Using Literature to Teach Writing
Strategy: Beginnings. How to Capture/Engage the Reader.

Method One: Start with a question.

Duke Ellington	Andrea Pinckney
Casey at the Bat	Patricia Polacco & Ernest Lawrence
Charlotte's Web	E.B. White

Method Two: Start with dialogue.

Going Home	Eve Bunting
Grandpa's Teeth	Rod Clement
Aunt Isabel Tells a Good One	Kate Duke
Come Along, Daisy	Jane Simmons

Method Three: Start with a descriptive setting.

Aunt Flossie's Hats	Elizabeth Howard
Mirette on the High Wire	Emily McCully
Boris Beaver	Marcus Pfister
Corgiville Fair	Tash Tudor

Method Four: Start at the end.

The Grouchy Ladybug	Eric Carle
There's a Nightmare in my Closet	Mercer Mayer
The Day Jimmy's Boa Ate The Wash	Trinka Noble
Thank You, Mr. Falker	Patricia Polacco
Louis the Fish	Arthur Yorinks

Method Five: Start with an interesting fact.

A Dog like Jack	Dyanne Disalvo-Ryan
Wilma Unlimited	Kathleen Krull

Method Six: Start with a character introduction.

Song and Dance Man	Karen Ackerman
Eleanor	Mary Hoffman
My Great-Aunt Arizona	Gloria Houston
Gila Monsters Meet You at the Airport	Marjorie Sharmart
Shrek!	William Steig

Method One: A Surprise Ending.

The Barber's Cutting Edge	Gwendolyn Battle-Lavert
Arthur's Computer Disaster	Marc Brown
Kirby Kelvin and the Not-Laughing Lessons	Ivon Cecil
Grandpa's Teeth	Rod Clement
Hubknuckles	Emily Herman
Moses the Kitten	James Herriot
How to Get Famous in Brooklyn	Amy Hest
Charlie Drives the Stage	Eric Kimmel
Chocolatina	Eric Kraft
Too Many Tamales	Gary Soto
The Three Little Wolves and the Big Bad Pig	Eugene Trivazas
The Sweetest Fig	Chris Van Allsburg

Method Two: A Circular Ending.

Henry's Baby	Mary Hoffman
A Handful of Seeds	Monica Hoffman
The Relatives Came	Cynthia Rylant

Method Three: A Poignant Ending.

Fly Away Home	Eve Bunting
My Great-Aunt Arizona	Gloria Houston
Chicken Sunday	Patricia Polacco
Letting Swift River Go	Jane Yolen
William's Doll	Charlotte Zolotow

Method Four: A Mysterious Ending.

Hey! Get Off Our Train	John Burningham
The Mighty Santa Fe	William Hooks
The Stranger	Chris Van Allsburg

Suggested Professional Resources

Books:

Calkins, L. (1994). *The Art of Teaching Writing.* Portsmouth, NH: Heinemann.

Culham, R. (2005). 6 + 1 Traits of Writing: The Complete Guide for the Primary Grades. New York: Scholastic.

Daniels, H. and Zemelman, S. (2005). *Best Practice, Third Edition: Today's Standards for Teaching and Learning in America's Schools.* Portsmouth, NH: Heinemann.

Dorfman, L. and Cappelli, R. (2007). *Mentor Texts: Teaching Writing Through Children's Literature K-6.* Portland, ME: Stenhouse.

Dorn, L. and Soffos, C. (2001). *Scaffolding Young Writers: A Writers' Workshop Approach.* Portland, ME: Stenhouse.

Farnan, N. and Dahl, K. (2003). Children's Writing: Research and Practice. In J. Flood & D. Lapp (Eds.), *Handbook of Research on Teaching the English Language Arts* (pp. 993-1007). Mahwah, NJ: Lawrence Erlbaum.

Fletcher, R. and Portalupi, J. (2007). *Craft Lessons: Teaching Writing K-8.* Portland, ME: Stenhouse.

Fletcher, R. and Portalupi, J. (2007). *Live Writing: Breathing Life into Your Words.* Portland, ME: Stenhouse.

Fountas, I. and Pinnell, G. Interactive Writing.

Fry, E. and Kress, J. (2006). *The Reading Teacher's Book of Lists.* San Francisco: Jossey-Bass.

Hale, E. (2008). *Crafting Writers, K-6.* Portland, ME: Stenhouse.

Horn, M. and Giacobbe, M. (2007). *Talking, Drawing, Writing: Lessons for Our Youngest Writers.* Portland, ME: Stenhouse.

Lapp, D., Flood, J., Moore, K. and Nichols, M. (2005). *Teaching Literacy in First Grade.* New York, NY: Guilford.

McGee, L. and Morrow, L. (2005). *Teaching Literacy in Kindergarten.* New York, NY: Guilford.

Paratore, J. and McCormack, R. (2005). *Teaching Literacy in Second Grade.* New York, NY: Guilford.

Reid, J. and Schultze, B. (2005). *What's Next for this Beginning Writer?* Portland, ME: Stenhouse.

Schultze, B. (2008). *Basic Tools for Beginning Writers* (Grades K-3). Portland, ME: Stenhouse.

Strouf, J. (1997). *The Literature Teacher's Book of Lists.* The Center for Applied Research in Education.

Videos:

When Students Write (K-8), *Talking About Writing* (3-5), by R. Fletcher and J. Portalupi

In the Beginning: Young Writers Develop Independence (K-2), by R. Fletcher and J. Portalupi

Inside the Writing Traits Classroom (K-2) by Ruth Culham (Scholastic)

This rubric for standards-based classrooms is an implementation rubric and each column builds on the previous column. When a school is fully operational, they will continue to implement criteria addressed in the emergent and operational columns of the rubric. Implementation of standards-based classrooms is a process. Each stage on the rubric is a part of the process of growth and progress over time and should be celebrated.

Standards-Based Classrooms

Concept	Not Addressed	Emergent	Operational	Fully Operational
1. The Georgia Performance Standards are utilized as the curriculum in the school (based on a phase-in plan), and there is a shared understanding of the standards.	Teaching is often driven solely by the textbook (or other resources) or is performance activities-based but unaligned with the GPS.	Curriculum documents are developed to support implementation of the GPS, using textbooks as a resource.	Teachers work together to build consensus on what students are expected to know, understand, and be able to do and plan instruction based on the GPS.	Teachers utilize the GPS to collaboratively plan for instruction and assessment. Teachers and students articulate a common understanding of what they are expected to know, understand, and be able to do based on the Georgia Performance Standards.
2. Standards are accessible to all students.	Teachers do not explain the purpose of the lesson or articulate the expectations for student work. Visual cues and other strategies to make the standards accessible are not evident.	Teachers use a variety of strategies to make the standards accessible to students such as paraphrasing, repetition, visual cues, essential questions, etc. Teachers do not explicitly state the standard(s) being addressed during a lesson.	Teachers use the language of the standards during instruction as well as when they provide feedback to students. Teachers provide students with models and provide specific examples of how the work meets standards. Students explain the standards in their own words. Students can articulate the standards and elements they are currently working on and show evidence of the standards in their work.	Teachers expect students to use the language of the standards to describe their work. Students use the language of the standards to support their work and their answers. Students use the language of the standards when they provide feedback to other students.
3. Teachers sequence the lesson or their instruction in a logical, predictable manner referencing standards throughout.	There is not an agreed upon school-wide instructional framework or sequence for instruction.	Teachers implement a common instructional framework or sequence of lessons. (e.g., opening, work session, closing)	Teachers implement a sequence of instruction or instructional framework that provides opportunities for students to receive explicit instruction connected to the standards, apply learning independently and collaboratively, share and explain their work as it relates to the standards, and receive feedback based on the standards.	Teachers expect students to explain the standards and/or elements they are applying during the sequence of instruction or instructional framework. Students can explain the sequence of instruction and how they apply the standards and elements to the resulting work.

Concept	Not Addressed	Emergent	Operational	Fully Operational
4. A variety of delivery modes are incorporated into instruction to ensure that all students have access to and meet standards.	Teachers use lecture as the predominant mode of instruction assuming the responsibility of "imparting" knowledge and "covering" the curriculum.	Teachers use a variety of delivery modes including modeling, demonstration, small-group instruction, whole group instruction, additional support, one-on-one instruction, etc. but still assume the responsibility of "imparting" knowledge and "covering" the curriculum. Students can explain different grouping options typically used in the class.	Teachers use a variety of delivery modes to ensure mastery of the standards (e.g., extended time, additional support, etc.) rather than impart knowledge. Students transition smoothly from one activity to another.	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs. All students make progress toward meeting standards and apply new knowledge to real-world tasks.
5. Students are expected to meet the same standards and instruction is differentiated by content, process, and/or product.	Content is present in the same way to all students regardless of readiness levels, learning styles, and/or student interests. Teachers make a single plan for all learners.	Teachers use summative assessments to determine students in need of support. Teachers assign students to interventions outside of the regular classroom instructional time.	Teachers use summative and formative assessments to systematically and purposefully plan for student differences. Classroom instruction is tailored to student readiness levels, learning styles, and interests to ensure that students meet the same standards. Students show mastery of standards in a variety of ways.	Teachers monitor student progress to revise content (how students are given access to the standards), process (how students learn and apply the standards) and product (how students demonstrate their understanding of the standards). Teachers revise content, process, and product as necessary. Although the content, process, and product may differ for students they can explain how their work meets standard(s).
6. Assessments are aligned to the GPS and used frequently to adjust instruction and provide students with feedback.	Assessment is typically summative in nature and used to assign grades.	Teachers use summative assessments aligned to the standards. These assessments are analyzed to identify students in need of additional instruction.	Teachers utilize formative assessments frequently which are directly aligned to the standards and lead to revision of instruction as well as specific feedback to students. Examples include: rubrics; conferencing; questioning; observations; written reflections (e.g. 3-2-1, KWL, ticket out the door, etc.); graphic representations of thinking; etc. Summative assessments are utilized to identify students in need of additional instruction or interventions and to revise classroom instruction.	Teachers collaborate regularly to develop common formative and summative assessments. They use the results from the assessments to revise common assessments and instructional plans. Students utilize summative and formative assessment results to set learning goals toward meeting standards.

Concept	Not Addressed	Emergent	Operational	Fully Operational
7. Examples of student work are displayed for student use. Benchmarks (anchor papers) or exemplary student work are provided to gauge progress over time. Exemplars are provided to exemplify the standards.	Teachers do not have a collection of benchmark (anchor papers) or exemplary student work.	Teachers collect examples of local and national benchmark and exemplary student work.	Teachers explain how the exemplary work meets standards and refer to it frequently during the sequence of instruction or instructional framework.	Teachers collect benchmark work and exemplars from their own class.
		Teachers post examples of student work.	Teachers explain how a set of benchmark work displays progress over time toward the standards. Teachers explicitly teach students how to compare their work to the benchmark work to identify next steps.	Students identify where their work falls in relation to the benchmarks.
		The benchmarks demonstrate progress toward meeting the standards.		Students identify exemplars from their own collections of work and describe their work based on the standards.
		The exemplary work shows expected levels of rigor as defined in the standards.	Students can explain how they use benchmark and exemplary student work to improve their own work.	Students can identify next steps toward meeting standards and revise accordingly.
8. Student performance tasks require students to show progress toward meeting the standard(s)/element(s).	Students are not demonstrating progress towards standards in performance tasks. Rather, they are passive selectors of correct answers.	Teachers design performance tasks that require students to show evidence of the standards.	Teachers collaboratively analyze common performance tasks to ensure rigor and revise tasks as needed.	Teachers ensure that performance tasks make connections to other content areas and real world situations.
			Students can explain how performance tasks show evidence of the standards they are working on.	Students apply their understanding of the standards to other content areas and real-world situations.

Concept	Not Addressed	Emergent	Operational	Fully Operational
9. *Students receive feedback through written or verbal commentary aligned with the standards that results in revision of work, if needed.*	Feedback is limited to evaluative judgments such as, "That is right," "That is incorrect," "80%," "Great job," etc.	Teachers provide evaluative feedback that extends evaluative judgments but does not connect to the standards. For example, *That is incorrect because you forgot to move the decimal point.*	Teacher feedback is directly aligned to the standards and provides students with specific strengths and next steps. For example, *You develop your character by using literary language when you said, "he had orange hair like wire...Good writers help the reader to feel satisfied when the story ends. They do this by providing a sense of closure. A next step for you as a writer would be to provide closure to your writing.* Students identify how their work meets standards based on teacher feedback. Students identify their next steps based on teacher feedback. Students provide feedback to peers based on teacher feedback.	Teachers encourage students to revise their work as a result of feedback from teachers and peers. Teachers expect students to use the language of the standards when describing their work, providing feedback to peers, and identifying next steps. Students use the language of the standards as they discuss their work and explain teacher feedback. Students identify their next steps based on teacher feedback. Students can show a piece of student work and describe how it was revised to meet standards based on teacher feedback. Students provide feedback to peers that is directly aligned to standards.
10. *Student work reflects understanding of the Georgia Performance Standards.*	Teachers independently determine what students should know, understand, and be able to do with little or no relation to the Georgia Performance Standards. Student work does not represent student understanding of the standard(s).	Teachers collaboratively identify what students should know, understand and be able to do relative to the Georgia Performance Standards and design instruction and assessments accordingly.	Teachers collaboratively analyze student work based on the Georgia Performance Standards. Based on collaborative analysis of student work, teachers revise instruction. As a result of revised instruction, students revise their work to reflect their understanding of the standards.	Teachers have collaboratively aligned assessments and instruction to the GPS. Students analyze the quality of their own work and articulate why it meets, exceeds, or does not meet standards. Students identify their own next steps towards meeting standards.