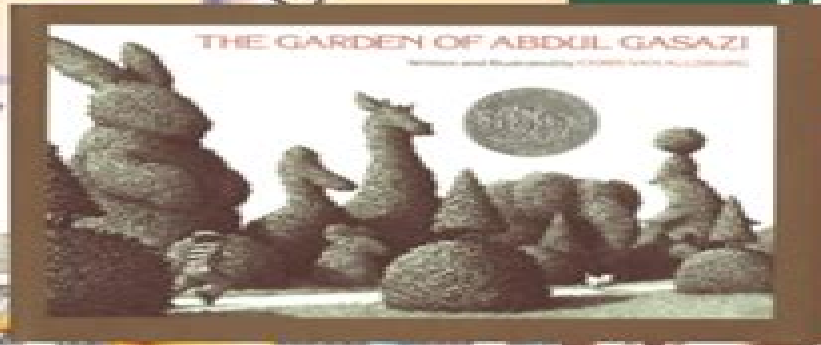
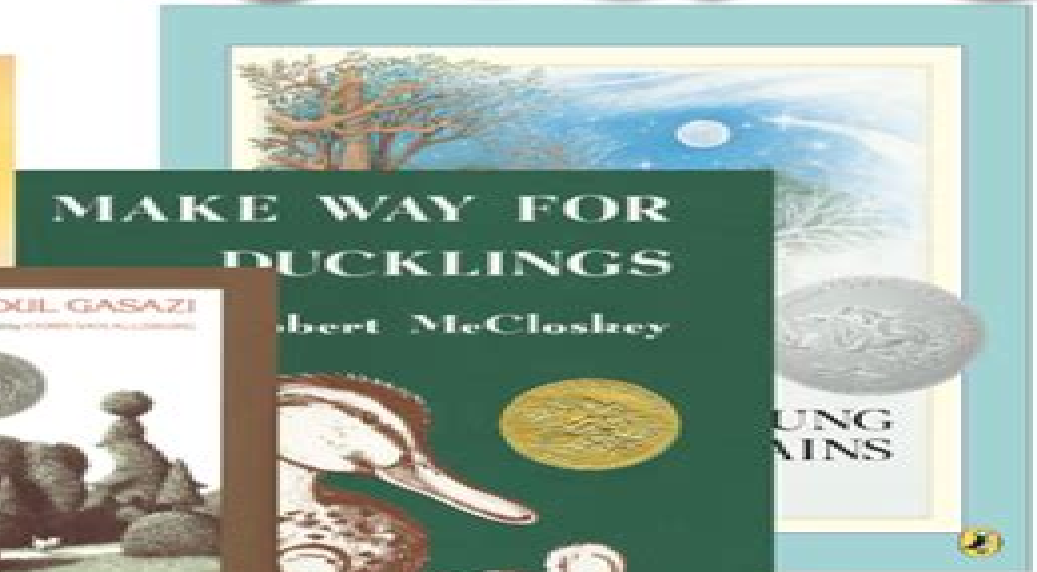


SETTING

Mentor Texts



Using Mentor Texts To Teach Craft Lessons

Nancy L. Akhavan



Using Mentor Texts To Teach Craft Lessons:

Craft Moves Stacey Shubitz, 2023-10-10 How do you choose mentor texts for your students How do you mine them for the craft lessons you want your students to learn In *Craft Moves Lesson Sets for Teaching Writing with Mentor Texts* Stacey Shubitz co founder of the Two Writing Teachers website uses twenty recently published picture books to create more than 180 lessons to teach various craft moves that will help your students become better writers Each of the 184 lessons in the book includes a publisher's summary a rationale or explanation of the craft move demonstrated in the book and a procedure that takes teachers and students back into the mentor text to deepen their understanding of the selected craft move A step by step guide demonstrates how to analyze a picture book for multiple craft moves Shubitz introduces picture books as teaching tools and offers ways to integrate them into your curriculum and classroom discussions She then shares different routines and classroom procedures designed to help students focus on their writing during the writer's workshop as well as focusing how teachers can prepare for small group instruction Using picture books as mentor texts will help your students not only read as writers and write with joy but also become writers who can effectively communicate meaning structure their writing write with detail and give their writing their own unique voice

Writing Strategies That Work Lori G.

Wilfong, 2015-04-24 Learn the ten keys to effective writing instruction In this dynamic book bestselling author Lori G Wilfong takes you through today's best practices for teaching writing and how to implement them in the classroom She also points out practices that should be avoided helping you figure out how to update your teaching so that all students can reach success You'll discover how to Make sure students have enough work in a genre before you assign writing Develop thoughtful short writing prompts that are infinite and not finite Have students read and learn from master authors in the genre they are writing Create a writing community so that writing is not an isolated activity Use anchor charts and minilessons along with rubrics and checklists Implement revising strategies not just editing strategies taught in context Use conferencing to grow students as thoughtful reflective writers Let narratives be personal and creative focusing on details and imagery Let informational writing explore a topic creatively and in depth Let argument writing be situated in real world application and not be limited to one sided what if debates Every chapter begins with an engaging scenario includes the why behind the practice and how it connects to the Common Core and clearly describes how to implement the strategy The book also contains tons of handy templates that you can reproduce and use in your own classroom You can photocopy these templates or download them from our website at <http://www.routledge.com/books/details/9781138812444>

Becoming a Teacher of Writing in Elementary Classrooms Donna Kalmbach Phillips, Mindy Legard Larson, 2015-12-22 *Becoming a Teacher of Writing in Elementary Classrooms* nurtures teachers' identities as writers connects to the realities of writing instruction in real and diverse classrooms and encourages critical and creative thinking This text is about writing instruction as a journey teachers and students embark on together The focus is on learning how to teach writing through specific

teaching and learning structures found in the Writing Studio mini lessons teacher and peer conferencing guided writing and sharing celebrating and broadcasting writing Pedagogical features include teaching structures and strategies Problematising Practice classroom scenarios assessment resources and a Companion Website Because a teacher who views him or herself as a writer is best positioned to implement the Writing Studio a parallel text Becoming writer give readers space to consider who they are as a writer their personal process as a writer and who they might become as a writer **Starting Small** Lauren Madden, 2025-04-01 Many teachers leverage their assets to adopt changes using small but meaningful changes that go beyond box checking and encourage authentic learning and engagement This book celebrates teachers small steps by sharing examples of these excellent small changes *Answers to Your Biggest Questions About Teaching Middle and High School ELA* Matthew Johnson, Matthew R. Kay, Dave Stuart Jr., 2022-05-06 Your guide to grow and learn as an ELA teacher Gain in the moment solutions to the most urgent challenges early career teachers face in providing student centered and efficient ELA instruction **Renew!** Shawna Coppola, 2023-10-10 When was the last time you shook up your writing instruction In *Renew* Become a Better and More Authentic Writing Teacher author Shawna Coppola builds on the premise that our students are ever changing and so is our collective knowledge base Instructional strategies that have worked in the past may need to evolve accordingly Coppola guides K 8 writing teachers with a three part framework for Rethinking Revising and Renewing their approaches and finding new energy along the way Using the framework *Renew* examines the most pervasive educational practices in writing instruction and poses questions that guide teachers to revise those practices to ensure they are effective for all students Coppola believes the work is challenging yet critical referencing R Buckminster Fuller s Knowledge Doubling Curve According to Fuller s paradigm the amount of time it takes for us to increase our collective knowledge base by 100 percent will continue to shrink the older we get If this is true or even close to being true show can we as educators ever feel satisfied with teaching our students the same concepts using the same methodologies and practices that we have in the past The book offers a road map for renewing key aspects of our practice including How we teach the writing process Over time and frequent usage some of our favorite teaching strategies can become rigid Coppola gives a candid account of how her enthusiasm for the writing process as an undergraduate led her to teach writing for years as a set of pre determined steps Now she teaches that there are many variations of the writing process and many twists and turns along the path One foundational strategy used is opening up her own process as a writer and her writer s notebooks to students and encouraging them to think and talk about their process with classmates What we mean by Writing Coppola argues that drawing isn t an accompaniment to writing it is writing It s another form of composition through which students can tell stories convey ideas and engage readers The book is full of visual compositions by students as well as Shawna s wonderfully simple and evocative sketches from her writer s notebook The tools we use to teach writing The most ubiquitous tools used to teach writing from anchor charts to graphic organizers to sentence starters etc tend to be teacher centric

rather than student centric Renew invites students into the process of constructing tools that are meaningful and helpful to them The book includes a range of examples of tools built collaboratively with students How we assess and evaluate student writing Coppola draws a distinction between assessments which should be an interactive conversation with students and evaluation which is about judging and categorizing what students know and can do Renew offers a range of examples and resources that illustrate effective feedback for student writers including online videos of teacher student and peer to peer conferences Renew also offers ideas for how teachers can nurture their own writing lives and thus reinvigorate their instructional practice Through rethinking revising and renewing their practice teachers can not only strengthen students skills as writers but also nurture students to become critical thinkers problem solvers and risk takers in the classroom and in our rapidly changing world

I Can Write Like That! Susan Ehmann, Kellyann Gayer, 2009 In these pages you ll discover engaging fiction and nonfiction children s books and ideas for using them to their maximum potential as teaching tools And you will find new ways to give your students models for their own writing Page 4 of cover *Mentor Author, Mentor Texts*

Ralph J. Fletcher, 2011 Ralph Fletcher has long mentored writing teachers now he presents the ultimate mentor text resource for teaching students to write In *Mentor Author Mentor Texts* Ralph shares 24 short high interest texts and accompanying Writer s Notes with your students Arranged from least difficult to most challenging they are ready for writers at every level Online Ralph also provides whiteboard ready versions of the texts as well as recordings where he reads 17 of his pieces *Mentor Author Mentor Texts* Includes 24 mentor texts written by Ralph including fiction nonfiction poetry and more Writer s Notes that give students a peek into Ralph s thinking and craft Online access to whiteboard ready versions of Ralph s mentor texts Online access to recordings of Ralph reading 17 of his pieces Suggestions from colleagues nationwide for using Ralph s texts in the classroom Let your teaching mentor become your students writing mentor with engaging mentor texts written and read by Ralph Fletcher I wrote all 24 pieces in this book You ll find an assortment of genres stories memoir poems essays and excerpts from novels The various texts are ordered from easiest least challenging to hardest most challenging I tried to select short high interest pieces Each one stands on its own with a beginning middle and ending I tried to choose pieces that would bring a sense of closure by the end writer s notes that give students an inside peek into craft My Writer s Notes introduce the text explain my thinking behind various decisions and point out a few things I want kids to notice With certain pieces especially the last three I highlight revisions I made along the way I tried hard not to take the mystery out of good writing Instead these notes are my way of opening the door and leading the student into the text and practical classroom tested suggestions like this from your colleagues One of my students Suzy knows that she struggles to provide enough detail in her non fiction pieces For her piece about soccer she told me that she knew she needed to include more details because she didn t want the reader to be confused We had already read Ralph s *Squirmy Wizards of Recycling* so we looked at the Writer s Notes Ralph said he had brainstormed questions that readers may have had as they read about worm composting

and he then tried to include the answers to those questions in the piece Suzy decided that she would write down questions that she thought her reader might still have about soccer and then make sure those questions were answered in her writing Since both Suzy and I have already developed a relationship with Ralph through his texts it felt like we were inviting an old friend to join our conference Kate Norem Morris Teacher The Bush School Seattle Washington *Welcome to Writing Workshop* Stacey Shubitz, Lynne R. Dorfman, 2019 Stacey Shubitz and Lynne Dorfman welcome you to experience the writing workshop for the first time or in a new light with *Welcome to Writing Workshop Engaging Today's Students with a Model That Works Through strategic routines tips resources and short focused video clips teachers can create the sights and sounds of a thriving writing workshop where Both students and teachers are working authors Students spend most of their time writing not just learning about it Student choice is encouraged to help create engaged writers not compliant ones Students are part of the formative assessment process Students will look forward to writing time not dread it From explanations of writing process and writing traits to small group strategy lessons and mini lessons this book will provide the know how to feel confident and comfortable in the teaching of writers **Interactive Think-aloud Lessons** Lori D. Oczkus, 2009 In this book you will find a wealth of exciting classroom tested lessons that will aid you in teaching the comprehension strategies*

Teaching Middle School Writers Laura Robb, 2010 My whole goal with this book was to come at teaching writing from the angle that matters most students perspective They taught me what I needed to know to make this book live up to their passion for writing Laura Robb Adolescents have robust and rewarding writing lives outside of school that involve journals emails text messages blogs and an astounding array of genres Unlike their personal reading lives that teachers frequently tap into their personal writings typically exist under the curricular radar that is until now While grounded in the common schedule constraints and curriculum demands of middle school Laura Robb's *Teaching Middle School Writers* offers teachers lessons and routines that are uncommonly attuned to adolescents developmental and social needs As she taps into the energy and enthusiasm of adolescents personal writing lives Laura presents writing plans that support first drafts strategies for crafting leads that grab and endings that satisfy grammar lessons that address writing conventions editing lessons that have students revise their writing before the teacher reads it guidelines for grading and responding to student work Straight from the classroom writing samples and videos give teachers the opportunity to see how Laura uses compelling questions and powerful mentor texts to teach writing support struggling writers and weave twenty first century literacies into the writing curriculum Throughout teachers learn ways of connecting to students lives in order to bring out their best writing their best self Watch a video overview [How's it Going?](#) Carl Anderson, 2000 *How's It Going* is a practical book Written in a conversational style it's filled with lots of useful advice *How to Align Literacy Instruction, Assessment, and Standards* Nancy L. Akhavan, 2004 In this book Nancy Akhavan details the stories and strategies that enabled her school to move from under performing status to one in which students achieve and teachers have a whole new understanding of targeted

instruction sensitive assessment and meaningful curriculum There is much to appreciate in what she says from her attention to thinking small and understanding the power of the details her emphasis on planning and goal setting to the seriousness with which she takes the standards and incorporates them into the life of the classroom Drawing on the work of the best in the business Lucy Calkins David and Yvonne Freeman and Tony Alvarado Akhavan made professional development the heartbeat of her school as she helped her faculty understand that their work begins and ends with continuous assessment of their students Now she helps readers of her book learn how child centered assessment leads to strategic instruction how to best support multilingual learners how to organize for yearlong learning how to think through precise workshop instruction in minilessons how to develop meaningful curriculum around units of study how to create a vibrant school community where standards and accountability stem from regular assessment and examination of instructional practices Akhavan provides immediately useful information for any elementary teacher principal or curriculum developer Read her book and understand how to use standards as a way to connect meaningful instruction to students not as a bar that students have to reach or a barrier to real teaching and learning

A Field Guide to the Classroom Library Lucy Calkins,2002 Provides comprehensive and accessible leveled lists and guides for 1 200 children s trade books for kindergarten through 6th grade to help teachers build classroom libraries

Learning to Write with Purpose Karen Kuehlthau Allan,Mary C. McMackin,Erika Thulin Dawes,Stephanie A. Spadorcia,2009-03-14 Communicating ideas and information is what makes writing meaningful yet many upper elementary and middle school students write in a vacuum without considering the aims of their writing or the needs of their readers This highly informative teacher friendly book presents a fresh perspective on writing instruction along with practical methods for the classroom Teachers learn ways to promote the skills and strategies needed to write and revise effectively in a range of genres personal narratives fiction and poetry persuasive explanatory and how to writing and writing for high stakes tests Special features include vivid classroom vignettes examples of student work evaluation guidelines and suggested mentor texts that model different genres

Statement ,2012 Micro Mentor Texts Penny Kittle,2022-12 At a time when students attention is being pulled in many directions writing expert Penny Kittle shows us the power of helping them to focus in and communicate clearly She does that through the study of micro mentor texts excerpts from acclaimed books and the decisions authors make to craft those texts so they deeply engage readers Her book includes dozens of short texts and mini lessons based on them as well as many practice opportunities for students and demonstration videos for you

The No-nonsense Guide to Teaching Writing Judy A. Davis,Sharon E. Hill,2003 Filled with specific details and examples this book describes the organization of a successful yearlong writing workshop for grades 3 to 8

Fluent Writing Denise Leograndis,2006 Are you puzzled by pacing According to the NCEE standards as well as some state standards it s an essential writing skill But what is pacing And how do you teach it Denise Leograndis has the answers to those questions and in *Fluent Writing* she shares with you how this seemingly new area of instruction offers a breakthrough opportunity to

improve your students writing **Writing Thief** Ruth Culham, 2016-09-06 Culham demonstrates a major part of good writing instruction is finding the right mentor texts to share with students Within this book you ll discover more than 90 excellent mentor texts along with straight forward activities that incorporate the traits of writing across informational narrative and argument modes

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