

A Good Start on Writing --
Teaching Methods of Basic
Writing Applicable Both to
English & Chinese

Mei-Fang Chang, Rongfu Elementary School

II. Reading Is Always Ahead of Writing



1. The schedule of room 10.

2. D. E. A. R.

3. Keep “writing” in mind while teaching reading.

4. The way to teach reading: read the pictures, read the story, and retell the story(circle map), and Ss retell the story (First. Next. Then. Last).



III. Pre-writing Activities

A. Drawing

B. Thinking Maps

C. Discussion and Brainstorming

IV. Time to Write



Netasha 10/31/11 Date 10/31/11

Walk

celebrate

Parades

Wave

Our School Parades

- Have you seen a parades?
- I walk in a parades at school.
- Parades are fun to celebrate.
- At the parades we wave.
- The parades is fun!

1 2 3 4 5 6

Topic sentence

closing sentence



V. Grading System

- Kim's Grading System
- Primary Steps Reproducibles Step Up to Writing

Rubric for Narrative/Story Writing - Primary

	ADVANCED - 4	PROFICIENT - 3	BASIC - 2	BELOW BASIC - 1	SCORE
ORGANIZATION	well-developed plan	clear plan	attempts plan	no plan	
	interesting opening grabs the reader	common/simple opening begins story	attempts to write an opening	no opening	
	well-developed beginning introduces setting, characters, & problem	clear beginning introduces setting, characters, & problem	simple beginning attempts to introduce setting, characters, & problem	writing starts without introducing setting, characters, or problem	<input type="checkbox"/>
	events in middle clearly explained	events in middle simply listed	events in middle confusing	no events	
	varied story connectors enhance flow of story	simple story connector	attempts story connector	no story connector	
	ending resolves problem in a memorable way	ending clearly resolves problem	story ends abruptly	writing just stops	
CONTENT	a variety of information given to understand story/characters	simple information given to understand story/characters	little information given to understand story/characters	not enough information	<input type="checkbox"/>
	well-sequenced events show how characters solve problem/reach goal	simple sentences in correct sequence solve problem/reach goal	sequence of events unclear or disconnected	no sequence of events	
	detailed descriptions and actions develop character	simple descriptions of character	incomplete character description	characters unclear or confusing	
STYLE	variety in way sentences begin	simple, complete sentences	short, simple sentences that begin the same way	fragments; sentences do not make sense	<input type="checkbox"/>
	descriptive words used effectively	basic words and descriptions	repeated words or phrases	no descriptive words	
	story flows, entertains, reads	story makes sense; easy to follow	story is confusing; some parts don't make sense	no sense of story	
GRAMMAR & MECHANICS	very few errors in CLPS	some errors that don't interfere with reading or understanding the writing	several errors that slow down the reader	filled with errors that interfere with reading	<input type="checkbox"/>
	INCLUDES CAPITALIZATION, USAGE, PUNCTUATION, SPELLING				<input type="checkbox"/>
TOTAL SCORE					<input type="checkbox"/>

Rubric: A guide listing specific criteria for grading or scoring academic papers, project, or tests

VI. My Application

VII. Conclusion

Daily Schedule

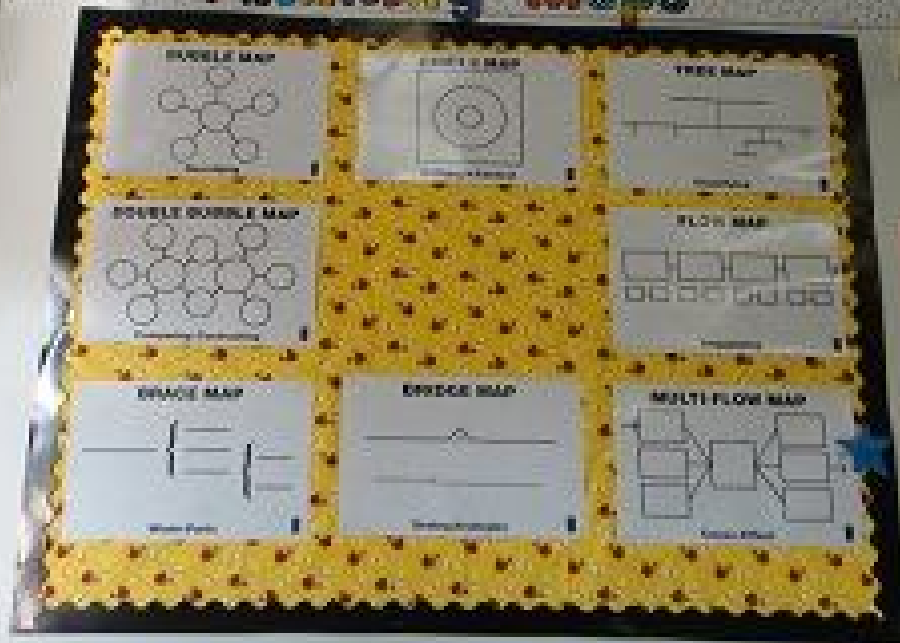


Ms. Roberts Room 10's Daily Schedule

8:30-8:40	Opening/D.E.A.R. (Drop Everything And Read)
8:40-9:10	HM/Phonics/ Phonemic Awareness
9:10-9:30	HM Comprehension Skills
9:30-10:00	Workshop/ Guided Reading with Ms. Roberts
10:00-10:30	ELD (English Language Development)
10:30-10:45	Recess
10:45-11:15	Just the Facts (Math Facts)
11:15-12:00	Step Up to Writing
12:00-12:45	Lunch
12:45-1:45	Math (Swun Math)
1:45-2:20	Science/ Social Studies/ Art
2:20-2:33	Homework and Dismissal

- *Minimum day students dismissed at 1:33
- *Tuesday's at 2:00 P.E., Library & Computer Lab rotations

Thinking Maps



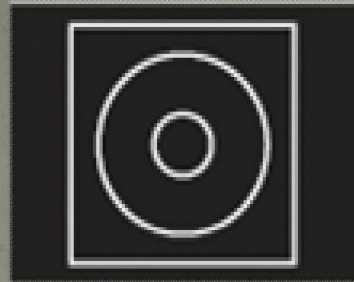
Red sticky note with illegible text.

Yellow sticky note with illegible text.

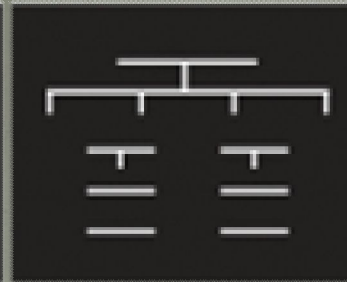
Orange sticky note with illegible text.



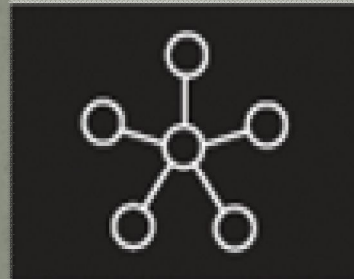
Circle Map



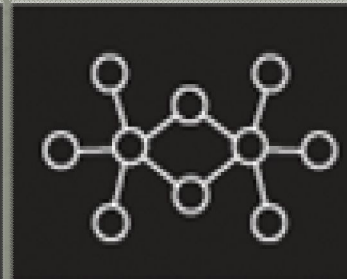
Tree Map



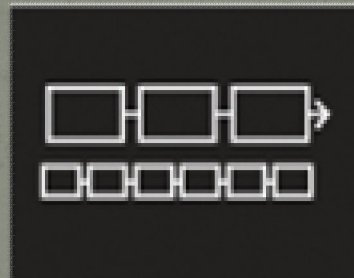
Bubble Map



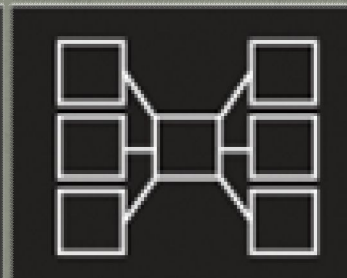
Double Bubble Map



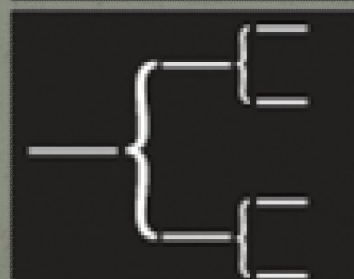
Flow Map



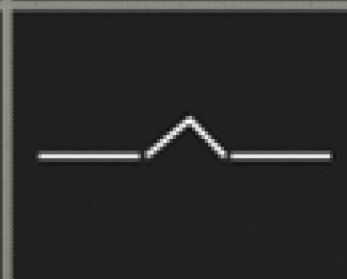
Multi-Flow Map



Brace Map



Bridge Map





Room 10

Character Trait

tell the truth to your teacher

Behave

Do homework

Trustworthiness

Best Friends

trust

has friends

Make Great Choices

make a promise & don't break it

telling someone to do something and they do it

November



Name Zebrina Date 1/3/11

Elephants

Elephants are...

Elephants have...

They have big ears.

...

...

Name Vaish #2 Date 10/3/12

All About Elephants

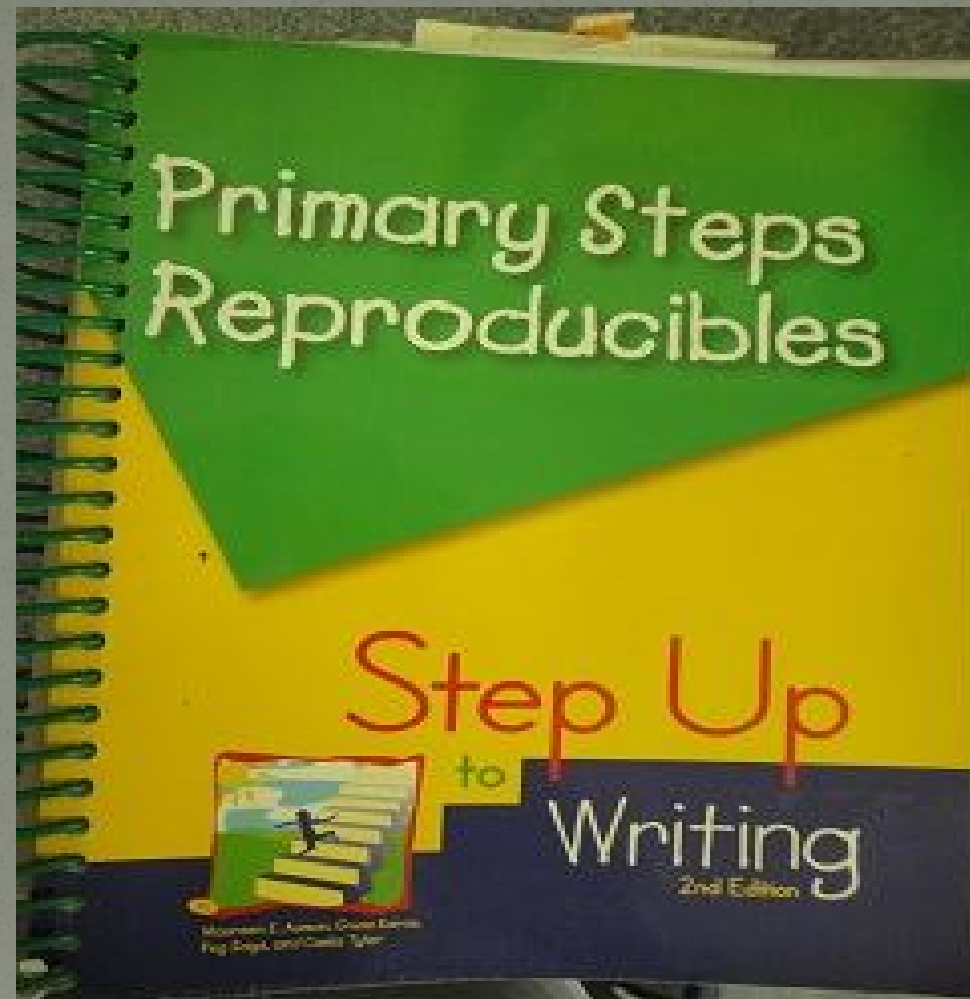
Elephants are amazing.

They can eat grass and dirt.

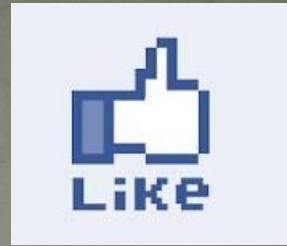
They also have tusks.

Elephants are from Africa.

They love elephants.







Friends

happy

sad

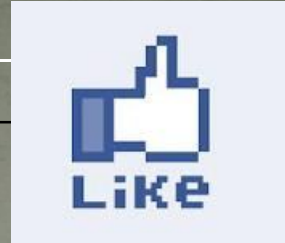
talk

play

help

Name _____

Date _____



Friends

The people who have many friends are very lucky.

When we are happy, a friend can make us happier.

When we are sad, a friend can comfort us, make us feel better, and help us.

We can always talk to friends and sometimes play with them.

We cannot live without friends.

Name _____

Date _____

Friends



I only have one friend.



But it's OK.



My friend's name is Jenny.



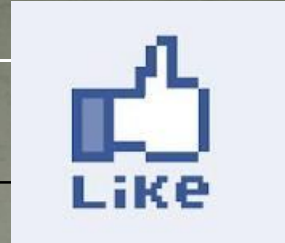
We play and read together.



I like her very much.

Name _____

Date _____



Friends



A friend in need is a friend indeed.



I am glad I have many real friends.



When I'm in trouble, they will come to help me.



When I have good news or good stuff, I like to share with them.



I love them and they love me.