

From Reading to Writing

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Before reading

- Introduction to the author and background
- Structure (theme, key concepts,)
- (sharing) Story prediction
- A Quick overview of the context
- **AQUA (Already know, Questions, Understanding, Answers)**
- Theme/ target words



Vocabulary teaching

- Definition, related words, sentence, pictures
- Vocabulary Matrix
- Mini vocabulary book
- Vocabulary chart

chart matrix →

DEFINITION:
A short selection at the end of a book, poem, or other written piece.

Words that mean the same:
afterword
postscript
conclusion

Opposite Words:
beginning
start
day one

WORD:
Epilogue

Draw a picture:
Epilogue

Use the word in a sentence:
In most books there is an epilogue at the end of the story.

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Vocabulary Matrix

Text: _____

Word	Definition	Related Words	Sentence	Visual

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mini book →

eruption *

The eruption of Mt. St. Helens in 1980 was very destructive.

def - a volcanic explosion or large flow of lava

related words - explosion, lava, outburst

lava

Lava poured out of the volcano, burning everything in its path

def - hot melted rock that flows from a volcano

related word - liquid fire

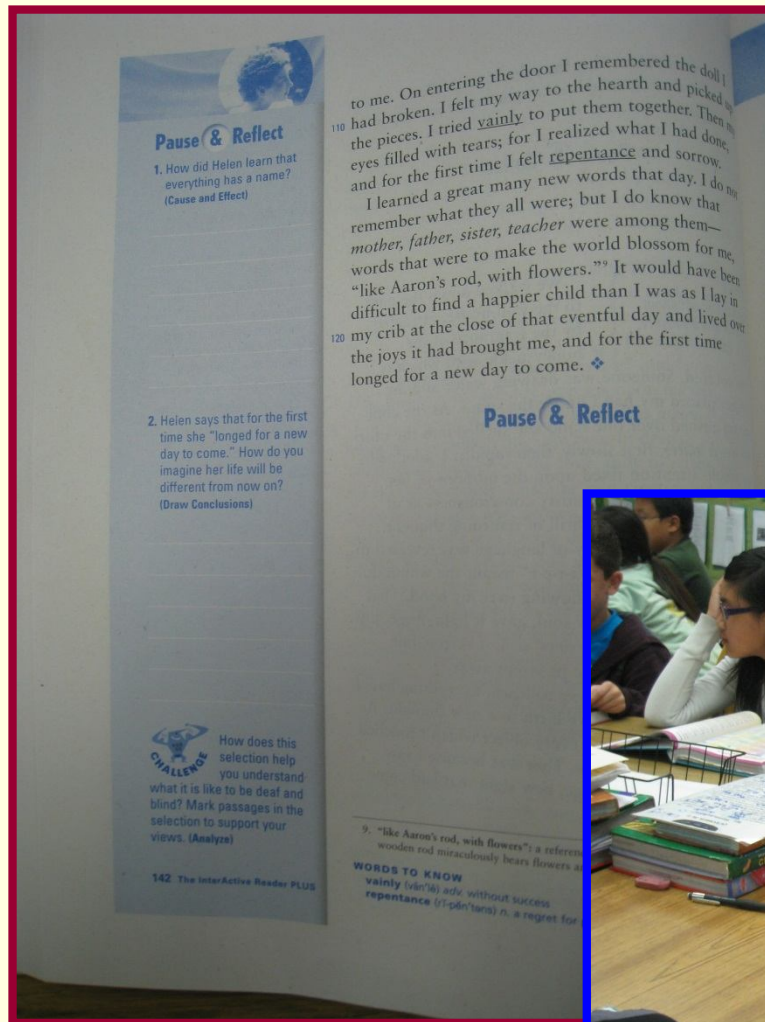
word hot rock lava

While reading

- T reads and explains
- Spot reading / reading relay (individual, group)
- Pause & Reflect
- T asks questions to check understanding
- Silent reading

Pause & Reflect

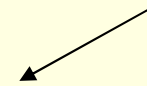
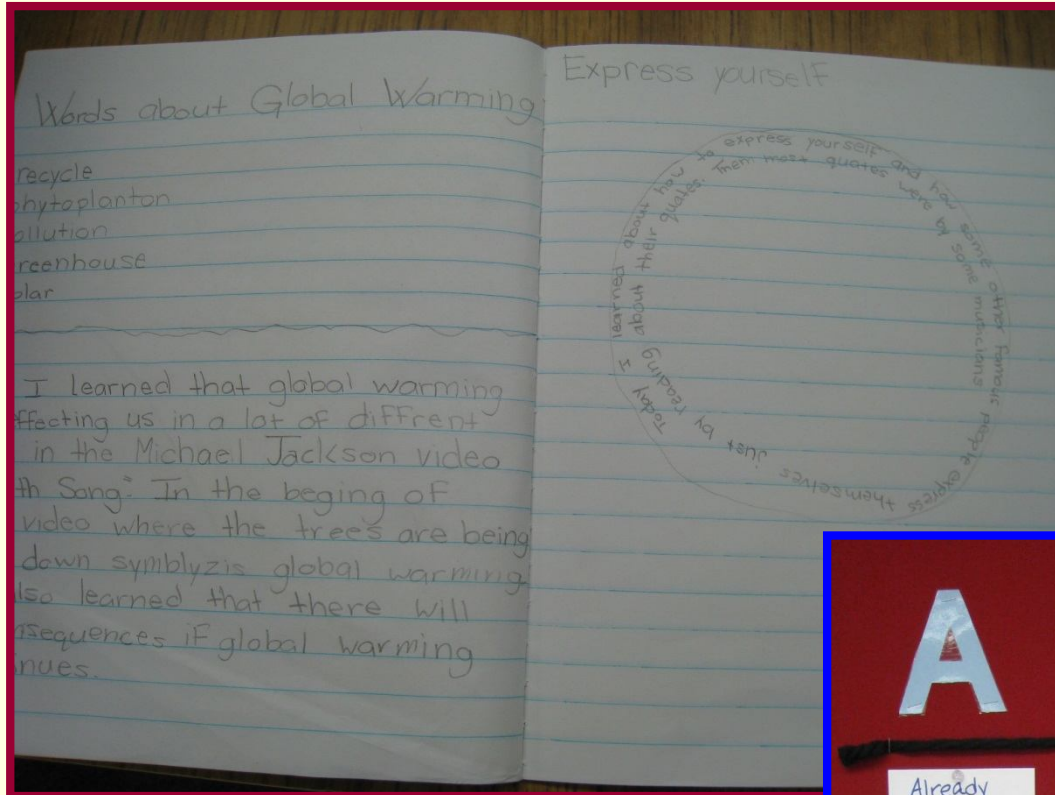
Silent Reading



After reading – writing + oral presentation

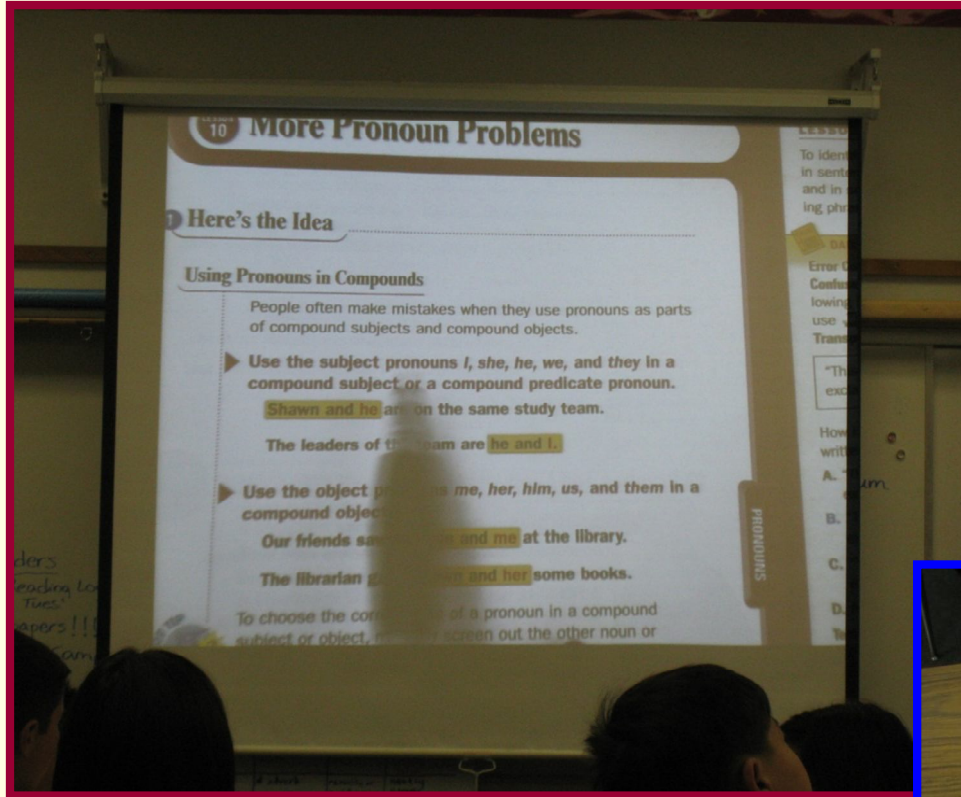
- Table discussion
- Ss share thoughts and opinions
- Reflective journal
- Summary
- AQUA
- Grammar
- A Quiz
- Projects

Reflective journal



It means more when you talk about it afterwards.





summary



grammar



Projects (individual, pair, group)

- Recommending a book
 1. Chapter summary →
 2. Book reviews / Reading reports
- Guided writing (related topics)
 - 1. tall tales,
 - 2. essays



Tall Tale

Book Review

Writing

- Scoring Guide
- T demonstrates and models (beginning, middle, end)
- Writing folder
- Draft, Revision, and Final (typed)
- Writing Portfolio

Scoring Guides

CATEGORY	Rubric for Tall Tales			
	Wow!	Great!	Good Job	Nice Effort/ Keep Going
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like part of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.

- Very creative
- Easy to read
- Good use of exaggeration

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Unified School District Scoring Guide for Grade 6 (Alternate Format)

Organization and Focus	Sentence Structure	Conventions
<ul style="list-style-type: none"> Content demonstrates <i>advanced performance</i> of California Writing Standards, writing clear, coherent, focused and creative multiple-paragraph essays. Clearly addresses all parts of the writing task. Engages the reader through voice and tone. Maintains a <i>consistent</i> point of view, focus, and organizational structure including transitions and paragraphs. Clearly presents central idea with relevant facts, details, and/or explanations. 	<ul style="list-style-type: none"> Variety of sentence types and lengths with <i>precise</i>, descriptive language. 	<ul style="list-style-type: none"> Contains <i>few, if any</i>, errors in language conventions (grammar, punctuation, capitalization, and spelling).
<ul style="list-style-type: none"> Content meets requirements of the California Writing Standards, writing clear, coherent, and 	<ul style="list-style-type: none"> May include 	<ul style="list-style-type: none"> May contain so

Think about a time when you ~~can~~ couldn't achieve a personal goal.

- Describe the goal
- How did you try?
- Why is this important?
- Beginning, Middle, End
- Setting, characters, conflict, resolution
- correct grammar, Spelling, punctuation

T explains & models

Name: Lance # 25 Date: November 3, 2011

○ Main Idea

↓

1. Topic Sentence

↓

2. Supporting Sentence

↓

3. Supporting Sentence

↓

4. Supporting Sentence

↓

5. Ending Sentence

you are about to hear the true story of Big Papi and
 the green monster. Big Papi is the best baseball player in
 Major League baseball. Big Papi has hit the most home runs ^{word form} ~~to~~
 he is very powerful. Read how Big Papi beats the green
 monster in the next paragraph. ^{note}

One day at Fenway Stadium the Boston Red Sox ^{as Big}
 were playing the Yankees, that same day last year was
 the day they beat the green monster. Players that played
 at Fenway Stadium have hit alot of balls that
 hit the Monster. When Big Papi ^{went} ~~up~~
 to bat he hit the ball so hard it got on fire, and it hit the
 green monster. ^{word form} the speed he hit the ball was 1,000,000 mph.
 The ball he hit had broken up a real green monster.
 Every one had to leave the stadium because they didn't
 want to get killed. The players from Boston couldn't play anymore,
 so Big Papi wanted to put an end to it. So he called
 some other good hitters like Miguel Cabrera, Prince Fielder.
 They thought of a solution to defeat the green monster.
 They would make a 70 inch bat for Big Papi and
 a special material in the bat called composite. Big Papi tried
 the new bat, when he hit the ball it went all the
 way to ^{to} San Francisco Bay and made a toumami. The ^{next}
 day they ^{to} went to the stadium and there was the green monster.
 Big Papi started hitting baseballs on the green monster.

Draft & Revision

IF I WERE IN CHARGE OF THE WORLD

Catherine Lu #18
September 16th 2011

If I were in charge of the world,
 I'd cancel the color Pink,
 Brussels Sprouts, and also
 Poems (oh wait...)

If I were in charge of the world,
 There'd be holidays everyday,
 15,000,000 in. T.V.,
 and cats.

If I were in charge of the world,
 You wouldn't have commercials,
 You wouldn't have the month March,
 You wouldn't have cancer
 Or "WORK!! WORK!! WORK!!"
 You wouldn't even have gluesticks

If I were in charge of the world,
 A hotdog with chili cheese would be a vegetable.
 All houses will be required to have a trampoline.
 And a person who sometimes forgot to eat cheese,
 And sometimes forgot to have fun,
 Would be still allowed to rule the world



Final

My Application

- Silent reading
- AQUA
- Table discussion
- Reflective journal
- Tasks: mini books, story retelling,

Thank you!