

Achieving a Balanced Reading/Writing Program

Seminar 2 Teacher's Packet

A KET professional development workshop for educators approved for Professional Development Training by the Kentucky Department of Education.

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Achieving a Balanced Reading/Writing Program

Seminar 2

Overview of the Seminar

Targeted Audience: Teachers, P-8

In the second seminar, host Starr Lewis and presenter Donna Vincent introduce and analyze a series of video segments taped in primary, fourth, fifth, and sixth-grade classrooms. Among the activities addressed are writing and presenting oral book reviews; writing, revising, and editing poems; using word sorts; and writing collaboratively.

About This Teacher Packet

This packet includes an agenda for the program and specific materials related to seminar content. You'll find more details in the table of contents on page 4.

Seminar Format

This 90-minute program was recorded in the KET distance learning studio. Any materials or information needed for participation in the seminar is provided in the videotape and/or included in the teacher packet.

Professional Development Credit

Stage of Participant Development: Practice/Application

The Kentucky Department of Education has approved all KET Star Channels Seminars for professional development credit if schools or districts choose to include them in their professional development plans. Districts or schools may choose to include preparation and/or follow-up time as part of professional development. For example, if a teacher participates in one 90-minute program and spends an additional 30 minutes in related activities, he or she could be awarded a total of two hours professional development credit.

Individual teachers who wish to use these videotapes for professional development credit should check with their school professional development chair or with their district professional development coordinator.

Professional development can also be used to satisfy requirements for the fifth year program. Contact your local university or the Division of Teacher Education and Certification at 502-564-4606 for more information.

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Seminar 2 Agenda

Welcome and introduction	Starr Lewis, Host
Video segment and discussion: Writing a book review (6th) <ul style="list-style-type: none">• Rubric for reviews• Oral book reviews modeled on “Reading Rainbow”	Donna Vincent, Presenter
Video segment and discussion: “I Am” poems (5th) <ul style="list-style-type: none">• Focused purpose, organization, elaboration (5w’s and H)	
Video segment and discussion: Revising and editing “I Am” poems (4th)	
Video segment and discussion: Word sorts (6th)	
Video segment and discussion: Whole to part activity (primary)	
Concluding remarks	Starr Lewis

Reading/Writing Program

Donna Vincent, Muhlenberg County Schools

Kathy Short's model for ensuring balance in the teaching and integration of reading and writing is based on Michael Halliday's documented research on the oral language acquisition of his son, Nigel. His conclusion is that we become literate by balancing three approaches that he dubs as follows:

- **We Learn Language** through the **doing** of language: talking, listening, reading, and writing.
- **We Learn About Language** as we explore how language functions and the conventions that support communication.
- **We Learn Through Language** as we focus on what it is we are learning. Language, in this case, becomes the tool we use to learn about topics and questions that are important to us.

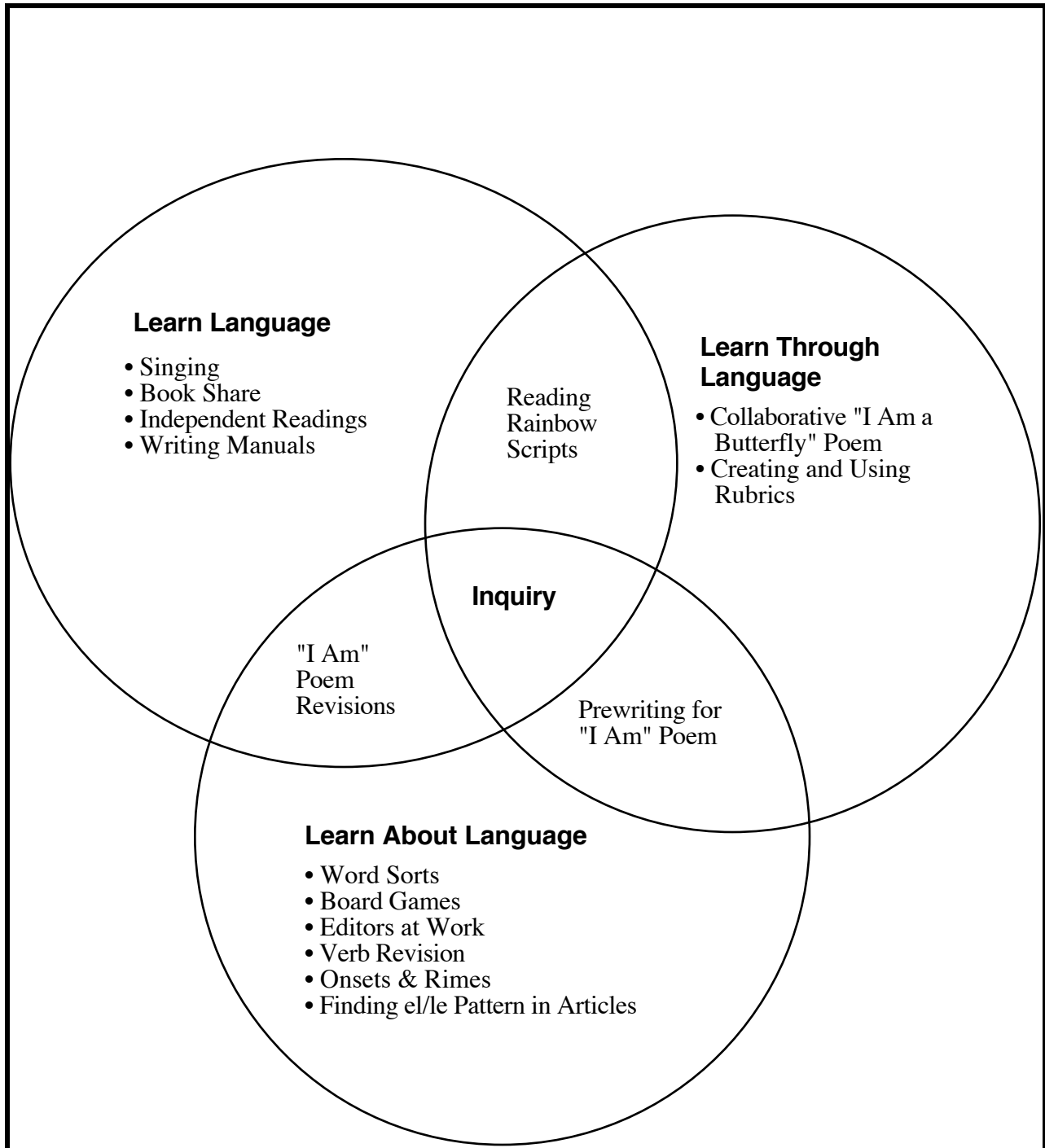
Kathy Short put these three interrelated categories on a Venn diagram to show how the edges blur and to help teachers remember to attend to all three components.

Teachers who believe that explicit phonics instruction in isolation for the first three years of schooling is the only answer are attending only to the We Learn About Language circle. As I enter my lessons into this diagram, I find myself leaning toward Learn Through Language and have to make sure that I attend to all three circles.

The Learn Through Language circle is where we use critical thinking. In other words, literature circles and open-ended questions fit here. Certainly, we, in Kentucky, know the importance of utilizing the Learn Through Language component every day. But some of us have misunderstood this mandate by thinking that everything else is to be thrown out. We still need guided reading. We still teach grammar and phonics and spelling. We teach them differently, but we still teach them. They're just as important as ever.

I'm planning to use this model as a reminder of how important all three categories are. I also want them to overlap, integrating the activities, making connections, giving kids handles to grab on to as they acquire literacy.

Circular Model for Integrated Learning



This graphic is adapted from a graphic that appeared in Kathy G. Short's article "The Search for 'Balance' in a Literature-Rich Curriculum," *Theory and Practice*, Volume 38, Number 3, Summer 1999. Copyright © 1999 College of Education, The Ohio State University. Reproduced with permission.

Questions My Audience Might Ask About the Book I'm Recommending:

- What is the book about?
- What is your favorite part? Why do you like it?
- What is the problem in the story?
- Do you like the title? Why?
- What feelings does this book stir? How does the author do that?
- What will I learn when I read this book?
- Is this book written in a special way? How is it written?
- How does the author make you want to keep reading?
- Has your author written any other books? What do they have in common?
- Is the setting important to this story? How does the writer let you know when and where the story takes place?
- Is there another story that you compare this book to?
- How did you decide to read this book?
- Who is the audience for this book? Why?
- What makes this book different from other books?
- What other books that you've read are like this book?
- How do the illustrations affect the reading of this book?
- Describe the main character.

Donna Vincent
Muhlenberg County Schools

Rubric for Oral Book Reviews

Criteria	A	B	C	D	F
Delivery — Pronunciation, Volume, Enthusiasm	<ul style="list-style-type: none"> • Sharp clarity and pacing • Precise volume level • Enthusiasm for book 	<ul style="list-style-type: none"> • Pretty clear and not too fast or too slow • Not too loud or too soft • Some enthusiasm for book 	<ul style="list-style-type: none"> • Sometimes difficult to understand • Too fast or too slow • Too loud or too soft • Not much enthusiasm 	<ul style="list-style-type: none"> • Mumbles • Low and hard to hear • Words are shaky 	<ul style="list-style-type: none"> • No expression • Mumbles, hesitates • Too low to be heard
Message — Persuasive, Clear, Interesting, Organized, Informative	<ul style="list-style-type: none"> • Persuades audience to read the book • Gives clear answers to questions audience would want to ask • Engaging lead and evident closing • Personal investment • Transitions are smooth 	<ul style="list-style-type: none"> • Makes audience think they might want to read the book • Answers questions audience might ask • Lead and closing are included • Transitions are predictable, but they work 	<ul style="list-style-type: none"> • Makes the audience aware of the book • Repeats information unnecessarily • Leaves out important details • Leaves out lead or closing • Transitions are repetitive 	<ul style="list-style-type: none"> • Does not interest the audience in the book • Does not consider the needs of the audience • Gives opinions without support • Repeats • No lead or closing • No transitions 	<ul style="list-style-type: none"> • No audience awareness • Not persuasive • Talks about things that don't relate to the book • Too brief/short • Ideas cannot be connected
Eye Contact and Body Language	<ul style="list-style-type: none"> • Sits up straight • Maintains eye contact with camera • Looks relaxed • Refers to book and holds it up 	<ul style="list-style-type: none"> • Sits up straight • Looks at camera • Refers to book 	<ul style="list-style-type: none"> • Slumps • Forgets to look at camera • Looks nervous • Robot 	<ul style="list-style-type: none"> • Reads from script without ever looking up • Never refers to or shows book 	<ul style="list-style-type: none"> • Doesn't take it seriously
CUPS — Capitalization, Usage, Punctuation, and Spelling	<ul style="list-style-type: none"> • Very few mistakes that do not interfere with reading it 	<ul style="list-style-type: none"> • Several mistakes, but they do not interfere with reading it 	<ul style="list-style-type: none"> • Mistakes keep the reader from comprehending 	<ul style="list-style-type: none"> • Too many mistakes which indicate that the writer didn't even try to fix them 	<ul style="list-style-type: none"> • More mistakes than correctness

Name _____ Grade _____

Notes:

My Rotten Red Headed Older Brother

Hi there, I'm Charles. Do you have an older brother who you think is downright mean? If so this book is for you. (Hold up book) **My Rotten Red Headed Older Brother** By: Patricia Polacco is sure to make you laugh.

This book is about a little girl who really doesn't like her older brother. He will act nice around their grandma but when she leaves he turns into a brat. (Turn to page 4) He is always teasing her because he is better than her at everything. (Turn to page 10-11.) His favorite thing to say is "I'm four years older than you, always have been always will be."

There are different feelings in this book. The two main feelings are anger and humor. He is always making her mad. She says she double dog can't stand him. (turn to page 15.)

The author of this book has written other books. Some of them are **Thunder cake**, **Just Plain Fancy**, and **Pink and Say**. (hold up books) Each one of these stories deal with strong emotional feelings.

So remember the next time your older brother is teasing you, remember this book by Patricia Polacco. You can find it at your local library.

Book Review on *Stone Fox*

Are you always on the lookout for great books to use in your classroom? Do you go to book fairs and Barnes and Noble and become overwhelmed by the options? Well, I have a book for you!

My favorite book for kids in upper primary and beyond is *Stone Fox*. I like it for several reasons. Here are a few:

You won't have any trouble getting kids to read it. No student has ever moaned when I've asked my class to get out this book. Even my own son who'd rather be riding a four-wheeler or playing baseball says it's the best book he's ever read!

This book stirs feelings. I've never read the ending without crying. My students usually cry, too. I think we need to find books that make us laugh out loud or cringe or cry. This is where true motivation to read fiction comes from.

Students learn as they read this book. Practical living skills such as accepting responsibility and individual well-being are reinforced. Little Willie's determination to win the prize money to pay the taxes on the farm is evidenced before and during the dog sled race. You and your students can discuss how he believed in himself, practiced faithfully, and persevered to the finish line. His willingness to help others and his lack of prejudice will be worthy of mention, too.

Stone Fox also covers about half of your core content in social studies. In addition to the lack of prejudice I mentioned earlier, you'll also find opportunities to teach about taxes, the government, Native Americans, and grandparents.

A couple of movies were made from this book that you can use. The latest version is called *Iron Will*. The original movie has the same title as the book. Comparing these versions will help your students think critically.

A Focused “I Am” Poem and a Writing Criteria Lesson

Donna Vincent, Muhlenberg County Schools

As a way to have students to introduce each other to their new writing community and to introduce/review the criteria for good writing at the same time, try something like this:

- *Have students to brainstorm the following: their hobbies, their responsibilities, and their relationships. For example, mine might include under relationships “sister, mother, wife, niece.” My hobbies include “writer, nature lover, paddle boat rider.” Part of my responsibilities include “house, dog owner, safe driver, cook.”*
- *Students could talk in small groups about each of their favorites and answer questions to help them decide which focus to follow. They pick one. Perhaps, I Am a Basketball Player.*
- *Once they’ve selected something on which to focus, they can become even more specific if they list some adjectives to describe **What Kind** of basketball player they are—determined, clumsy, frustrated, distractible. (Can’t you just see the focus sharpening? I wave to my friends in the stands when I should be listening to my coach . . .)*
- *Next, on a sheet of paper have the students to list as many verbs as they can to show their actions as a _____ (whatever their focus is). List both mental and physical verbs. (Use the graphic.) With the *I Am a Distractible Basketball Player*, verbs might include: wave, daydream, ignore. **Once the verbs are listed, it might be easier to be more organized. They might be able to see patterns and identify an even more narrow focus. Then some verbs could be crossed off the list that don’t apply to the narrow focus. Writing is as much what you leave out as what you put in.***
- *Now, give each student around 15-20 Post-it notes still stuck together. (They don’t pull them apart, yet.)*
- *Have them write the word **I** in the upper left-hand corner of each Post-it by flipping through the pages that are still stuck together. (Don’t write it too big. It’s the first word in each sentence they’ll compose, and there will be one sentence per note.)*
- *They now write one of their verbs next to the word **I** on each Post-it. The Post-its would say **I ignore, I wave, I daydream . . .***
- *Now, students pull the Post-its apart and categorize them. How do the verbs fit together? Will chronological order work? (i.e., before the game, during the game, after the game) Would other categories work? (i.e., when I’m winning, when I’m losing, during time out, when I’m on the bench . . .) With my “I Am a Peaceful Paddle Boat Rider” I might have a category for how I observe nature, one for visiting with the campers along the bank, one for sharing the rides with my dogs . . .*
- *Once the Post-its are stacked into categories, count how many are in each one. If you have less than four, think of other verbs to add that relate to the category. If you have more than five, look for repetition, weak verbs, unrelated verbs, etc. to take out, move, or combine.*

- *Elaborate on each idea by extending each sentence. If it says, **I burn . . .**, think about who, what, when, where, and/or why to elaborate. I burn a few calories (and my skin, if I'm not careful). I answered the question *burn what?*. You can answer more than one question. I launch my boat by shoving off and climbing aboard. (*what and how*)*
- *There is no magic number of stanzas (categories) to use. You'll want at least three. Within the stanzas (categories), the number of lines (sentences). You'll want a pattern, a rhythm. Probably keeping the number of lines consistent in each stanza works best. I like four or five lines per stanza in mine.*
- *Next, we have to organize the poem. Which stanza/category comes first, next, last? You could draw a grid with boxes large enough for post its stacks to stick in and move the stanzas/categories around until they make the most sense.*
- *Sentences in a stanza have to be read and arranged sensibly, too. (This may help the writer discover other gaps or redundancies to fix.)*
- *Begin only the first stanza and end ALL stanzas with I am _____ (the focus).*

Notice: It may be easier for kids to come up with the categories first, then the verbs followed by the elaboration. I've tried it both ways. I'm not sure which way I like best.

Revising the Poem

You'll want the poems to be focused, organized, and elaborated. These are some of the things I do to help kids with focus.

1. As they read aloud, I record the verbs. With the whole class, we highlight all the verbs.) We study the verbs to make sure they're **active** rather than passive, **varied**, and **focused** on each narrow category and **organized** according to the categories.
 2. We also check to ensure that present tense is used. (See the opportunities for skills lessons?)
 3. Again, as they read aloud, I record the language of the expert. In the poem, *I Am an Army Man*, I expect to find words like *tank, weapon, missile, hatch*, not *thing-a-ma-jig* or *what-cha-ma-call-it*. I encourage kids to put in more language of the expert while staying focused on the purpose.
 4. When the ends of the sentences are too similar, it probably means they didn't vary the 5W's + H questions. If every line ends with the answer to the question WHY, it becomes repetitive and even boring. Sometimes, when they read aloud, I record the questions they're answering and point out that they're not varying that enough.
- I encourage writers to listen for rhythm and patterns. Sometimes kids come up with poems that stray from the pattern by creating better ones. Allow that. One wanted the poem to be *We Are . . .* rather than *I am*. Another needed to alternate *I* and *he* at the beginning of each line. It

worked. Don't limit the number of stanzas or lines per stanza. Just listen for rhythm, pattern, focus, action, elaboration . . .

Possible Skills Lessons

- Active Verbs
- Complete Sentences
- Tense
- Pronouns

Verbs: Things I Do As a _____

Physical Verbs (using body)

Mental Verbs (using mind)

Donna Vincent
Muhlenberg County Schools

I Am a

<p><u>Stanza #1's Theme or Category</u></p>	<p><u>Stanza #3's Theme or Category</u></p>
<p><u>Stanza #2's Theme or Category</u></p>	<p><u>Stanza #4's Theme or Category</u></p>

Donna Vincent
Muhlenberg County Schools

I Am A Basketball Player

I am a basketball player.
I listen to “The Eye of the Tiger” to get fired up for the game.
I pack my lucky socks and shoes into my gym bag.
I put my sweatpants and t-shirt on over my uniform and go to the gym.
I pray that I can do my best and hope that we win.
I am a basketball player.

I focus on my game so I can do my best.
I concentrate on the other team.
I sweat as I hustle down the court.
I think of what I am going to do next.
I am a basketball player.

I block the other team’s shots so they won’t score.
I jump up high fighting for the ball.
I dribble down the court letting my team set-up.
I pass the ball to my team-mates for the open shot.
I am a basketball player.

I decide on the right play to help my team win.
I square-up to the basket to have a better chance of hitting it.
I shoot the ball to score.
I remember that it is just a game and win or lose I have fun.
I am a basketball player.

4th grader
Muhlenberg County Schools

DRAFT

“I am a Determined Basketball Player”

I am a determined basketball player,
I talk to my shoes before the game to see if we have a understanding.
I evaluate players on the other team like a scout,
I reenact plays in my head so I know them even in my sleep.
I warmup so I am hot during the game.
I am a determined basketball player.

I dart fast brakes ahead of people like the wind,
I fire the ball when I know I can hit it,
I sharpen cuts to get open,
I fake the defender like no one ever did befor,
I dribble the ball out of trouble,
I bolt my moves just as fast as lightning,
I am a determined basketball player.

I guard people like glue,
I rebound aggressively like my life depended on it,
I dive to the floor after a loose ball,
I am a determined basketball player.

I concentrate on the game,
I anticipate the other players like I read there mind,
I cheer when we score,
I pray silently for a little help,
I sweat during the game like a rainfall,
I assist a hurt player just as if I were a perimedic,
I always say good job to my team for encouragement,
I am a determined basketball player.

I cry when I win a very important game,
I congratulate the other team when they win,
I practice on my skills,
I am a determined basketball player.

6th grader
Muhlenberg County Schools

I Am An Army Man

I clean my gun.

I put bullets in it.

I cock my gun.

I fire my gun to survive.

I am an army man.

I load my missiles in my tank.

I check the tracks to make sure the bombs are not on.

I pack my guns for amour.

I lock the hatch.

I am an army man.

I run for cover when I am in danger.

I climb hills and jump fences.

I lead my team through wet tracks.

I feel exhausted when the day is over.

I am an army man.

4th grader
Muhlenberg County Schools

I Am A Shopper

I am a shopper.

I list some things I want and need.

I plan the perfect outfit.

I imagine the things I may get and how they would look on me.

I am a shopper.

I search for items such as shoes and clothes.

I hope I find a bargain so I have money left.

I wonder if anything will fit.

I get frustrated when my size is sold out.

I am a shopper.

I dash to the nearest rack.

I grab things I like and hurry to try them.

I pose in front of the mirror and check it out.

I smile from ear to ear when I find the perfect fit.

I am a shopper.

I rush to the check out and impatiently await my turn.

I purchase the outfit that was top on my list.

I run home to show off my flashy new clothes.

I boast and brag about the good deals I got.

I am a shopper.

5th grader
Muhlenberg County Schools

Rubric for “I Am” Poem

Criteria	A	B	C	D	F
Stanzas	<ul style="list-style-type: none"> Stanzas are organized and grouped by focused themes 	<ul style="list-style-type: none"> One stanza could be chunked a little better 	<ul style="list-style-type: none"> A small part is organized 	<ul style="list-style-type: none"> Unorganized stanzas 	<ul style="list-style-type: none"> No stanzas
Sentence	<ul style="list-style-type: none"> Effective sentences Answers questions who, what, when, where, why, or how Strong verbs 	<ul style="list-style-type: none"> Complete sentences Some strong verbs 	<ul style="list-style-type: none"> Simple sentences All short sentences Simple verbs with repetition 	<ul style="list-style-type: none"> Some incomplete sentences Weak, repetitive verbs 	<ul style="list-style-type: none"> No understanding of sentences or verbs
Editing (CUPS)	<ul style="list-style-type: none"> No or very few mistakes (mistakes do not interfere with reading flow) 	<ul style="list-style-type: none"> Some editing mistakes 	<ul style="list-style-type: none"> Several mistakes in editing 	<ul style="list-style-type: none"> Little editing took place Looks like a first draft 	<ul style="list-style-type: none"> No editing took place

Name _____ Grade _____

Notes:

Tara Vincent Whitmer
Graham Elementary
Muhlenberg County

I AM A DETERMINED POKE'MON TRAINER

I am a determined Poke'mon trainer,
I capture wild Caterpie and Pigeotto to help me on my journey,
I roast Brock with Butterfree to win a Boulder Badge,
I battle my way through Mt. Moon to Cerulean City,
I am a determined Poke'mon trainer.

I crush Misty with Oddish to gain a Cascade Badge,
I visit Bill the Poke maniac at Cerulean City,
I detect items with the item finder,
I travel to the Unknown Dungeon,
I worry that I might fail my journey,
I am a determined Poke'mon trainer.

I select which lock to open to get to Lt. Surge,
I remember past cities,
I think about what the next city will be like,
I meet Snorlax on Route 13,
I illuminate the Rock Tunnel with HM2(flash),
I am a determined Poke'mon trainer.

I cook Erica with Charizard to obtain a Rainbow Badge,
I grind Koga into dust to earn a Soul Badge,
I extinguish Blaine's flame with Gyarados to a Volcano Badge,
I pretend to have caught every Poke'mon with Ditto the transform Poke'mon,
I am a determined Poke'mon trainer.

I acquire a Marsh Badge by defeating Sabrina's psychic Poke'mon,
I wipe-out Giovanni to earn the final badge,
I bicycle through Victory Road,
I dread battling the Elite Four,
I hope to become a Poke'mon Master,
I am a determined Poke'mon trainer.

4th grader
Muhlenberg County Schools

Editing in Groups: CUPS—Capitalization, Usage, Punctuation, Spelling with Minimal Marks in the Margin

Donna Vincent and Tara Whitmer, Muhlenberg Co. Schools

Editors in Visors (CUPS):

- Using the fiction or scripts for the Reading Rainbow, groups of 4 edit for capitalization, usage, punctuation, and spelling.
- Talk a little bit about each kind of mistake.
- Assign letters to students to edit for. Give each child a visor (like editors used to wear). Put the letter they're responsible for on the visor. Have kids use a different colored pen as they edit.
- Remind students to be aware of feelings and not to make an issue of mistakes made.
- Remind them about Minimal Mark in the Margin where they put c, u, p, or s to indicate mistakes at the end of each line.
- Give kids a page to use as a marker to cover the rest of the text as they study each line.
- Papers are passed in carousel fashion until originals come back around.
- Give papers back to owners.
- Remind them that the marks in the margin are where editors THINK mistakes are located. Have students to check to see where the mistakes actually are.
- Students are to make changes when needed. Use dictionaries and handbooks on grammar, etc.

Reading Rainbow Scripts for Clips

- Watch a couple of *Reading Rainbow* clips.
- Pass out picture books. Allow students to choose and read.
- Talk about the characteristics of *Reading Rainbow* clips.
- Talk about the audience and purpose.
- Generate with the students a list of questions the audience might want/need answered. (We were advocating some Accelerated Reader books for students in the building. A few clips are aired in-house every morning.)
- Talk about the train—lead, body, closing. Pass out the engines. Have them to write purpose in smoke on engine. Remind them of the audience.

- Remind them that the body is where the questions are answered.
- Model the writing of a lead or two.
- Have the students try one (or two) leads. Remind them that they'll probably want to let the audience know the book's title and author pretty early in the talk.
- Model the answering of a question to go in the middle of the train. Talk about idea development and support.
- Give them a train car and have them decide upon a question to answer. (Most everyone will need to summarize the book without giving the ending away.)
- Continue with this same procedure until they've generated enough cars for the center of the train.
- Have them share with others to see if the questions are actually answered and if they need to ask other questions.
- Write the closings.
- Decide on the order. We know which car is first and last, but the middle can be moved around if needed.
- If they move cars around in the middle, work on the transitions to connect or reconnect each car.