Curriculum with Instructional Strategies and Professional Development

The Writing Alive Philosophy

Empowered (trained) teachers result in successful students. We couple professional development with our proven, comprehensive curriculum to equip teachers with the tools they need to teach writing successfully (the percentage of advanced student writing rises dramatically).

The students' increased vocabulary and writing skills spill into math, science and social studies. We leave nothing out, no holes, no gaps in instruction or assessment. Every aspect of writing is covered to meet and exceed the Common Core Content Curriculum Standards. As a result, we create teachers that make a difference. Impressive improvements in student achievement, confidence and test scores are the outcomes.

The Importance of a Writing Curriculum

Why is writing essential to student success? Writing is directly linked to learning. Writing solidifies comprehension in reading, math, science and social studies. It is the vehicle used for assessment in all subjects. Every job requires writing. Writing Alive equips teachers to become writers and effective writing teachers. As a result, students receive what they need to become successful writers.

Writing Alive is systematic!

The Writing Alive Day by Day Curriculum provides Monday through Friday lessons with everything teachers need for thirty-two weeks of school. Skills are scoped and sequenced for each grade level.

Writing Alive is systemic!

A common language with symbols, planners, checklists and rubrics begins in kindergarten and continues through the grades. At each grade level teachers build on the skills and common language learned in the previous grades, watching the sophistication of the writing steadily improve.

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Writing Alive Gets Results

Grade 1 student writing before Writing Alive instruction

I like my dog.
My dog is nice.
He is black.

The same student after receiving instruction from a skilled Writing Alive teacher

After school my black lab runs and jumps on me. He kisses my face with his wet tongue. His tail wags back and forth while he dances around me.

Grade 3 student paragraph before Writing Alive instruction

I know 6 things about giraffes. First, I know their heart is really, really big. Second, their tongue is l l/2 feet long. Third, their neck weighs 600 pounds. Fourth, they spend 16-20 hours a day eating. Fifth, they sleep only in 30 minute catnaps. Sixth, adult giraffes stand 20-26 feet tall. In conclusion, I think that the giraffe is the most interesting animal!

The same student after receiving instruction from a skilled Writing Alive teacher

Wow! Giraffes are as gigantic on the inside as they are on the outside. Their huge heart, the size of a 25 pound frozen turkey, pumps blood all the way up its six foot long neck to its head. Without this humongous heart it could not survive.

If you watch a twenty-four foot tall giraffe eat, you'll see its one and half foot long black tongue. This long muscle can reach all the way up to an acacia tree. When a giraffe is hungry, it strips the branch of its thorns and leaves in a single swipe with this black fingered tongue. Although its tongue appears as tough as a leather glove, this huge appendage moves as nimbly as a finger. It can clean its own ear with this finger and even itch its eye-lashes! A mammal the size of a giraffe needs big and flexible body parts for its enormous body. For a definition of large, look at the giraffe, inside and out.

Grade 4 prompt writing before Writing Alive instruction

Prompt: Who do you admire? Explain why.

My name is Tisha and I'm going to tell you about who I admire and why. I think my aunt is the best. She is nice and fun. I like being with her. Of all the people I know, she is the one who I admire the most.

The same student after receiving instruction from a skilled Writing Alive teacher

Prompt: Who do you admire? Explain why.

I love surprises and my aunt delivers them. I admire Aunt Kenna for her spontaneity! Without warning she drives up after school and takes me out for an ice cream cone while listening to me tell her about my day. On nice days she picks me up and drives me to our favorite rollerblading trail for a couple hours of skating. Last Friday, our class had pet day. I don't know how she knew, but I heard the door open and in stepped Aunt Kenna with Tootsie, her terrier. "I thought you might like to borrow a dog today," she smiled. When I least expect it, my aunt surprises me. I love and admire Aunt Kenna for her unique, spontaneous personality.

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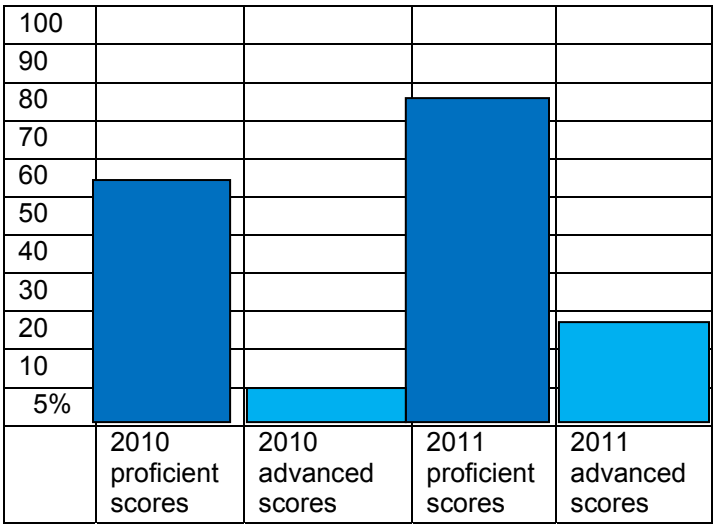
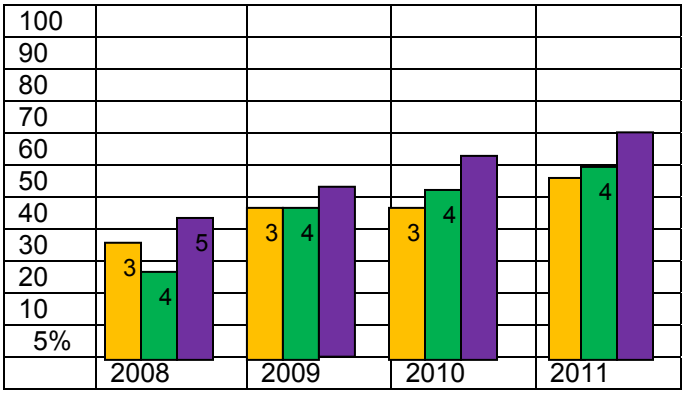
School Performance Charts

Asbury Elementary adopted Writing Alive in the fall of 2009.



79% free and reduced lunches

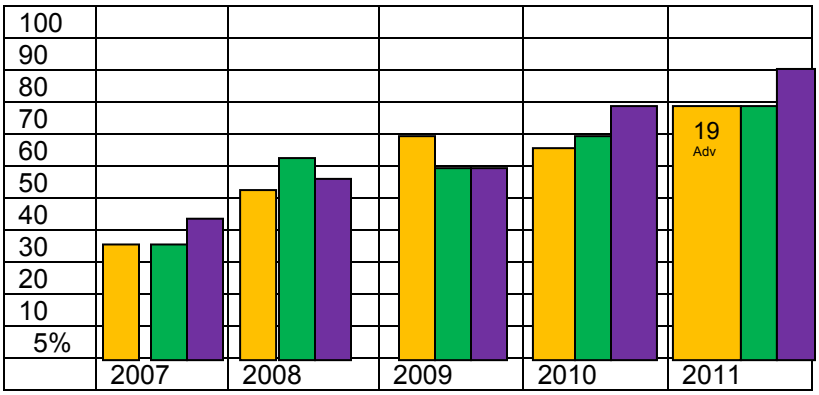
Sabin adopted Writing Alive in the fall of 2008



40% free and reduced lunches

34.2% ELL

Red Hawk Ridge Elementary adopted Writing Alive in the fall of 2006



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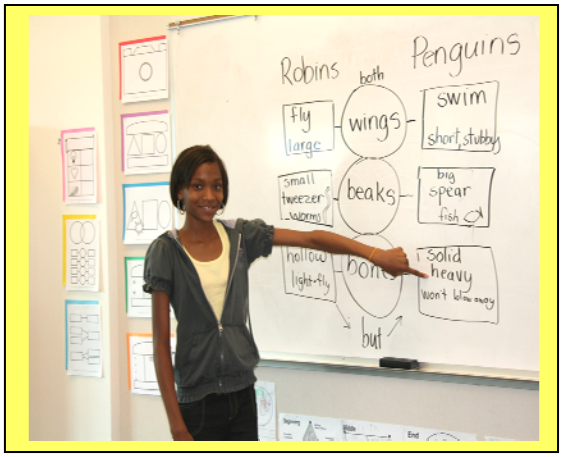
Only Writing Alive Incorporates All Six Components of Writing



1. Structures – Writing Alive instruction begins with mastery of sentence structure and grows to paragraph, composition, story and essay structures. Because speed and clarity are important to communicate ideas, the Kindergarten, Grade 1 and Grade 2 Curriculum Guides include printing instruction and Grade 3 includes cursive instruction.

2. Grammar – Each Monday, Writing Alive provides a hands-on lesson on a skill. Throughout the week, that skill is implemented and practiced in daily writing, sentence styling and revision. Grammar skills follow a scope and sequence at each grade level.

3. Traits – Teachers model and instruct students in how to improve organization, content, word choice, voice, fluency, style, conventions and presentation.

4. Process – Teachers and students follow Writing Alive's guided, interactive writing process:

- Plan – Organize ideas in the appropriate planner.
- Verbally Rehearse – Read a piece from the planner to practice before drafting and to provide models for the other students.
- Set Goals – Select and set goals from the rubrics or checklists for each writing piece.
- Draft – Break drafting into chunks with discussion and sharing.
- Assess – Evaluate goals using the rubric or checklist.
- Revise – Guide student revision lessons to add to, subtract from or change content.
- Edit – Correct conventions using kinesthetic editing techniques.
- Publish – Write a final copy after completing three pieces in the same genre.

5. Modes and Genres – Teachers model how to brainstorm ideas in graphic organizers and organize ideas in planners for descriptive, narrative, expository and analytical writing. Students learn how to activate and individualize their writing in all subjects.

6. Assessment – Teachers and students set goals on the diagnostic rubrics before drafting and assess goals after drafting. Revision lessons on the goals increase student skills. The diagnostic rubrics help students monitor their growth and graph their results.

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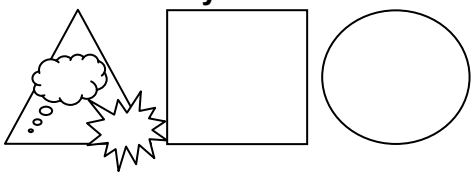
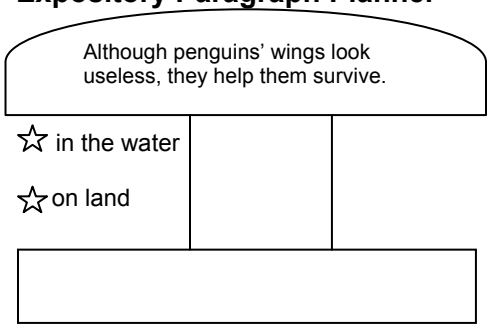
Researched Instructional Strategies

Graphic Organizers

Story Planner

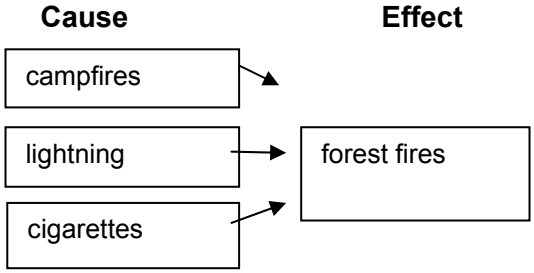


Expository Paragraph Planner

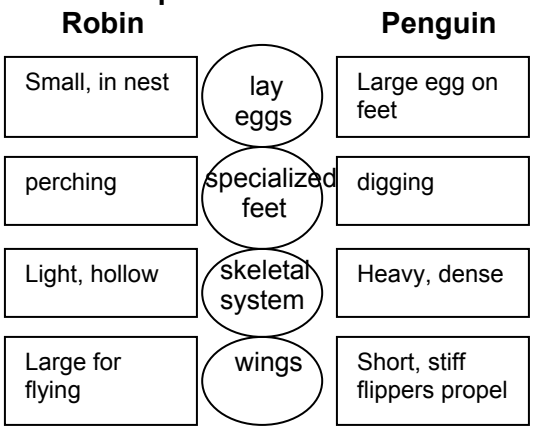


Brainstormers

Cause/Effect Brainstormer



Compare and Contrast



Writing Alive incorporates best instructional practices.

- graphic organizers to organize thoughts, problem solve, brainstorm and to plan writing
- daily writing, daily revision practice
- guided, interactive instruction
- verbal rehearsal
- scaffolding
- multisensory instruction/learning paths
- systemic common language, planners and rubrics
- differentiation
- curriculum scope and sequence for each grade level
- movement and learning connections
- critical thinking – compare and contrast
- student ownership in goal setting and assessment
- deconstructing writing for understanding and constructing writing from what is learned

Using researched learning strategies, Writing Alive accommodates varied learning styles and languages.

Writing Alive works well with English language learners. The concrete teaching activities that involve speaking, acting out verbs and manipulating sentence shapes help them internalize and understand English language structure. Gifted and talented students and students with learning and language disabilities also grow as writers with Writing Alive. Teachers differentiate with instruction and goal setting. Nothing is left to chance. Writing Alive also has Student Toolboxes and grammar instruction available in Spanish.

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Implementing Researched Instructional Strategies

	Direct, systematic, systemic instruction	Modeling, writing models; students model	Verbal rehearsal from notes, planner	Visual represen-tations (planners)	Spiraling of skills -multiple exposures	Multi-sensory strategies	Daily writing; writing process	Daily revision skills and editing	Category vocabulary learning; word wheels	Movement increases learning & hands-on learning	Uses writing to internalize content retention, application
Writing Alive	YES Direct instruction and guidance of sentence structure, grammar skills, traits of a good writer and all modes and genres.	YES Teacher models; advanced, proficient and basic writing models provided each week for each genre. Consultants model for teachers, as well. Rubrics show how to move to the next level.	YES Verbal rehearsal part of writing process; provides models for other students; helps students hear their own writing.	YES Graphic organizers for each mode and genre (planners)	YES Skill introduced and spiraled throughout the week and year; informal assess-ments, pre and posts tests	YES All instruction involves three learning channels: Speak, hear feel, see color, shapes, symbols, movement Physical sentence punctuation & dialogue Four-Step Lessons: Model Manipulate Dictate, Create	YES Writing process with verbal rehearsal followed wkly for genres. After 3 drafts, student takes one to final. Publish three times.	YES Daily Sentence Styling Revision lessons for class, small group and individual students.	YES Increasing vocab. a priority. Begins with verbs, word wheels, power flowers, word lists, prepositions, clauses, phrases, figurative language.	YES Act out verbs; movement; sentence building w/ shapes, colors. Act out genre components. Use of graphic organizers to synthesize information. Students move and interact.	YES writing encouraged across the curriculum: note taking, literary analysis and response, write in math, science to synthesize information. Students equipped to write to the purpose, anytime.
Six-Trait Plus One	PARTIAL Trait a month	PARTIAL No proficiency level models	NO	NO	NO	NO	a writing process	NO	NO	NO	YES
Shirley Grammar	Grammar and paragraph instruction	PARTIAL No proficiency level models	NO	NO	YES	Uses hand motions for jingles	a writing process	NO	minimal	PARTIAL	YES
Step Up	PARTIAL Paragraph and essay instruction	PARTIAL No proficiency level models	NO	YES Narrative and expository	NO	PARTIAL Color strips	a writing process	NO	minimal	NO	YES
Lucy Calkins Writers Workshop	Not systematic - when a need arises; individual conferences	PARTIAL No proficiency level models	NO	NO	NO	NO	YES	NO 4 week unit on revision	NO	NO	PARTIAL
Every child a writer	When a need arises; individual conferences; conventions	PARTIAL No proficiency level models	NO	YES	NO	NO	YES	YES “RED” (revising and editing daily)	NO	NO	YES
Thinking Maps	Not systematic -	PARTIAL No proficiency level models	YES	YES	NO	PARTIAL	a writing process	NO	NO	YES	YES

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Writing Program Comparisons
Six Components of a Comprehensive Writing Curriculum

Writing Programs and Curriculums	**1. Structures** Teach sentence parts, sentence structures, paragraphs, compositions and essays	**Grammar** Grammar and usage taught, practiced, identified and implemented in writing	**Process** Writing process taught and practiced for each genre 1. plan, rehearse 2. draft 3. revise 4. edit 5. final copy	**Traits** components/organization, content, word choice, style, voice, fluency, conventions & presentation	**Modes/Genres** Narrative, Expository, Analytical, Persuasive, Test Genre Thinking skills taught: graphic organizers for brainstorming; planners for planning writing. Writing genres modeled.	**Goal Setting and Assessment of** writing with checklists and rubrics, progress graphed
Writing Alive	YES Scoped and sequenced skills and structures by grade level. Sophistication increases with each grade.	YES Direct skill instruction every Monday (Four Step Skill Instruction) Skills implemented through the week in student writing and revision. Skills spiraled.	YES Every week students follow the process to complete a draft. After 3 drafts one is selected for a final. Writing traits and revision lessons each week.	YES Traits of good writing taught and practiced every week and measured on diagnostic rubrics. Progress graphed. Daily Sentence Styling -15 minute revision practice by trait daily.	YES K-5 scope/ sequence, Genres taught with increasing sophistication; aligned with Common Core Standards; Advanced, Proficient and Basic writing models available for every week in Day by Day Curriculum. Also Test Genre and spiraling.	YES Student friendly **diagnostic** rubrics and checklists. Schools do not "top out." Improvements continue as long as schools use the Four Legs of the W.A. curriculum.
Six-Trait Plus One	NO	NO	YES	YES	NO	YES but no graphing of scores
Shirley Grammar	YES paragraph structure	YES Parts of speech jingles to sing	YES	NO	Brief	PARTIAL
Step Up	NO sentence structure taught. YES paragraph, essay structure with transitions	NO Lacks systemic grade level skill instruction	YES	PARTIAL Organization	YES No models of basic, proficient and advanced writing	YES rubrics but no graphing of scores
Lucy Calkins	NO Writers workshop approach	NO Lacks systemic grade level skill instruction	YES Students select their own topics, direct instruction and writing to purpose at a minimum	Discussion of thoughtfulness, organization and details	PARTIAL Personal story and later informational writing; no planners; no models, no prompts.	PARTIAL Informal assessing on thoughtfulness and organization, but no graphing of scores
Every Child a Writer	No sentence structure taught.	NO Lacks systemic grade level skill instruction	YES	Discussion of good writing YES conventions and RED-revising, editing daily	YES Genre Approach Writing Program 6 week writing genre sessions; no spiraling.	YES but no graphing of scores
Thinking Maps	No sentence structure taught.	NO Lacks systemic grade level skill instruction	YES	NO	YES Thinking maps for different genres and problem solving. No writing models.	PARTIAL but no graphing of scores

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The Four Legs of Writing Alive

Writing Alive instruction stands on four legs. For the curriculum to be solid and effective, all four legs must be utilized.

1. Daily Sentence Styling

Fifteen minutes daily, outside of the writing period, to learn and practice revision and editing techniques. This revision activity on a non-partial piece of writing incorporates the grammar skill taught on Monday and focuses on a different writing trait each day of the week. The revision process is broken into small chunks to help students internalize it and apply it to their writing. (See the Grade 3 example on p. 10.)

Monday – hands-on sentence structure practice (See p. 11)
Tuesday – identify sentence parts and genre components
Wednesday – activate with vivid verbs, improve word choice
Thursday – create fluency, style, voice and add details
Friday – edit conventions

2. Writing Period - Guided Interactive Writing and the Writing Process

Forty-five minutes daily to instruct and implement skills and follow the writing process

Teachers guide students in the planning process and interact with students as they draft. Writing Alive breaks writing into small chunks so the teacher can model, students can share and the whole class has the opportunity to hear many models.

Monday Four-Step Skill Instruction (Grade 2 example p.12)
Tuesday – short writing piece, poetry or handwriting
Wednesday – writing process ("Sample Week from The Day by Day Curriculum Guide" available in separate PDF)
Thursday – show writing models, set goals and draft
Friday – students assess goals; revision lessons
(Grade 3 Rubric and Writing Record p 13, 14)

3. Goal Setting and Assessment

Teachers set goals from the checklists or rubrics for each writing piece. The rubrics, organized by components, word choice, content, fluency, style, voice, conventions and presentation, help students grow in each trait. After writing their drafts, students assess their writing to determine if they met their goals. If not, they develop a plan for growth. Students improve their writing because they set goals on diagnostic rubrics and monitor their progress. Growth is intentional.

4. Writing Across the Curriculum

Students write and receive guidance in other content areas using the same Writing Alive language, planners and rubrics. Students write to learn!

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Example of Monday-Friday Daily Sentence Styling

Daily Sentence Styling (DSS) 15 min.

Monday

Use Monday's fifteen minutes to construct sentences as a class with the large sentence shapes. When building sentences in the fifteen-minute time slot, practice last week's and this week's skills. Display a list of skills taught and add to it after each Monday's Four-Step Skill Lesson. Each day focuses on different writing traits. The teacher sets a timer for fifteen minutes and works with the class. Breaking the revision process into small chunks (a trait or two a day) and short practice sessions help students internalize the process. Once the process is internalized, students implement it in their own writing.

Tuesday – Components, Word choice

Daily Sentence Styling entries are in the Student Toolbox. On Tuesdays students circle the subjects and draw peaks under main verbs. Students do a quick edit by adding periods and marking spelling errors with (sp.)

Tuesday

the turnip came out ~~and~~ the man womin cow pigs (sp)

hens canaries and mose (sp) fell down ~~and then~~

they laugh a little and then they laughed really hard.

Wednesday – Word Choice, Verbs

On Wednesdays, select one or two weak verbs that need to be replaced by a vivid verb. The class brainstorms vivid verbs in their Student Toolbox word wheels while the teacher does the same on the screen or board. Students then draw a line through the weak verb and write the vivid verb above it in the DSS lesson. Vivid verbs help readers see the action clearly and add mood and/or tone.

Wednesday

the turnip popped ~~came~~ out and the man womin cow pigs (sp)

hens canaries and mose (sp) collapsed ~~fell down~~ and then

they giggled ~~laugh~~ a little and then they roared with laughter ~~laughed really hard~~.

Thursday – Content, Fluency, Style

On Thursdays students follow the chart and focus on improving content by adding details –phrases, similes or adjectives as they learn them. Students replace nonspecific subjects with specific subjects if needed. On other weeks students focus on improving fluency by varying sentence beginnings, structures or transitions. The teacher may lead the class in a word wheel to increase vocabulary.

Thursday

After everyone pulled, panted and tugged,

^the turnip popped ~~came~~ out^~~and~~ the man womin cow pigs (sp) of the ground

≡

hens canaries and mose (sp) collapsed ~~fell down~~ on top of each other

At first, they giggled ~~laugh~~ a little and then they roared with laughter ~~laughed really hard~~.

Friday – Conventions

On Fridays students focus on slowing down and verbally reading and touching the sentences to check for errors in conventions. Every six weeks students copy their revised sentences into their notebooks or on paper and assess them with the Connected Camera Sentences Rubric to see how they are doing. Remember, the goal of DSS is to teach and practice revision skills on an impartial piece of writing so students are able to independently implement these revision skills in their own writing.

Friday

After everyone pulled, panted and tugged,

^the turnip popped ~~came~~ out ~~and~~ the man, ~~womin,~~ cow, pigs. (sp woman)

≡

hens, canaries and ~~mose~~ (sp moose) collapsed ~~fell down~~ on top of each other

At first, they giggled ~~laugh~~ a little, and then they roared with laughter ~~laughed really hard~~.

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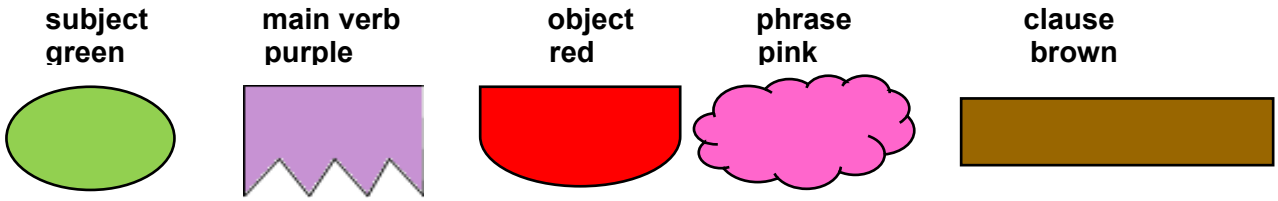
Language Gymnastics

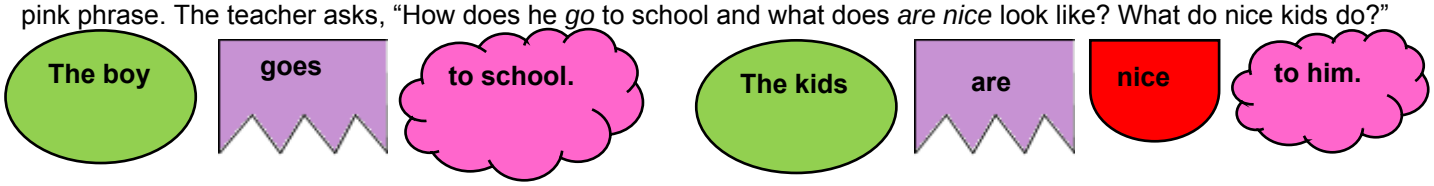
Hands-on sentence structure and grammar instruction begins with the write-on wipe-off sentence shapes.

The sentence components are manipulated (added, subtracted and changed) to improve communication.

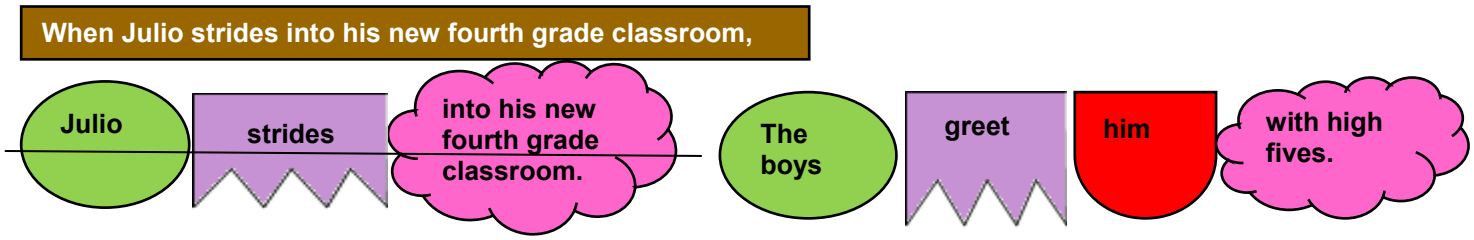


See how students go from, "*The boy goes to school. The kids are nice to him*," to "*Looking forward to meeting his new classmates, Julio strides into the classroom on the first day of school. The boys he spotted earlier on the soccer field welcome him with high-fives and eagerly show him to his desk.*"

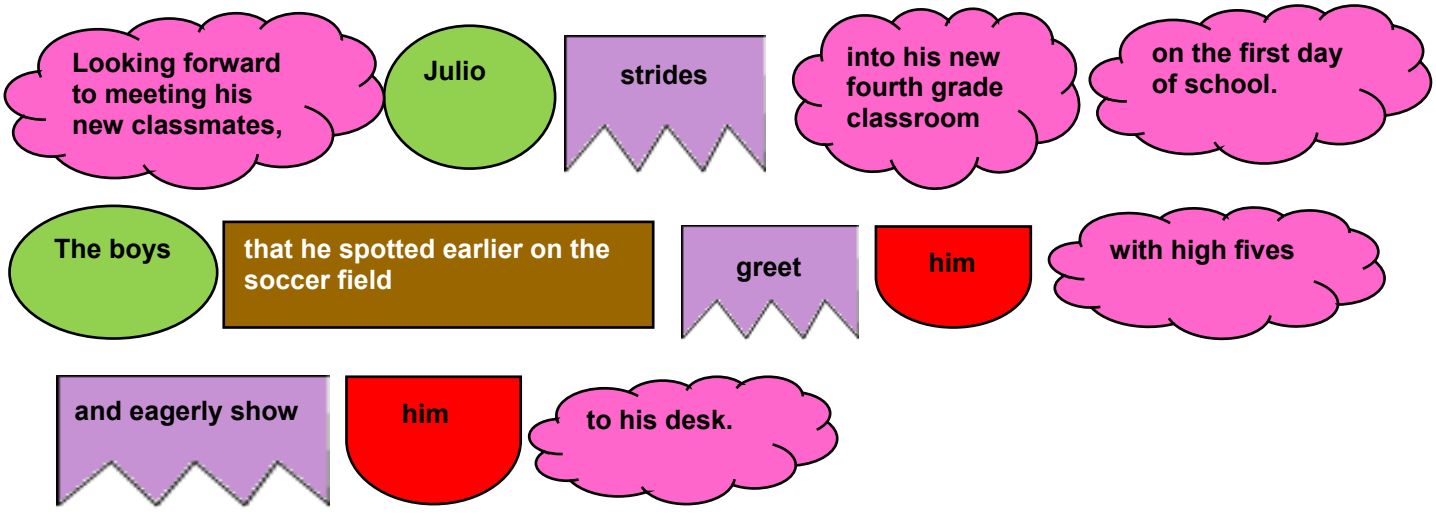
Using the dry erase marker, write *the boy* on the subject shape, *goes* on the verb shape and *to school* on the pink phrase. For the second sentence write *The kids* on the subject shape, *are* on the verb shape, *nice* on the object and *to him* on the pink phrase. The teacher asks, "How does he *go* to school and what does *are nice* look like? What do nice kids do?"



Be specific! Erase *the boy* and replace it with *Julio.* Think of a vivid verb for goes. Replace with *strides* and change *to school* to *into his new fourth grade classroom.* In the second sentence erase *the kids* and replace with *the boys.* Reword the telling sentence with the linking verb *are* with a showing sentence – The boys *greet him with high fives.*
Reword by turning the first sentence into a clause: **When Julio strides into his new fourth grade classroom**, the boys greet him with high fives.



Add a participial phrase to modify Julio – *looking forward to meeting his new classmates.* Add a phrase to tell when – *on the first day of school.* In the second sentence add an adjective clause – *that he spotted earlier on the soccer field* and another verb, object and phrase for details - *eagerly show him to his desk.*



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Example of a Monday Four-Step Skill Lesson

Materials:

- four bananas, an orange and jalapeño pepper
- Willy Wonka Runts (for small student shapes)
- large instructional sentence shapes (for modeling)
- student sentence shapes (for student practice)

1. Model

Use dialogue to reveal setting, what the character thinks, feels and his personality.

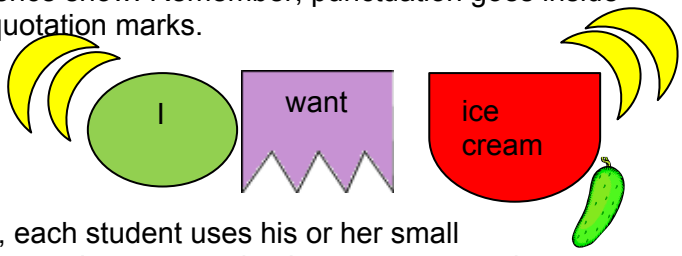
When students use dialogue in their stories, they need to learn the basic dialogue punctuation skills. Model these with the instructional sentence shapes, four bananas, one orange and one pepper.

- **Quotation marks go around the spoken words and around the comma or period.**
  [Form the sentence with the large sentence shapes on the floor. Place quotation marks (two bananas) around the beginning of the spoken words and around the end after the period (an orange.) Take the bananas and orange away and ask students to replace them.]
  Teri said, "I want an ice cream cone."
- **Capitalize the sentence the person says.**
- **Each time a new person talks, indent a new paragraph**.
  "I want an ice cream cone."
  "We will get one on the way home."
- **If using *Teri said*, follow *said* with a comma.**
  [Use a jalapeño or green bean for a comma.]
  Teri said, "I want an ice cream cone."
- **If using *Mom said* at the end of the spoken words, place a comma at the end of the spoken words and a period at the end of the sentence after said.**

  "We will get one on the way home," Mom said.

2. Manipulate

Teacher hands the quotation punctuation fruit along with the sentence shapes to students to hold for the sentence show. Remember, punctuation goes inside the quotation marks.



Next, each student uses his or her small sentence shapes to make the sentences and uses candies that look like bananas, oranges and peppers for punctuation. (Willy Wonka Runts)

3. Dictate

"Please sit in your seat on the bus," my teacher said.

"But I see better when I stand up," Will replied.

[From this dialogue, what do you know about Will's behavior?]

4. Create

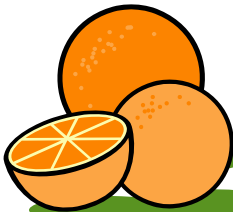
Students turn to STB 46 and write an example in the first row.

"When we get on the plane, I want the window seat," Jani said.

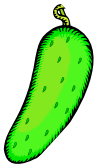
"Good! I prefer the aisle seat," Jack said.

Quotation marks (bananas)

Periods (oranges)



Commas (jalapeño peppers)



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Expository Paragraph Rubric (graph results on next page)

Teacher	Plan/Components	Content/Word Choice	Fluency/Style/Voice	Conventions	Presentation
Advanced 4 points	1.__ plus completes independently, quickly 2.__ plus clever lead 3.__ plus four + showing sentences prove each supporting point 4._√ plus clincher leaves the reader thinking	1._√ plus vivid verbs show mood 2.__ plus paragraph educates and entertains the reader; sentences show 3.__ plus content nouns, fresh adjectives and interjections 4._√ plus phrases and clauses explain how and why	1._√_ plus clauses transition points 2._√_ plus varied sentence types and lengths add interest 3._√_ plus a simile, metaphor, personification or alliteration used effectively	0-2 errors 1._√ plus capital letters on all proper nouns 2.__ plus commas around appositives; plus correct dialogue and possessive punctuation 3.__ plus most words spelled correctly 4.__ plus stays in same tense	Impressive 1.__ plus same slant 2._√ plus indents paragraphs as needed 3.__ very neat, no erasing
Proficient 3 points ☆ MY GOAL	1._√ planner: information organized; words and phrases jotted 2._√ introduction: position clearly stated 3._√ body: 2-3 supporting points, three sentences explain each point 4.__ conclusion: revisits the position	1.__ combination of action and vivid verbs 2._√ showing and telling sentences support the main idea/position 3._√ specific nouns and adjectives 4.__ phrases and clauses tell time and place	1.__ supporting points, examples and facts flow with phrases and transitions that fit the content 2.__ varied sentence beginnings and structures 3.__ similes or personification tried	Errors don't slow reader. 1.__ capital letters start sentences, names 2.__ correct ending punctuation; commas in lists, after clauses; quotation marks correct 3._√_ correct sight and content words 4._√_ subjects/verbs agree	Shows care 1._√_letters formed correctly 2.__ even spaces between words 3._√ neat paper, well erased
Basic 2 points	1.__ planner: sentences written 2.__ introduction sentence is too broad for main idea 3.__ body mostly tells; two sentences per point 4.__ conclusion repeats main idea sentence	1.__ tired or repeated verbs and linking verbs 2.__ telling sentences support the main idea/position 3.__ vague nouns, adjectives 4.__ few detail phrases; too many personal words	1.__ wordy, simple and/or run-on sentences; transitions don't fit 2.__ many sentences start the same 3.__ no simile	Errors slow reader. 1.__ misplaced/missing capitals 2._√ misplaced/missing punctuation 3.__ sight word errors; many uncorrected spelling errors 4.__ S-Rule not followed	Sloppy 1.__ poor letter formation 2.__ uneven spaces 3.__ erasing visible
Emerging 1 point	1.__ planner copied or not completed 2.__ intro or conclusion missing 3.__ body: a sentence per supporting point	1.__ mostly linking verbs 2.__ sentences do not stay focused on the main idea 3.__ adjectives missing 4.__ phrases/details missing	1.__ incomplete sentences 2.__ most sentences start the same 3.__ not ready for similes	Hard to read 1.__ no capitals 2.__ periods missing 3.__ sound spelling, many errors 4.__ verb tenses mixed	Not readable 1.__ unclear letters 2.__ poor spaces 3.__ messy paper
Points 16.5	3	3.5	4	3	3

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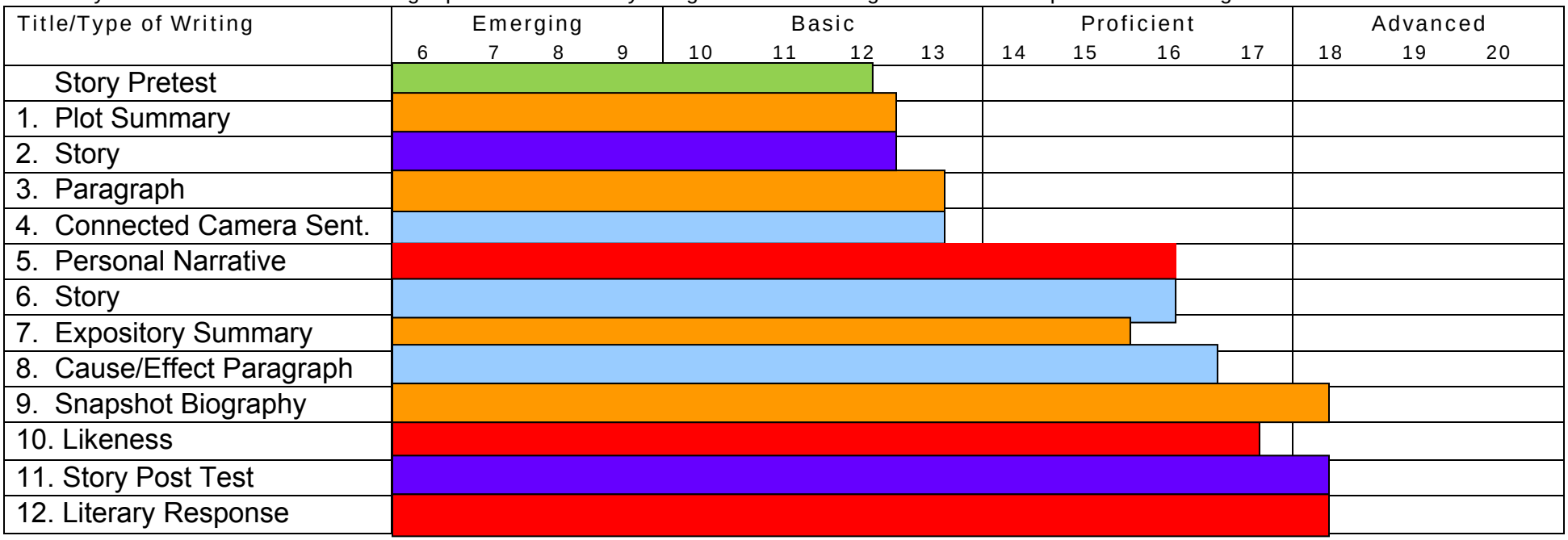
Sample of Completed Writing Record at the End of the Year

Student_____Grade____Quarter_____Teacher_____

Date	Title/ Type of Writing	Com-ponents	Content, Word Choice	Style, Fluency and Voice	Conven-tions	Presentation	Total Score	Recognized Strength	Plan for Growth
pretest	The Giant Jalapeño	3	2.5	2.5	2	2	12	BME	vocabulary
	1.Plot Summary Smile	3	3	2.5	2	2	12.5	word choice	spelling, punc.
	2. Miss Selfish& Charlie	2.5	3	3	2	2	12.5	fluency	conventions
	3. My Dream House	3	2	3	2	3	13	transitions	spelling
	4. They were mad.	3	3	3	2	2	13	has plot	summarize
	5. My New Friend	3	3	4	3	3	16	creative, trans.	verbs
	6. I Want Spots	3	3	4	3	3	16	fluent	linking verbs
	7. “Edison’s Lessons”	3	3	3.5	3	3	15.5	phases, clauses	printing
	8. Rocks Change	3	3.5	4	3	3	16.5	varied sentences	spelling
	9. Sacagawea	3	4	4	4	3	18	vocabulary	printing
	10. Making a Difference	3	4	4	3	3	17	vocabulary	punctuation
	11. The Water Day	3	4	4	4	3	18	vocabulary	printing
	12. Literary Response	3	4	4	3	4	18	vocabulary	punctuation

Color your total score in the bar graph and make it your goal to move higher with each piece of writing.



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Materials

Essential Curriculum Kit

The Essential Curriculum Kit provides everything a teacher needs to start Writing Alive instruction immediately!

In addition:

The Principal Handbook

The principal's guide to administering Writing Alive explains the curriculum and provides each grade level's scope and sequence. The handbook contains walk-through and teacher evaluation checklists. Grade level rubrics help administrators oversee the implementation process.

Day by Day Curriculum Guides

Grade level Day by Day Curriculum Guides explain how to get started, provide weekly writing period lessons and Daily Sentence Styling plans. The guides contain hands-on lessons for each four-step grammar and punctuation skill.

Writing Alive Resource Book

The Resource Book provides blackline masters needed for student copies; plus our website provides planners, sentence styling and rubrics for Promethean and SMART Boards.

Prompt Game Posters

Posters provide students with visual reinforcement.

Instructional Sentence Shape Set

Thirty-two magnetized, laminated sentence shapes for instruction and student manipulation. Teachers model how to use phrases, clauses and sentence combining to give details and enhance sentence fluency as well as teach thesis statements.

Class Set of Student Sentence Shapes

Students manipulate the student sentence shapes at their desks according to their grade level needs. Students build sentences and connect sentences. Fifth grade students compose thesis statements and conclusions with the shapes.

Student Toolbox/Daily Sentence Styling

The Student Toolbox with Daily Sentence Styling provides a resource of grammar and genre references. Students record their learning and new vocabulary on designated pages throughout each week. In addition, the book contains thirty-one weeks of revision practice.

Writing Record

This writing record, hard copy or electronic, helps teachers record and interpret students' progress.

Revision Posters

The posters provide colorful visual reminders of the steps of the revision process.

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Writing Alive
Empowering Teachers

1
Introductory Course
Writing Alive, Empowering Teachers

1. Foundations of Writing
2. Narrative and Descriptive Writing Process
3. Expository Writing Process
4. Analytical Writing: compare/contrast, summaries, cause/effect, persuasion, note taking, reports and biographies
5. Research and Fine Tuning Essays

2
Implementation Sessions with Modeling Sharpening the Instruction

- Four-Step Skill Instruction
- Daily Sentence Styling/Sentence Structure
- Writing Alive's Writing Process
- Planning in Personal Narrative/Descriptive
- Planning Stories – the process, components
- Planning in Expository Genres
- Planning Persuasion and Compare/Contrast
- Setting Goals, Guided Interactive Drafting
- Revision Lessons
- Assessment, Graphing
- Note Taking, Research, Reporting
- Literary Response and Analysis
- Test Genre
- Multisensory Printing, Cursive Instruction

3
Progressive Coursework and Observation

Training of Writing Alive Building Coaches

Administrative/Principal Class

Observations -Teacher Performance Rubrics

Professional Development Plan

Empowered (trained) writing teachers result in successful students. It has been our unequivocal experience that schools and school districts that schedule the recommended professional development create successful teachers and students. Imagine trying to teach a person how to water ski from a book. Unless you meet them at the boat, model how to grasp the line and how to lean in for the take off, watch them, give them pointers, model again and require practice, they don't become water skiers. In the same vein, teachers don't become writers and effective writing teachers without instruction, coaching and support. Professional development is the key to growth.

The Writing Alive Curriculum is designed to be cost effective for whole schools, counties or districts. Skills build from one grade to the next and provide continuity for students changing schools.

Materials

Each teacher needs an Essential Curriculum Kit. See p15.

Introductory Course

The Writing Alive Professional Development Plan is the key to success. When applied to a school district, it consists of three full days of the graduate level introductory course in the first year and two classes the second year. Since the classes are developmentally specific, they are divided into Primary Level (teachers of grades K-2) and Intermediate Level Courses (teachers of grades 3-6). Teachers complete writing course work and receive formal certificates of completion. The Writing Alive Primary and Intermediate Courses equip teachers with grammar, structure, genres, researched instructional strategies and writing instruction.

Implementation Sessions

Subsequent implementation days are held while students are in school. Consultants model lessons in the classroom and work with teachers to ensure that every teacher is comfortable and familiar with all the instructional practices, structures, hands-on materials, writing processes, genres, planners, rubrics, writing models, writing and revision lessons. Consultants observe lessons to help teachers grow. Research shows sustained staff development for 3-5 years results in stronger teachers and internalized instruction. We recommend at least three years.

Progressive Coursework and Observation

To ensure the continued success of the curriculum we train coaches and administrators. Periodic observations are built into the continuing support.

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Endorsements

Wendy Pierce, Principal, Sabin International, Denver Public Schools	It works! Our intermediate CSAP (Colorado State Assessment Program) score increases were in the double digits!
Susan Heideman, Principal, Red Hawk Ridge, Cherry Creek Schools	I believe in Writing Alive. Our fifth grade received an award for the greatest writing growth in the district. That says a lot! (Eleven fifth grade students received *Advanced* on their state writing assessment. Red Hawk Ridge uses Writing Alive at every grade.)
Second Grade Team, Sabin International, Denver Public Schools	After just one year of Writing Alive, our second grade writing in October was better than our students' previous writing at the end of year!
Tamera Jacobs, fourth grade teacher, Bryant, Arkansas	Please send me a new Writing Alive book. Writing Alive is my writing bible. I've misplaced it and I don't know what to do without it. Once you've learned how to teach writing with Writing Alive, you can't go back.
Jim McDevitt, At Risk School Consultant and Principal, Immokalee Community School, RCMA, Immokalee, FL	Writing Alive is language gymnastics. The students receive the tools and knowledge to manipulate sentence parts, reword, flip, change and improve their writing. They excel at higher level thinking, verbal communication and all written work. When I take on a new school, I bring in Writing Alive.
Dakota Hoyt, Director of Professional Development (retired), Pueblo No. 60, CO	With the implementation of Writing Alive, I see the power of a K-12 systemic, comprehensive writing curriculum. Students, teachers, principals and parents speak the same language. Students no longer have to learn "new" writing strategies each time they change a grade/teacher. I hear the "language" in the students' vocabulary and see the improvement of writing test scores in district and state assessment scores.
Sandy Schell, 3rd grade parent Mark Twain Elementary, Littleton School District, CO	Whenever I help my son's writing class, I notice how Writing Alive teaches students to reflect on their own writing. Editing and revising become a natural part of the writing process for students because of the practice in Daily Sentence Styling. Writing Alive is helping my son become a better writer.
Second grade parent, Salida, CO	When I volunteer in my daughter's second grade classroom, I am completely amazed at the students' writing skills and vocabulary. I know I wasn't writing this fluently when I was in second grade. What a great skill our children are learning.

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Writing Alive
Empowering Teachers

Frequently Asked Questions

Will Writing Alive support our district literacy program?

Yes! Writing skills and genres covered in Writing Alive match and exceed those in other literacy programs. Writing Alive not only shows what to teach students, it explains how to teach them. Writing Alive's writing curriculum fits hand in hand with any reading series, guided reading, math, science or social studies unit. Students learn to use writing to synthesize their learning and write across the curriculum.

Does Writing Alive meet each grade level's state and national writing standards with grade specific lessons?

Yes! Each grade level's content meets and exceeds state and national standards. Each grade level has its own curriculum, its own curriculum guide, resource book and student toolbox, instructional sentence shapes and student sentence shapes. It works best when adopted by a whole school or district since Writing Alive is systemic and systematic. The common language and skills build from grade to grade.

Do the students write every day?

Yes! Daily writing instruction and practice helps students improve. The Day by Day Edition provides teachers with daily writing lessons as they work through the writing process.

How does Writing Alive work for English language learners and special needs students?

It works very well! Writing Alive uses proven learning strategies and a multisensory hands-on approach, which makes it especially effective with English language learners and students with special needs. Teachers deliver instruction using three or more learning channels, so all students receive and retain the information. Students learn structure by manipulating sentence components and gain fluency by verbally rehearsing paragraphs, stories and essays. As a result, English language learners, gifted students and students with learning challenges (dyslexic, ADHD) succeed and thrive.

Does Writing Alive teach handwriting?

Yes! A research based, multisensory handwriting program with letter flashcards, letter formation groupings and tracing patterns is included in the Kindergarten, Grade 1, Grade 2 and Grade 3 (Cursive) Essential Curriculum Kits.

Does Writing Alive create master teachers and students who can write and love to write?

Yes! We are in several states and many school districts. We are happy to give you the names of principals who will testify to seeing their writing scores increase in the double digits. Teachers who were not excited about teaching writing become writers - 80% of all teachers completing the Writing Alive training course go on to get their masters in the next two years. Our goal is to create and support writing across the curriculum. Writing Alive, a rigorous curriculum, requires teachers to jump in with two feet and have fun with the students writing and learning.

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Contact Writing Alive

We will talk with you on the phone, meet with you to show you the materials, make a staff presentation
and/or arrange for you to visit a school implementing the Writing Alive Curriculum.

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