




## WHY and WHERE the Reading and Writing Connection Needs to Occur

- Students need to make a Reading/Writing connection
  - Grammar and mechanics taught in isolation (i.e., text, workbooks) produce little transfer to writing
  - **1936 NCTE** found and published that teaching grammar and mechanics in isolation had little to no effect on student writing
  - **NO** DOL or DGP
  - There are too many exceptions to English rules
  - No one can remember all the rules
  - Even adults have to look the rules up
  - If choosing a book in isolation- choose a short ready (recommended 32pgs or less)
  - Focus of text should be to look at different **AUTHORS:**
    - That different authors have different styles
    - The way authors write differently...What do they do? How did they get published?
    - Develop their own style by analyzing... Students have to absorb all different styles of writing to figure out what works for them
  - Utilize sentences that come from text (preferably something you are using in class already)
  - **Want to improve students' writing craft:**

"Mechanics and grammar are inherently linked to craft... instead of separating into different lessons – merge when possible."  
Jeff Anderson: *Mechanically Inclined*
  - Reading/Writing mini lessons (a must)
  - Themed writing prompts
  - **Read like a Writer... Write like a Reader...** How do we do that:
    - Focus on sentences ... They have to know what makes up a sentence. Jeff Anderson: *Mechanically Inclined*
    - Teach what a well written sentence looks like and WHY?
    - Focus on a paragraph(s) ... Not the entire text
    - Focus on word choice- Visualization-Paint the picture in the reader's mind
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- K-1 and 2-3 have to know what the upper grades **HAVE** to be able to do
- Everyone K-5 should be working cooperatively to achieve the same goal... Each with a different responsibility

## **What needs to take place?**

### **Daily... Not all at once...Repetition**

#### **K-1**

**Requires a lot of active engagement with the teacher verbally at first then leading to independence...**

Class discussion is where learning happens:

- Students share with us text effects and what's important to them

Hear everyone: Learning from each other

Reading for enjoyment  
Print Concept (Left to Right)  
Sight Words  
Vocabulary  
Sentence Formation

Read to Them  
Read with Them  
Read by Themselves  
Write with Them  
Write by Themselves

**Here students learn to:** Observe/Notice

- Read
- Connect
- Write (with pictures, with help)
- Goal is independent writing

### **K – Expand the Vocabulary**

- Shared Writing Experiences  
Ex: I love \_\_\_\_\_.

### **1<sup>st</sup> and 2<sup>nd</sup> – Grammar**

- Make a chart of grammar focus
- Focus on skills of the week
- Label words they know
- Write Ins or Fill in the Blanks



## Revising sentences to make them better

- Cross out boring verbs to make them more vivid
- Parts of a Sentence
- Exciting Words (Word Choice)
- Types of Nouns
- Types of Sentences
- Capitalization
- Punctuation
- Changing Adverbs, Adjectives

### 2<sup>nd</sup>

- Practice finding mistakes in sentences
- Practice the skill you are working on all week
- **Formative Assessment** Observation: Work on strategies they need

### 3<sup>rd</sup>-5<sup>th</sup>

- Write all the things about what makes the sentence a "**good sentence**"
- Write the sentence correctly skipping lines between – Label all the parts of speech
- Rewrite the sentence (i.e., change the adjectives, use vivid verbs, specific nouns, stretch-it by adding more detail)
- Write your own sentence using the author's style, but with your own words
- If assessment is needed for summative/formative, grading after all the mini lessons... Write the sentence/text with errors and have students correct

### Sources:

- Write Source: Great Source Education Group
- 6 +1 Trait Writing Program: Ruth Culham- Scholastic
- Jeff Anderson: *Mechanically Inclined*
- Katie Wood Ray: *Wondrous Words*
- Jessica Ivey: *Mentor Sentences and Mentor Text*

# MENTOR SENTENCE

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## Mentor Text

- Short and Sweet
- Engagement
- Integration
- Immersion

## Mentor Sentences

- Pull a sentence from a text
- Part of their writing notebook.... They use it as a resource (Can be a legal pad)

Interactive Activity that demonstrates the skill on the left...

*Mechanically Inclined* – Jeff Anderson -2005 Mechanics and Grammar are **Tools not Rules**

Idea of Mechanics and Grammar is to communicate effectively... With well written sentences

Show them an **Amazing Sentence not DOL**... Where they guess at Mechanics and Grammar

“What’s so good about that sentence that I need to include it in my writing?”

NCTE not teaching grammar in isolation... Reading/Writing Connection

Use Mentor Sentences at the beginning of Writing Workshop

Mentor Sentences show what awesome author’s do... They had to do something good to get published

The more they see good writing the more they will absorb it and include it in their own writing.

Writing ... Like fashion... A person has their style... Show lots of examples of different styles so they can choose what they like to include in their writing.

Consistency... the key to Mentor Sentences

Daily 10-15 minutes... Takes a few practices to get there though...

“Jeff Anderson – 2005 Students can only attend to a certain number of things at a time” ... Sometimes 2-3 is a challenge

**Mentor Sentences are not all of a writing program** ... Do Mini Lessons to teach other aspects/components of craft

**Teach one thing at a time and learn to apply it to your writing**

**Monday - Invitation to Notice – Notice the great things about that sentence**

**Things that are exceptional or unique that makes it a good sentence**

**What's important about the sentence to them...**

**It students can't figure out the focus skill ... tell them**

- Grammar usage
- Exciting Words
- Figurative Language
- Types of Sentences
- Punctuation
- Vivid Verbs
- Descriptions
- Point of View (1<sup>st</sup>, 3<sup>rd</sup> Person) ... Just because there is "I" doesn't mean it is 1<sup>st</sup> person
- Author's Craft

*Not there is a period at the end...! -? ok... Why are they used... Can lead to other discussions*

**Tuesday – Parts of Speech**

**In order for students to manipulate English... they have to understand what makes up a sentence**

**Every sentence has a Subject & Predicate... Then build on them**

**Only label what they know... They can add the parts they don't know when you go over it**

- Rewrite the sentences skipping lines so they can label the POS
- POS that they know... Discuss the why you know it is that part of speech and how they work together
- Focus on skill of the week

**Wednesday – Invitation to Revise**

- Add or change adjectives or adverbs
- Use vivid verbs
- Use specific nouns to replace pronouns... Example "He" who is "He"
- Make it sound better
- Give them examples...
- Spelling is their own

**Thursday -Invitation to Imitate**

- Students write their own sentence similar to the original by preserving the same style and structure
- If the writer uses dialogue and vivid verbs... They have to use that in their imitation
- Monitor as they are writing... Let 2-3 share with the entire class ...Use Colored Sentence Strips and Smelling Markers for those sharing.
- Others turn to their "Talk Partner" and Share
- Imitation should be correct.

**Friday – Invitation to Edit**

- You write the sentence incorrectly... They should know the mistakes
- DOL a cold sentence they won't know what is wrong with it
- Giving the quiz will let you know who still needs help... Formative Assessment or as a Summative Assessment for the week