.
- Having kids talk about what they are going to write about makes the writing easier for the students.
- Revising and editing are really the same thing.
- Students learn skills and grammar best when they are directly taught as isolated writing activities.
- Students should write only if they can publish their writing. Writing rubrics are a proven way to improve writing quality.
- Use assessment to gauge students' progress and needs.

A photograph of a classroom scene. In the foreground, a male teacher with glasses and a beard, wearing a light-colored striped shirt, is leaning over a desk. He is pointing at a piece of paper held by a young male student in a plaid shirt who is writing with a pencil. In the background, several other students are seated at desks, some looking towards the camera and others looking down at their work. The overall atmosphere is one of focused learning and teacher-student interaction.

What are the challenges that teachers face with writing instruction?

THE ROAD MAP FOR GOOD WRITING SKILLS: TEKS

SECTION **1** Writing to Improve
Reading Comprehension

SECTION **2** Foundational Writing Skills

SECTION **3** Vocabulary Acquisition and Use

SECTION **4** Expository Writing

SECTION **5** Persuasive Text

SECTION **6** Narrative Writing:
Telling a Story

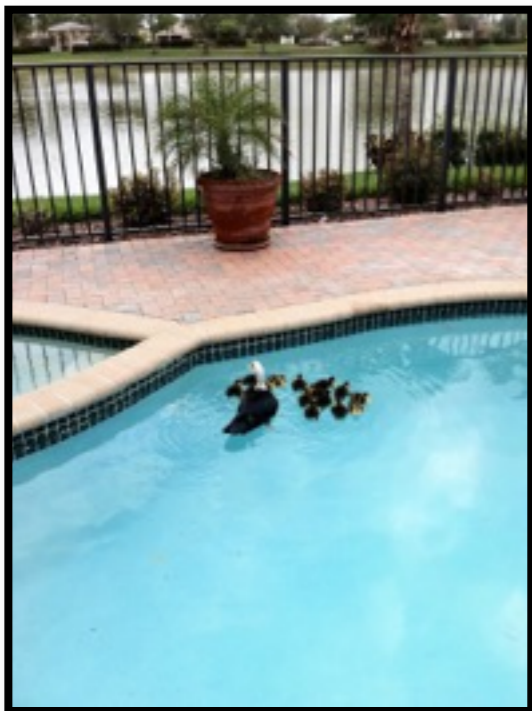
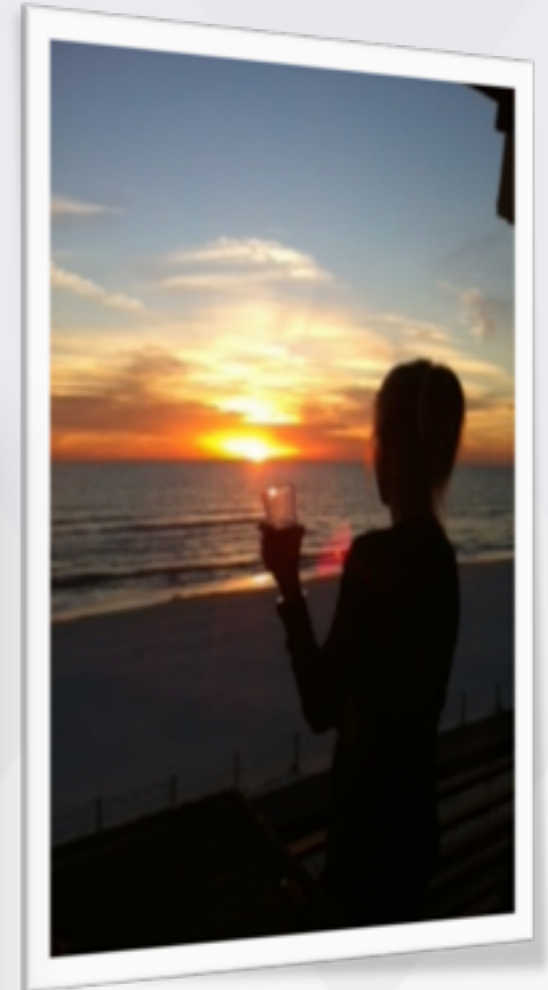
SECTION **7** Research Reports

SECTION **8** Speaking and Listening

SECTION **9** Writing for Assessments

SECTION **10** Writing in the Content Areas

Foster students' interest, enjoyment, and motivation to write.



INITIATING A WRITING REVELATION!

1 of 6
siblings

I'm a
grandma!
Dog named
Charlie

enjoy
drinking
wine

enjoy
drinking
wine

Helen

2 beautiful
daughters
with great
careers

38 years in
education!

love the
emerald
beaches

Helen.long@voyagersopris.com

Connections to My Name

Your Turn...
**List your Writing
Territories?**

- important
- funny
- interesting
- favorite
- not so favorite
- accomplishments

The 3 Types of Writing

Information/ Expository



3 text types
Information/Explanatory
Narrative Writing
Persuasive/Argument

Opinion, Argument



Narrative Writing



MULTI-SENSORY APPROACH

The Dolphin and The Shark

Once upon a time, not so long ago, there lived a shark named Simon and a dolphin named Dudley. They lived in the ocean, not too far from a beautiful sandy beach, a tall lighthouse, and a dark, murky swamp.

Now Simon and Dudley knew each other, but they weren't the best of friends! Dudley had two sisters, and they played together and took care of each other, and were very happy in the cool blue water.

But Simon swam alone, he had no brothers or sisters, and no one to play with, and that made him very grumpy. And so he spent his days swimming lazily, feeling sorry for himself, and just being mean.

Simon's favorite thing was to attack Dudley and his sisters. He would dive deep in the water, lurking near the bottom, and then, when he saw the dolphins playing near the surface, he would swim as hard as he could toward them and try to bite their tails! But the dolphins always saw him coming, and they would come up out of the water, and stand on their tails, and whistle and giggle, the way dolphins do, and they always managed to keep just out of reach of Simon's big sharp teeth.



Hot Dog Fold



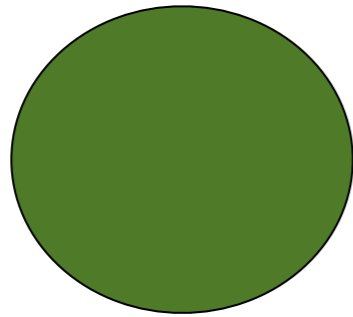
I V F

Burrito Fold



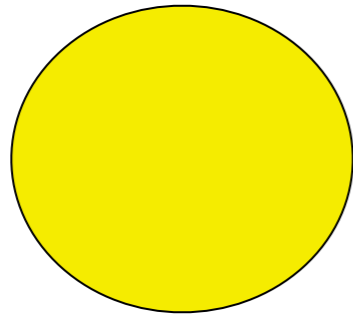


Color-Coding Strategies



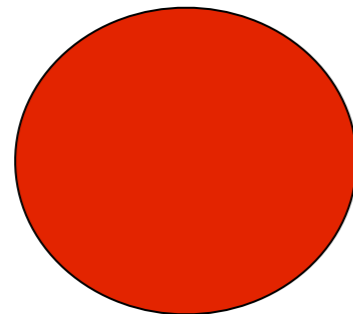
green

GO!
Write the topic sentence.



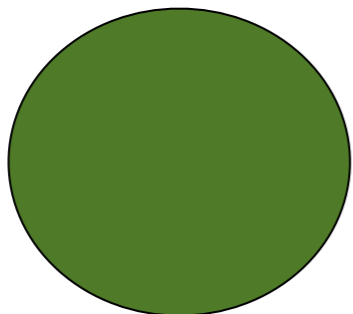
yellow

SLOW DOWN!
Give a reason, detail, or fact. Use a transition.



red

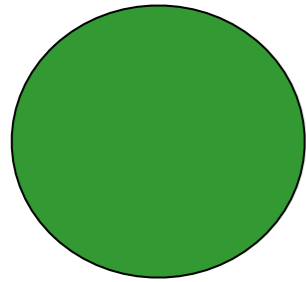
STOP!
explain, example, elaborate,
evidence



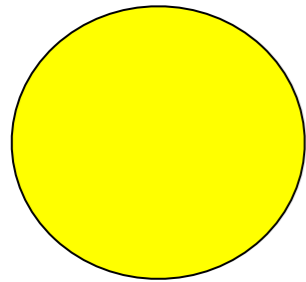
green

GO BACK!
Remind the reader of
your topic.

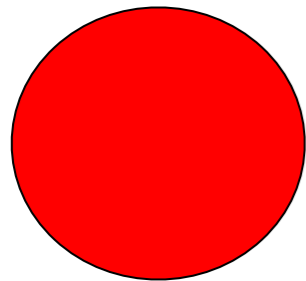
(Information Writing)



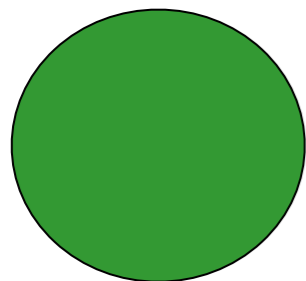
GO!
Write a topic sentence.



SLOW DOWN!
Give a reason, detail, or fact.
Include a transition.

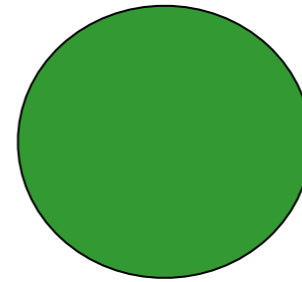


STOP!
Explain. Give an example.

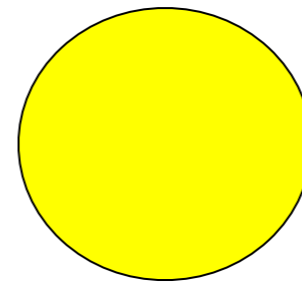


GO BACK!
Remind the reader of
your topic.

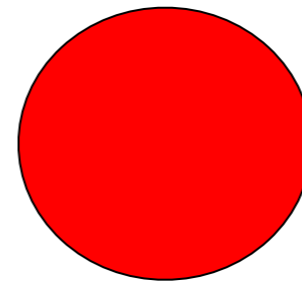
(persuasive Writing)



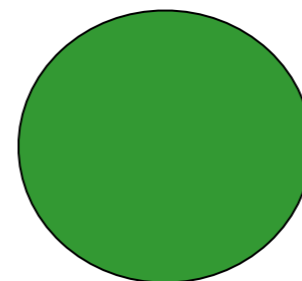
GO!
State your opinion.



SLOW DOWN!
Give a reason, a big idea/
star idea, to support your
opinion
Include a transition.



STOP!
Elaborate by providing
examples or explanations
that support each reason







GO BACK!
Remind the reader of
your opinion.

Scaffolding through the Grades

Tool 84-1a

Traffic Light Colors





Green		Go!
Yellow		Slow down!
Red		Stop!
Green		Go back!

Tool 84-1a

Name: _____ Date: _____ Tool 82-41a

Traffic Light Colors for Informative/Explanatory Paragraphs



GO!	green	Go! Write a topic sentence.
SLOW DOWN!	yellow	Slow down! Introduce a key/ear (big idea) by using a transition word or phrase.
STOP!	red	Stop! Elaborate by providing an example or explanation. This is also called supporting your key/ear idea.
GO BACK!	green	Go back! Remind readers of your topic sentence.

How are woodpeckers able to fly in the dark? First, the bird makes a sound through its mouth or nose. These calls are very high-pitched. The sound waves rush out and bounce off objects. Then the bird listens to the sounds that bounce back. These echoes tell the bird where the sides of the cave are. The echoes also help the bird find juicy bugs to eat. Using sound in this way, bats have no trouble flying at night.

Work Cited: "Communication and Flight Skills." *Understanding.org*. n.d. Web. 7 Apr. 2014.

Tool 82-41a

Name: _____ Tool 84-1b

Traffic Light Colors for Accordion Paragraphs

Use the colors of a traffic light to help you write a paragraph.



GO!	green	Go! Write a topic sentence.
SLOW DOWN!	yellow	Slow down! Introduce a key/ear (big idea) by using a transition word or phrase.
STOP!	red	Stop! Elaborate by providing an example, evidence, or explanation. This is also called supporting your key/ear idea.
GO BACK!	green	Go back! Remind readers of your topic.


Dolphin: Fish or Mammal

The dolphin may look like a fish, but this fascinating sea creature is really a mammal. First of all, dolphins have lungs just like humans do. They must come to the surface of the water to breathe and get oxygen from the air. Fish can take oxygen from the water. Like other mammals, dolphins are also warm-blooded. Dolphins stay warm because they have a thick layer of blubber under their skin. Finally, dolphin females nurse their young on milk. That is just like how a cow might nurse a calf! The dolphin's streamlined body and its big, strong tail resemble a fish, but don't be fooled! Dolphins are definitely mammals.

Tool 84-1b

Name: _____ Date: _____ Tool 74-1a

Traffic Light Colors for Informative/Explanatory Writing



Go!	Go! Write an introduction.
Slow down!	Slow down! Introduce a key/ear (big idea) by using a transition word or phrase.
Stop!	Stop! Elaborate by providing examples, evidence, or explanations. Elaboration supports your key/ear idea.
Go back!	Go back! Remind readers of your topic.

The Bonneville Salt Flats: Racing Utopia

Located near the Utah-Nevada border, the Bonneville Salt Flats form a vast landscape made up of an estimated 147 million tons of salt. Because of its geological composition and exceptional flatness, the Bonneville Salt Flats Speedway today draws racers from all over the world, eager to take advantage of the unique terrain to set land speed records.

Long ago, this area went through a major geological transformation to become what it is today. About 12,000 years ago, an enormous lake filled much of the Great Basin. It covered parts of several states, including one-third of present-day Utah. Over the centuries, the water in the lake evaporated. Large concentrations of minerals remained behind, deposited in the soil. The lake turned into a huge, barren landscape made up of 99 percent salt.

The composition and location of the Salt Flats led to the creation of the Bonneville Salt Flats Speedway in the early 1900s. Since then, high-performance cars, trucks, and motorcycles have set land speed records there. People realized that the area's thick crust of salt and totally flat terrain created the perfect conditions for racing. The wide, open space of the Salt Flats makes it ideal for vehicles to travel as fast as possible without any obstacles. Racers speed down a track individually, trying to beat the previous record for their racing class. A rocket-powered car named Blue Flame holds the current record at the Speedway, having raced down the flats at over 600 miles per hour!

Nature created the Bonneville Salt Flats, and people continue to build faster vehicles to race there. As the flats, nature and technology meet to race, satisfy their need for speed.

Work Cited: "Blue Flame: Fastest Two-Wheeled Car." *Anglo.org*. American Salt Co. n.d. Web. 14 Oct. 2014.

"The Bonneville Salt Flats." *Utah.com*. Utah Travel Industry. n.d. Web. 14 Oct. 2014.

Tool 74-1a



Summer is Super

The best time of the year is summer. First, I get to swim in the summer. I like to splash in the water and try to float. I race my friends to see who can swim fastest. Also, my family has summer cookouts. All my cousins come over. Everyone brings food and games. That is why summer is my favorite season.



How Crocodiles and Alligators Are Different

Crocodiles and alligators look a lot alike, but these animals are also very different. The heads of alligators and crocodiles have different shapes. Crocodiles have long V-shaped heads, but alligators heads are shorter and U-shaped. Alligators and crocodiles also behave differently. Crocodiles are more likely to attack people and other animals. Crocodiles will attack in self-defense, to get food, or to protect their young. Alligators, however do not usually attack people. The key differences between alligators and crocodiles show they are truly different animals.



People from many places created Jazz.

Many different types of music came together.

A combination of African and European music.

The blues and ragtime were a part of the recipe.

Church music was important to jazz.

Scotch-Irish ballads were added to jazz.

Jazz became popular in Louisiana.

New Orleans America's most popular music city.

famous for Mardi Gras and ballroom dancing

French and Spanish live there

ballrooms and street parades

Three ingredients in the jazz recipe were dance, church, and the blues.

sang songs as they worked

rewrote songs to sing in church

social events on plantations

songs about sadness and frustration


Jazz is the melting pot of music.

Jazz... My Favorite

Jazz is the melting pot of music. Many different types of music came together. A combination of African and European music, Scotch-Irish ballads, and church music were important to Jazz. Jazz became popular in Louisiana. New Orleans is one of America's most popular music cities. They are famous for Mardi Gras, ballroom dancing, and street parades. People from many places and cultures came together to create the recipe of Jazz.

Name: _____

Tool 84-8b



Title = _____

T = _____

☆	—
☆	—
☆	—

C = _____

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Tool 84-8a

Name: _____

Tool 85-4a

Planning an Argument: Informal Outline

Title = _____

Topic/Claim = _____

Remember to include important opposing claims among your key/star ideas (reasons), underline them, and then add details that counter them on the right.

☆ (Transition _____)	— • _____ • _____ • _____
☆ (Transition _____)	— • _____ • _____ • _____
☆ (Transition _____)	— • _____ • _____ • _____

Conclusion = _____

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Tool 85-4a



Name: _____ Date: _____

Tool 84-2a

Planning an Informative/Explanatory Paragraph: Informal Outline

Title = _____

Topic = _____

☆	— • _____ • _____ • _____
☆	— • _____ • _____ • _____

Conclusion = _____

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Tool 84-2a

Name: _____ Date: _____

Tool 74-6d

Informal Outline for an Essay or Report

(continued)

☆ (Transition _____)	— • _____ • _____ • _____
☆ (Transition _____)	— • _____ • _____ • _____
☆ (Transition _____)	— • _____ • _____ • _____

Conclusion = _____

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Tool 74-6d

Name: _____ Date: _____

Tool 74-6c

Informal Outline for an Essay or Report

Title = _____

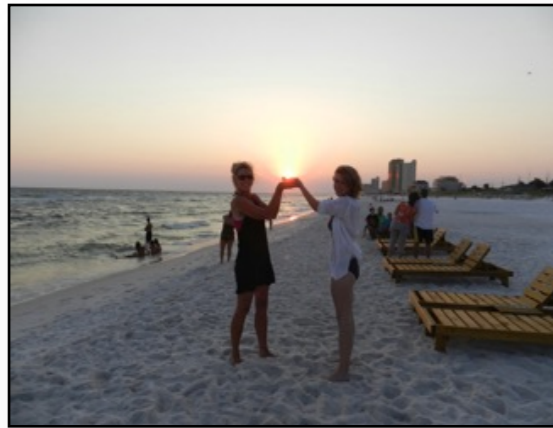
Introduction = _____

Block out your essay or report.

☆ (Transition _____)	— • _____ • _____ • _____
-------------------------	------------------------------------

(continued)

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Tool 74-6c



Name: _____

Title = Fun Facts about Helen Long

T = Panama City Beach is a best beach to visit.

**Your Turn...
organize your
"personal facts"**

- drink wine
- watch the sun set
- Captain Anderson's crab cakes
- shucking oysters on the beach
-

★ enjoy the delicious seafood



C = Panama Beach Florida is is the most beautiful place on earth!



Generic Verbs

is
am
are
was
were
be
being
been

Action Verbs

- a** amaze, attack
- b** behave, browse
- c** call, capture
- d** differ, defend
- e** eject, eat

IVF Summary Sentences



I: Identify

V: Verb

**F: Finish Your
Thought**

Crocodiles

attack

to protect
their young

Crocodiles attack to protect their young.

Summertime

motivates

me to head to
the beach!

Summertime motivates me to head to the beach.

My English
teacher

encourages

me to keep a
journal.

My English teacher encourages me to keep a journal.

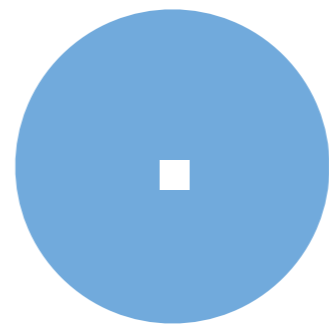
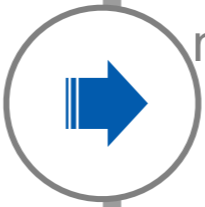


Name: _____

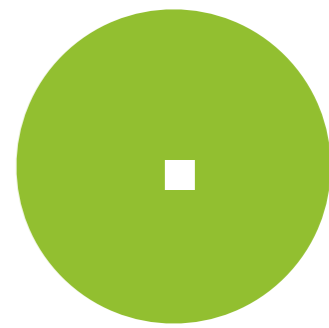
Tool S2-14a

Four Kinds of Sentences

Declarative	<p>Writers make statements.</p> <p>Common, everyday rocks can tell us a lot about the past.</p> <hr/> <hr/> <hr/> <hr/>	●
Imperative	<p>Give a command.</p> <p>Find a rock in a park, next to the sidewalk, or in your yard.</p> <hr/> <hr/> <hr/> <hr/>	●
Exclamatory	<p>Show some emotion!</p> <p>You're holding an amazing piece of history in your hand!</p> <hr/> <hr/> <hr/> <hr/>	!
Interrogative	<p>Can you ask a question?</p> <p>What do you see as you examine it?</p> <hr/> <hr/> <hr/> <hr/>	?



Declarative
make a statement



Imperative
give a command



Exclamatory
make a statement



Interrogative
ask a question

Alphabet Soup: Ideas to Write a Story



A	an airplane lands in a backyard
B	birthday celebration
C	cartoon characters come to school
D	discovering a dusty map
E	elephant on a playground
F	making a friend
G	a grumpy grasshopper
H	my happiest day
I	strange insects frozen inside ice
J	a trip to a jungle
K	flying a kite
L	something that made me laugh
M	solving a mystery
N	getting some nice news
O	an octopus stole my oatmeal
P	a penguin parade
Q	a question for the queen
R	a rabbit runs a race
S	a silly science experiment
T	the tiger and the teddy bear
U	underwater adventure
V	vacation to visit a volcano
W	wild winter weather
X	learning to play the xylophone
Y	a fun thing happened yesterday
Z	animals at the zoo start talking

A	He is the apple of my eye.
B	My trip to the Bahamas.
C	
D	
E	
F	
G	
H	
I	
J	

Name: _____ Date: _____ Tool E6-3a

Alphabet Soup: Ideas for Writing a Story

A	adventurers attempting to cross the Arctic
B	baking a bad birthday cake
C	clipping the cat's claws
D	washing a dozen dirty dogs
E	experts examining a baby elephant
F	finding a lost friend
G	getting ready to play in the big game
H	hiccupping in a haunted house
I	eating the ickiest ice cream
J	jump-roping on a rainy June day
K	teaching a kangaroo to kick a football
L	learning to ride a longboard
M	my family moving to a mountain cabin
N	naming the zoo's new gnu
O	orbiting an orange planet
P	picking the perfect pumpkin
Q	quarreling while stuck in quicksand
R	rocking a rickety rowboat
S	solving a scientific mystery
T	twins trying to trap a troll
U	unfolding the ugliest umbrella
V	villagers voting for the nicest Viking
W	winning a warthog in a contest
X	X-raying a xylophone
Y	yanking the yellow cord on a parachute
Z	zoo-keeping in three zany lessons

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Narrative Writing: Telling a Story
Step-Up to Writing • Grades 3-5

Ideas to Write a Story

Name: _____ Date: _____ Tool S6-6a

Prompts for Narrative Writing

A	ancient alphabet found, air conditioner breaks in Arizona heat
B	baking birthday cake and oven breaks
C	a caffeine calamity, a chiding chauffeur, a choppy day at sea
D	a disillusioned dog, disappearing ink, a day in the desert
E	encountering an extinct species, explosion in the science lab, emails hacked and
F	a fungus among us, finding the Fountain of Youth, learning to fly
G	a visit from a geriatric ghost, something goes wrong at the game
H	hurricane hits Hollywood, having what my heart desires
I	some inspiring advice, someone interfering or interrupting
J	jaillbird, a good joke, jumping for joy
K	it's a keeper, she keeled over, becoming a knight
L	a laughable moment, an ancient legend, learning something new
M	it's a mystery, a fond memory, making a mistake
N	the headline news, how he got his nickname, feeling nostalgic for...
O	an obvious mistake, something overheard, if only
P	an unexpected package, a proud moment, parting with a friend
Q	quaking or quivering with fear, a quick getaway, qualifying for the team
R	taking a ride, it's all the rage, a big realization
S	a swimming pool with a secret passage, Statue of Liberty comes to life
T	tornado through town, a twisty road, together again
U	it was unanimous, an unearthed treasure, unwieldy
V	virtual reality, entering a video game, an unmarked vehicle
W	a wonderful surprise, a wacky, weird idea, a wheelbarrow race
X	the X-ray showed, it was a perfectly xeriscaped lawn
Y	I yearn for . . . we met at yoga class
Z	. . . and that is why she is so zany, our zebra galloped across the neighbor's yard

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Narrative Writing: Telling a Story
Step-Up to Writing • Grades 3-5

Name: _____ Date: _____ Tool T6-5a

Ideas for Writing a Narrative

A	ancient alphabet found, air conditioner breaks in Arizona heat
B	bullies are busted by school officials, big scientific discovery
C	a college challenge, a chatty cab driver, a choppy day at sea
D	a disillusioned friend, dealing with a dilemma, a day in the desert
E	encountering an extinct species, Election Day, empowered to change
F	finding the Fountain of Youth, learning to fly
G	a visit from grandparents, gentlemen from the 1800s
H	a day in Hollywood, hidden headquarters
I	an inspirational person, someone interfering
J	a good joke, a jaded superstar, a jar of . . .
K	keeping a secret, kitchen chaos
L	a laughable moment, an ancient legend, learning something new
M	it's a mystery, a fond memory, making a mistake
N	the headline news, nobody understands, feeling nostalgic for . . .
O	an obvious mistake, something overheard, if only I had . . .
P	an unexpected package, preparing for a major performance, parting with a dear friend
Q	a quest, a quick getaway, a quirky pet
R	riding away from trouble, it's all the rage, a big realization
S	a secret passage, solving a problem, the Statue of Liberty
T	tunnel diggers, a twisty road, together again
U	it was unanimous, an unearthed treasure, an unbelievable coincidence
V	virtual reality, an unmarked vehicle, a viral video
W	a wonderful surprise, a weird idea, when opportunity knocks
X	the X-ray showed . . .
Y	yuck, a chance to relive yesterday, the year I learned to . . .
Z	a zebra walked into the gift shop, the first zephyr ride

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Narrative Writing: Telling a Story
Step-Up to Writing • Grades 3-5 Tool T6-5a

SENTENCE REFINEMENT

Sharpen Your Word Choice

MASTERPIECE SENTENCES

Polish Your Sentences
A SIX STAGE PROCESS

Edit Your Paragraph

MASTERPIECE SENTENCES

A SIX STAGE PROCESS

STAGE 1: Prepare Your Canvas: Build your base sentence. Choose a noun for the subject. Choose a past tense verb for the predicate.

STAGE 2: Paint Your Predicate: Expand the predicate. Answer the question about the action: When, where or why did they do it?

STAGE 3: Move the Predicate Painters: Vary sentence structure by moving the predicate painters within the sentence.



STAGE 4: Paint Your Subject Answer questions about the subject (noun): which one, what kind, or how many?

STAGE 5: Paint Your Words: Strengthen the sentence through more precise, descriptive (colorful) word choices.

STAGE 6: Finishing Touches: Revise by moving sentence parts, CUPS

MASTERPIECE SENTENCES

A SIX STAGE PROCESS

STAGE 1: Prepare Your Canvas: Build your base sentence. Choose a noun for the subject. Choose a past tense verb for the predicate.

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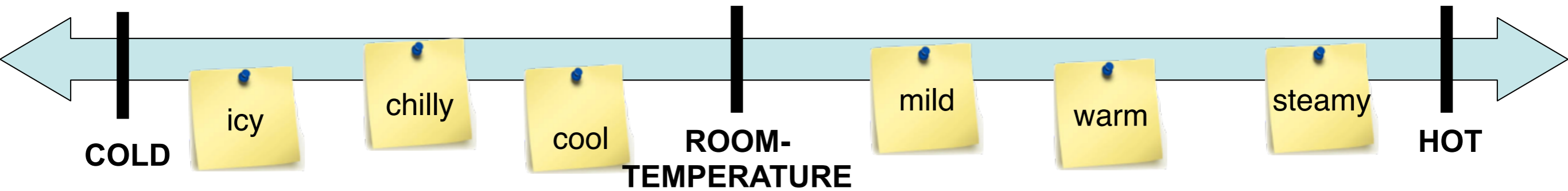
MASTERPIECE SENTENCES



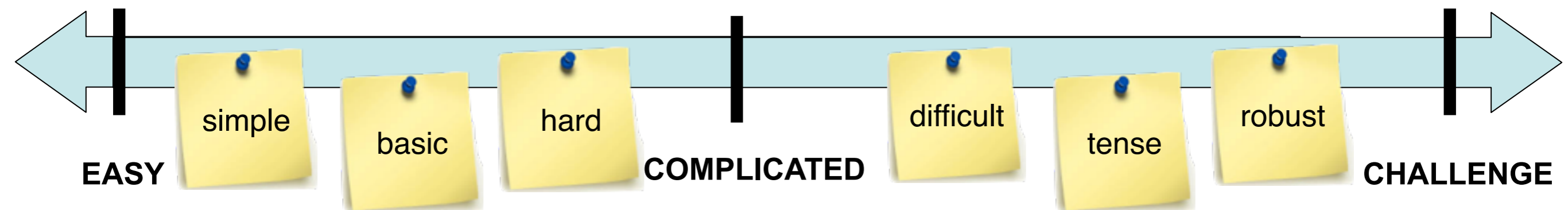
**Your Turn...
Masterpiece Sentences**



WORD LINE: DEGREES OF MEANING!



YOUR TURN




TEKS.ELA-26C: take simple notes and sort evidence into provided categories or an organizer;

Steps:

1. Make a two-column fold.
2. Add 3 sticky notes.
3. Teacher reads aloud the story and stops four times.
4. After each reading, jot your response on a sticky note.
5. Use different types of responses.
6. Responses are short and may include a few words.

Name: _____ Date: _____ **Tool E1-4a**

Sticky Note Responses

The Dolphin and The Shark	Response
<p>Once upon a time, not so long ago, there lived a shark named Simon and a dolphin named Dudley. They lived in the ocean, not too far from a beautiful sandy beach, a tall lighthouse, and a dark, murky swamp.</p> <p>Now Simon and Dudley knew each other, but they weren't the best of friends! Dudley had two sisters, and they played together and took care of each other, and were very happy in the cool blue water.</p> <p>But Simon swam alone, he had no brothers or sisters, and no one to play with, and that made him very grumpy. And so he spent his days swimming lazily, feeling sorry for himself, and just being mean.</p> <p>Simon's favorite thing was to attack Dudley and his sisters. He would dive deep in the water, lurking near the bottom, and then, when he saw the dolphins playing near the surface, he would swim as hard as he could toward them and try to bite their tails! But the dolphins always saw him coming, and they would come up out of the water, and stand on their tails, and whistle and giggle, the way dolphins do, and they always managed to keep just out of reach of Simon's big sharp teeth.</p>	

Works Cited: "Leafcutter Ant." Bristol Zoo Gardens. Bristol, Clifton & West of England Zoological Society Ltd., n.d. Web. 11 Apr. 2014.
"Leafcutter Ant Fact File." Natural History Museum. The Trustees of the Natural History Museum, London, n.d. Web. 11 Apr. 2014.

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Thank you!

Above all, remember that
Step Up to Writing strategies
and materials are adaptable.

Be Creative!

Use them in any way that
meets your students' needs.

