

Motivate the Middle: Dynamic Writing Strategies

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Show vs Tell

Set Learning Targets and Focus for a Writing

| Tell | Show |
|------|------|
| | |

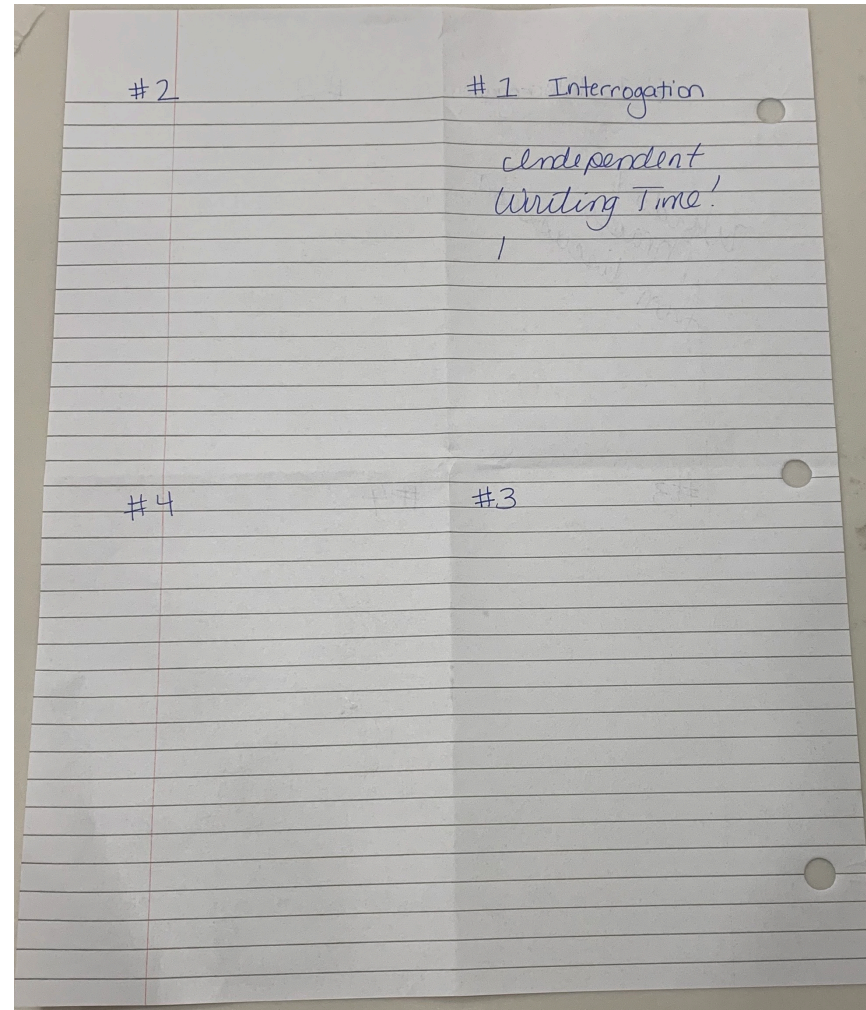
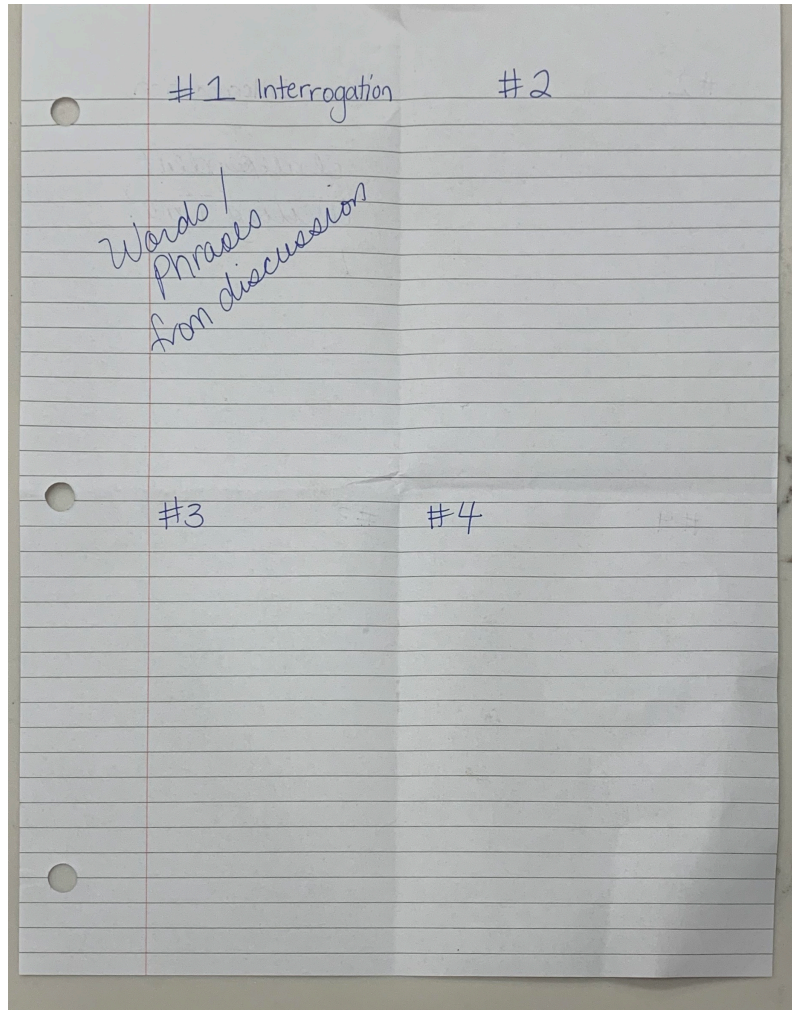


4 x 4 Strategy

- Four picture prompts or video prompts or a combination of both.
- Four Pictures / Four Minutes of Discussion / Four Minutes of Writing = a full page of story / paragraph starts.
- Steps – Show the image – Four minutes of discussion – share words, thoughts, ideas. Then Four minutes of quiet, independent writing.
- (Pre-Covid) - up move and change spots to know picture

Page Set-up

Divide a piece of paper into four





Picture
Prompt #1 –
Break-out
room for
discussion –
FOUR
MINUTES

Writing time!! – 4
Minutes – fill the
square

Encourage students to
start with one good
sentence





Picture Prompts Continued

A stack of books is shown in a dark, moody setting. On top of the stack is a small notebook with a dark cover. The notebook's pages are visible, showing a hand-drawn heart in blue ink and some faint, illegible handwriting. The overall lighting is low, creating a sense of depth and focus on the text.

Sensory Writing Words Booklet



Cross-curricular with this strategy

Novel Study - powerful quotes from the novel; character examination

Poetry – use 4 with a prompting question - discuss and respond

Socials – Maps, Primary Sources, Quotes, Text, Images (Mix of all) - use to intro a unit or as a formative or summative piece.
– Significance

Science – Images, Articles

AND SO MUCH MORE!!!

Discussion, Movement, Reflection!!

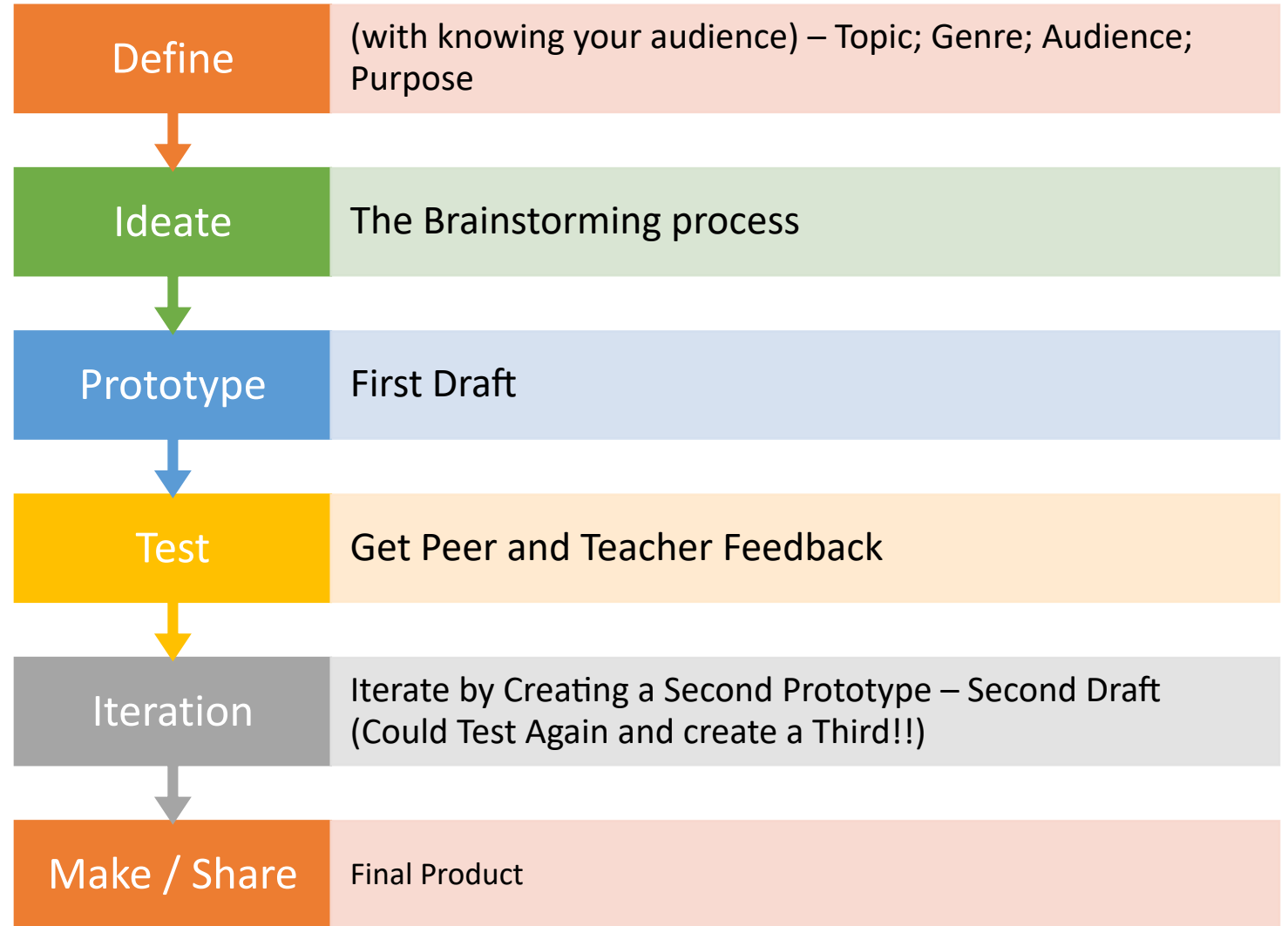
Winter Story – From Picture Prompts



| Area of Focus | What is Developing | Proficient | What is Extending |
|-----------------------------------|--------------------|---|-------------------|
| Organization and Structure | | Clear Beginning where setting is described, characters are introduced, and conflict is established. A “hook” draws the reading | |
| | | Middle – develops the storyline, leads to a climax | |
| | | End – Clear resolution to the initial conflict. Ends in a logical way | |
| Word Choice | | Strong Action word “Striking words and phrases” | |
| | | Tries to incorporate figurative language For Example: Alliteration Simile Metaphor | |
| | | Use words and phrases to capture the imagination “Show vs Tell” | |
| Conventions and Structure | | Uses a variety of sentence structures. Tries to combine ideas No Run-On or incomplete sentence | |
| | | | |

Building One-Point with Students

Writing / Projects – Design Process



Editing – Student Conferencing



What are you working on as a writer?

Compliment the writing

*Student
Conferences*

Pick a teaching point (ex. descriptive language, voice, conventions, sentence fluency)

Set an achievable goals together.

Reminders are NOT teaching points, pick specific teaching points and goals

Name:

Date:

Working on:

Strength:

Teaching Point:

Goal:

Name:


Date:

Working on:

Strength:

Teaching Point:

Planning a writing Unit

|  Planning a Writing Unit | | | Mode: Narrative | Sample Forms: Creative Story utilizing picture prompt |
|--|--|---|--|--|
| Ideas: <i>Using a picture prompt, write a descriptive story utilizing dialogue. Generate topics by providing at least 4 picture options Use details to "Show vs Tell" emotions</i> Mentor Text(s): | Organization: <ul style="list-style-type: none"> • Clear beginning, middle, and end • Told in the third person or first person • Descriptive words • Showing Characters emotions vs. just telling • Uses the 5 senses • Dialogue | Voice: <ul style="list-style-type: none"> • Establishes mood • Expressive • Engages the reader | | |
| Word Choice: <ul style="list-style-type: none"> • Carefully selects powerful descriptive words. • Uses literary techniques to add to the effectiveness of the piece. • | Fluency: <ul style="list-style-type: none"> • Capturing a smooth, rhythmic flow | Conventions: <ul style="list-style-type: none"> • Mini-lesson on dialogue, how to punctuate correctly. | | |
| Possible Assessment: <i>Co- Create a single point rubric as a class. Be sure to include descriptive language and dialogue Peer - editing and feedback using the rubric before submitting final copy</i> | | | Sharing / Publishing: <i>Students should type final copy Student may choose to share on their blog Have a story sharing time at the end</i> | |

A few of our Favourite Things

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A Few of our Favourite Things!!

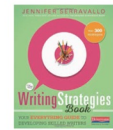
Writing and Literacy Resources We Recommend



The Writing Thief by Ruth Culham



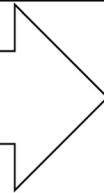
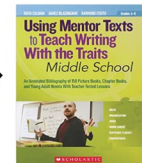
The Writing Strategies Book by Jennifer Serravallo



The Quickwrite Handbook: 100 Mentor Texts to Jumpstart Your Students Thinking and Writing by Linda Rief



Using Mentor Texts to Teach Writing With the Traits: Middle School by Ruth Culham, James Blasingame, and Raymond Coutu



A Few of our Favourite Websites:

<http://www.readwritethink.org/>

<https://www.cultofpedagogy.com/> - This is our inspiration for using one-point rubric

<https://www.flocabulary.com/> - our favourite for teaching vocabulary!!