

The Art & Science of K-1 Writing Demonstrations

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What are your beliefs about K-1 writers?

How do we support K-1 children to develop as writers?

What is a writing demonstration?

A writing demonstration includes both the physical act of writing, as well as the thought processing of the writer. Rather than telling students about writing, a demonstration actually *invites* them into the composing process or any other stage of the writing process.

When should a writing demonstration occur?

What does it look like in a kindergarten or first grade classroom?

Demonstration Formats

- Daily Journal
- Daily News/Morning Message
- Predictable Charts
- Notes to Class
- KWL (know, wonder, learn) Charts
- Summarizing Directions
- Science Journals
- Graphic Organizers
- Experience Charts
- Individual Conferring
- New Vocabulary (enormous, giant, huge...)
- Analogies (go → so, the → then)
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Authenticity is essential!

Where do we begin?

Routines and consistency are important so students can focus on new and creative paths.

Routines & Expectations

= Teacher' Role = Student's Role

Kindergarten	First Grade
<input type="checkbox"/> Demonstrating for/with children daily <input type="checkbox"/> Coaching & conferring with students	<input type="checkbox"/> Demonstrating for/with children daily <input type="checkbox"/> Coaching & conferring with students
<input type="checkbox"/> Write daily <input type="checkbox"/> Come prepared with idea/s <input type="checkbox"/> Close eyes and compose idea <input type="checkbox"/> Share idea with a classmate (Rehearsal) <input type="checkbox"/> Retrieve materials (Journal & sound card) <input type="checkbox"/> Begin drawing/writing immediately <input type="checkbox"/> Return materials & go to <i>centers</i> <input type="checkbox"/> Sharing after <i>centers</i>	<input type="checkbox"/> Write daily <input type="checkbox"/> Come prepared with idea/s <input type="checkbox"/> Share idea with a classmate (Rehearsal) <input type="checkbox"/> Retrieve materials <input type="checkbox"/> Begin drawing/writing immediately <input type="checkbox"/> 2 minute warning to finish up <input type="checkbox"/> 5 students share <input type="checkbox"/> Return materials

September	
<input type="checkbox"/> Encourage labels and words <input type="checkbox"/> Encourage details <input type="checkbox"/> Date stamp page <input type="checkbox"/> Scribe message for publishing.	<input type="checkbox"/> Encourage details <input type="checkbox"/> Re-read throughout composing <input type="checkbox"/> Encourage alternative ways to extend the writing <input type="checkbox"/> 5 students share journal entry each day
<input type="checkbox"/> Draw pictures with crayons <input type="checkbox"/> One page each day <input type="checkbox"/> Turn to next page & don't skip pages. <input type="checkbox"/> Student illustrates the next day.	<input type="checkbox"/> Begin with composition books. <input type="checkbox"/> Pencil sketch on the top & message on the bottom <input type="checkbox"/> One page each day <input type="checkbox"/> Turn to next page & don't skip pages. <input type="checkbox"/> Student dates the page <input type="checkbox"/> Sentence parts (who, what, when, where, how)

October - December	
Work with small groups Encourage complete thought/sentence	Encourage elaboration of ideas (i.e. start a new page, add more to your pictures, add more to your words) Introduce basic editing (conventions) Work with small groups
Begin with composition books Draw line across middle of page Sketch plan on top & message on the bottom Draw sketch with pencil Re-read throughout composing	Re-read throughout composing More complex sentence structure Respond to periodic writing prompts
January - February	
Encourage elaboration of ideas	Informal outline for expository writing Introduce transition words
Students write date Quiet writing time/whisper voice Encourage adding details Turn the page for more details More publishing	Topic sentence Transition words Conclusion sentences More editing Self-evaluation
March - April	
Encourage main idea & supporting details Varied formats (riddle, poetry...)	Varied formats (riddle, poetry...)
New format: Draw line across page at 7 th or 8 th line down Specific conventions (capital letters, quotation marks...) Self-evaluation	Editing & revising Writing multiple sentence paragraph
May - June	
Editing for conventions, legibility & neatness of writing	Continue to expand writing forms (fairytale innovations, plays...)
Editing and revising Utilizing Lines (presentation)	Review writing samples from throughout the year. Evaluate and celebrate growth as a writer

How do we select topics for mini-lessons?

- Observation-informed decisions
- Assessment-informed decisions
- Writing Process
- 6+1 Traits of Writing
- District/State grade level expectations

Common Mini-Lessons

- Routines
- Ideas
- Use a sound card (resources)
- Think it – Say it – Write it – Read it
- Repeat message to help remember
- Letter formation
- Say words slowly & record sounds
- Isolating/segmenting sound (“Fists up.”)
- Left to right directionality
- Utilize known words
- Re-read to maintain meaning in order to continue message
- Spacing between & within words
- Details
- Utilize interesting words
- Consistency in size of print
- Utilize punctuation
- Main idea and supporting details
- Beginning, middle, & ending
- Transition words
- Report Format
- Poetry, riddles, etc.
- Self-evaluation
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How can demonstrations be extended to support staff and parents?

And, what else?