

Writing

# Writing is hard



**Our job as parents is to encourage our children's writing so they will enjoy putting their thoughts and ideas on paper.**



## Set the stage with writing supplies

- Think about what you have at home.
- Encourage friends and family to gift writing supplies.



## Set the stage with a place to write

A quiet corner is best, the child's own place, if possible. If not, any flat surface with elbow room, a comfortable chair, and a good light will do.



# Set the stage with talk

The basis of good writing is good talk.

- Tell stories about your childhood and encourage your child to tell their own stories.



# Set the stage with talk

The basis of good writing is good talk.

- Go places and see things with your child, then talk about what you saw, heard, smelled, touched, and tasted.



# Set the stage with talk

The basis of good writing is good talk.

- Ask your child about ideas and impressions.





# Set the stage with talk

The basis of good writing is good talk.

- Encourage your child to describe people and events.





**Writing is another way to tell stories, talk about our day, and share our thinking.**

Letters



**Writing is another way to tell stories, talk about our day, and share our thinking.**

Stories to share with others or keep for yourself.



# Purposes for Writing - the Why?

Table 4. Purposes for writing

Purpose	Explanation <sup>45</sup>	Examples of Genres
<b>Describe</b>	to describe something, such as a person, place, process, or experience, in vivid detail	<ul style="list-style-type: none"><li>▪ descriptions (e.g., people, places, or events)</li><li>▪ character sketches</li><li>▪ nature writing</li><li>▪ brochures (personal, travel, and so on)</li></ul>
<b>Narrate</b>	to tell a story of an experience, event, or sequence of events while holding the reader's interest	<ul style="list-style-type: none"><li>▪ diary entries (real or fictional)</li><li>▪ folktales, fairy tales, fables</li><li>▪ short stories</li><li>▪ poems</li><li>▪ eyewitness accounts</li></ul>
<b>Inform</b>	to examine previously learned information or provide new information	<ul style="list-style-type: none"><li>▪ summaries of new or previously learned information</li><li>▪ instructions or directions</li><li>▪ letters</li><li>▪ newspaper articles</li><li>▪ science reports</li></ul>
<b>Persuade/analyze</b>	to give an opinion in an attempt to convince the reader that this point of view is valid or to persuade the reader to take a specific action (writing to express an opinion or make an argument has a similar purpose); to analyze ideas in text, for example, by considering their veracity or comparing them to one another	<ul style="list-style-type: none"><li>▪ persuasive essays</li><li>▪ editorials</li><li>▪ compare-and-contrast essays</li><li>▪ reviews (e.g., of books and movies)</li><li>▪ literary analysis</li></ul>

## Use a Process - One Example of How is...

POW

- **Pick ideas** (i.e., decide what to write about)
- **Organize their notes** (i.e., brainstorm and organize possible writing ideas into a writing plan)
- **Write and say more** (i.e., continue to modify the plan while writing)

# Ideas to Support Writing Sentences

Table 7. Activities for sentence-structure development

Activity	Description	Examples	How the Teacher Can Implement the Activity
<b>Sentence framing</b>	Teachers provide sentence frames to guide students' sentence writing. Frames can range from simple to complex.	I like _____ . I like to _____ and _____ . My _____ is _____ . When I _____ , I like to _____ . She didn't go to _____ because _____ .	<ol style="list-style-type: none"> <li>1. Develop a sentence frame for students to use.</li> <li>2. Model the use of the sentence frame.</li> <li>3. Have students use the sentence frame to construct their own sentences.</li> <li>4. Have students share their sentences with peers and discuss their word choices.</li> <li>5. Slowly fade the use of the sentence frame during instruction until students can write sentences independently.</li> </ol>
<b>Sentence expanding<sup>48</sup></b>	The teacher provides a short sentence. Students expand the sentence using different parts of speech.	The dog napped. ↓ The brown dog napped. ↓ The brown dog napped on the couch. ↓ The lazy, brown dog napped on the couch. ↓ The lazy, brown dog napped on the couch while I read a book.	<ol style="list-style-type: none"> <li>1. Introduce a short sentence.</li> <li>2. Model how to add to the sentence using different parts of speech, and demonstrate appropriate capitalization and punctuation as the sentence is expanded.</li> <li>3. Have students provide suggestions for different parts of speech (e.g., subjects and predicates) to add to the short sentences.</li> <li>4. Have students work independently or in pairs to expand a sentence.</li> <li>5. Encourage students to share their expanded sentences in small groups, providing feedback to their peers.</li> </ol>
<b>Sentence combining<sup>49</sup></b>	Students combine two or more sentences into one simple, compound, complex, or compound-complex sentence.	My dog is brown. My dog is big. ↓ My brown dog is big.  The boy was riding his bike. The boy was careless. The boy ran into a tree. ↓ The boy was careless while riding his bike, so he ran into a tree.	<ol style="list-style-type: none"> <li>1. Choose sentences for combining.</li> <li>2. Model how to combine the sentences using several examples; with older students, introduce moving, deleting, and adding words or parts.</li> <li>3. Have students rate the quality of the new sentence, provide alternatives to the new sentence, and discuss which sentences sound better and why.</li> <li>4. Encourage students to work in pairs to combine sentences, creating several new possibilities and rating the quality of their new sentences.</li> </ol>

# Places to Go to Get Help for Someone with “Writer’s Block”

<https://k12.thoughtfullearning.com/resources/writingtopics>

<http://www.scholastic.com/teachers/story-starters/>

<http://www.scholastic.com/innovation-machine-game/writing-prompts/>