

Notice It, Practice It, Try It

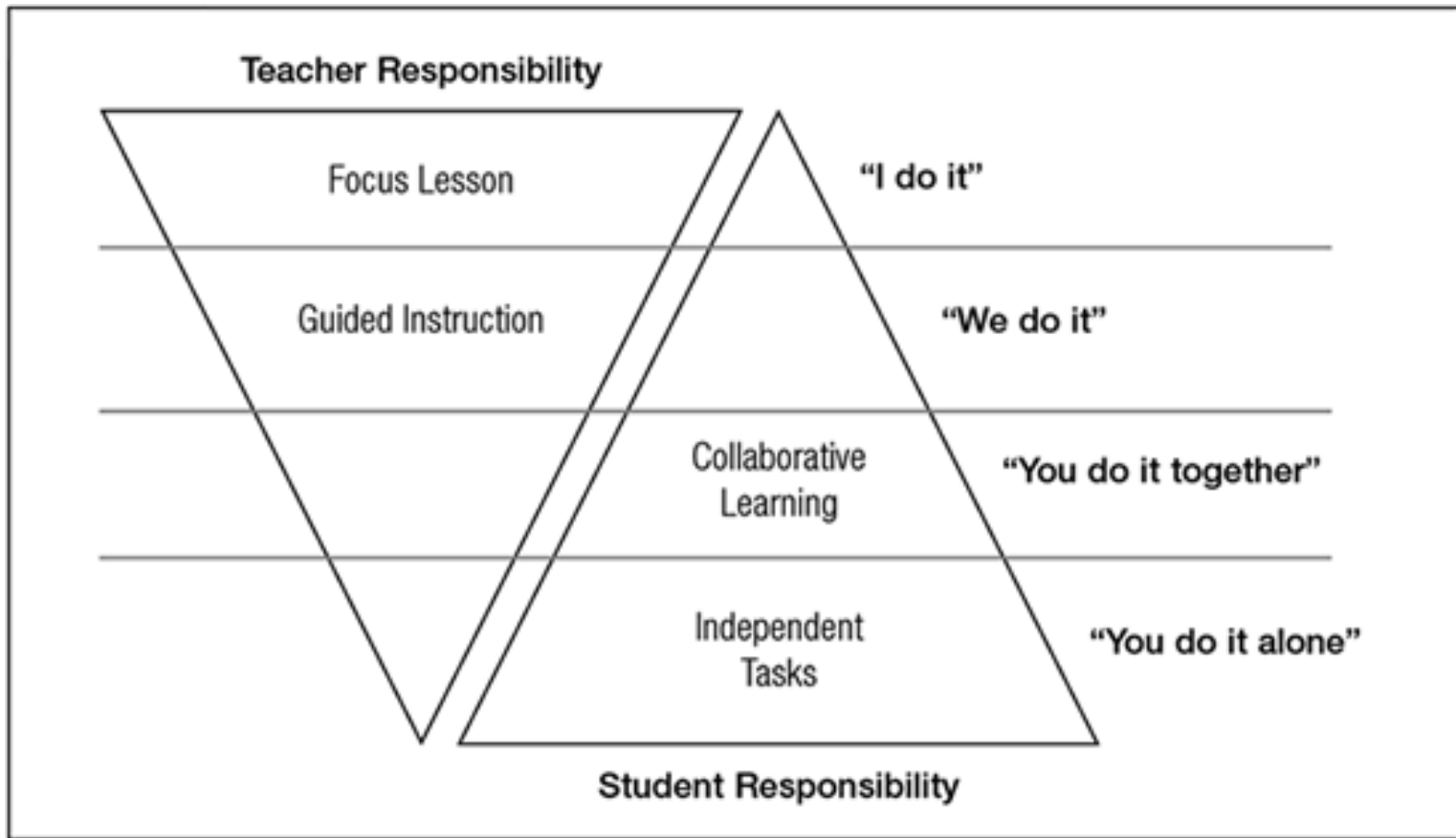
Karren Colbert

www.WriteBrainedLearning.com

Under-developed literacy skills are the number one reason why students are retained, assigned to special education, given long-term remedial services and why they fail to graduate from high school.

~Ferrandino and Tirozzi (2004)





Fisher, D. , & Frey, N. (2008). *Better learning through structured teaching: a framework for the gradual release of responsibility*. Alexandria, VA: ASCD.

The Smartest Card

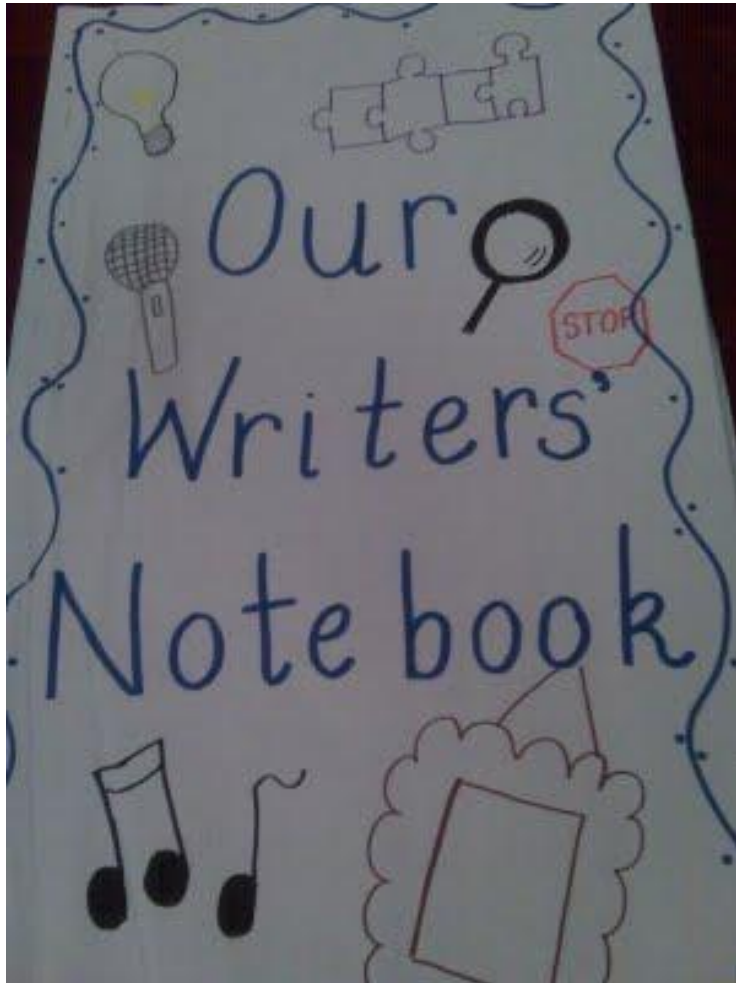
GET IT. USE IT.

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Celebrate Library Card Sign-up Month in September



Shared Writing



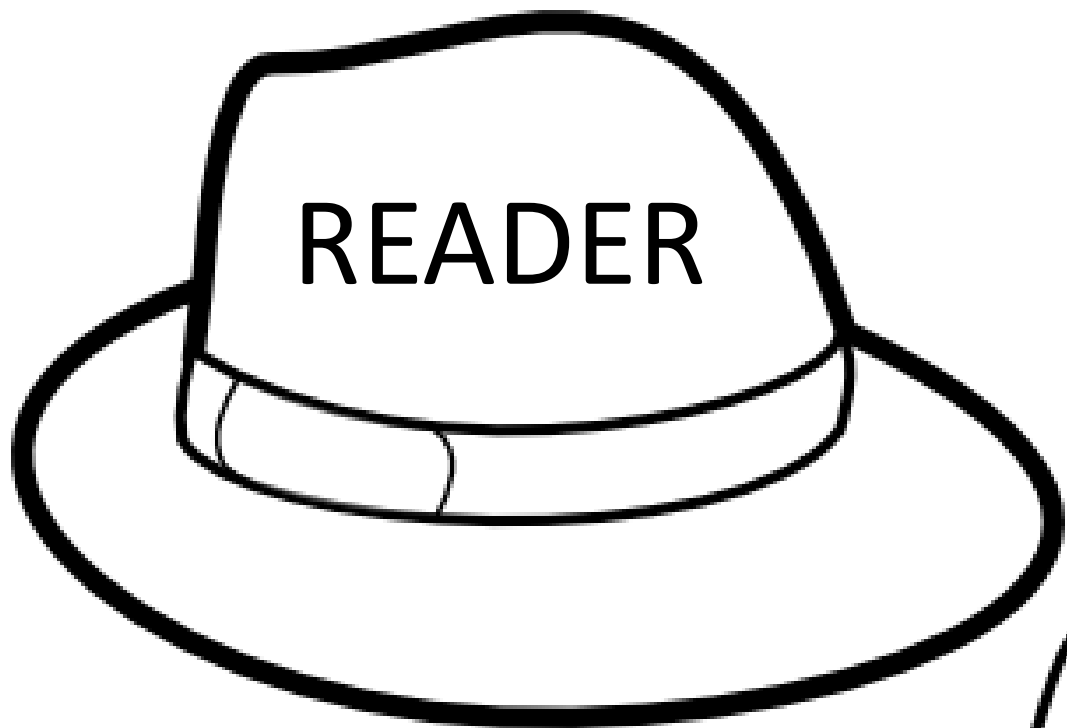
We had a great time in Jefferson City. We rode the bus for four hours. Our first stop was the Governor's Mansion. Next we went to the Supreme Court building. Lastly we toured the capitol building. It was a fun and exciting day.

From the start, I've always made trouble. My mama died of complications from having me. I once joked about it to my older brother, Gideon. I said I could make trouble even before I was born. Gideon thought I was serious because he said, "You didn't do it on purpose, Dave. You were too young. You weren't even yourself yet."

No, I didn't do it on purpose, but probably I was fooling around in her belly, having a fine time, and I kicked or punched too hard, and one thing led to another, and she died.

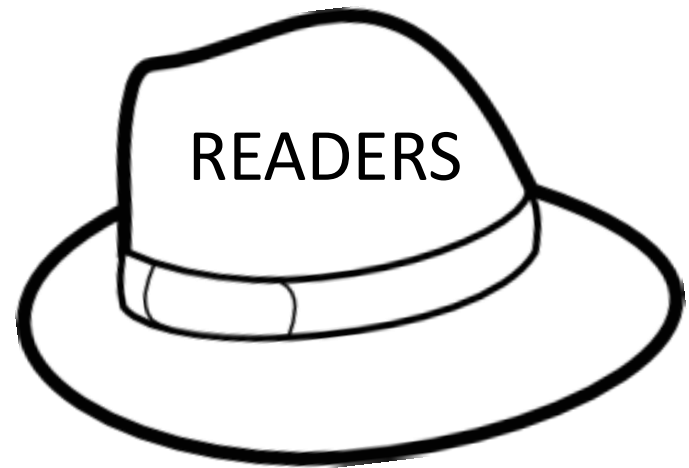
I had nothing to do with Papa dying, though. He died on Tuesday, October 26, 1926, when he fell off the roof of a house he was helping to build.

~*Dave at Night* by Gail Carson Levine (page 1)



When we *Read Like a Reader*, we:

- Make Connections
- Question
- Visualize
- Infer
- Determine Importance
- Synthesize



Make Connections

This is making me think about my dad. His mom died shortly after giving birth to his sister and he was only two years old. Her family worked hard to keep her memory alive.

Question

Now that both of Dave's parents are gone, who will keep their memories alive for Dave and his brother? Will they be sent to live with family members?

Infer

I think the line "You weren't even yourself yet." is possibly an interesting clue to the theme of the book. I predict Dave might learn something new about himself from this experience.

Determining Importance

This story takes place during the Great Depression. I bet the setting is significant to the story.

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No, I didn't do it on purpose, but probably I was fooling around in her belly, having a fine time, and I kicked or punched too hard, and one thing led to another, and she died.

I had nothing to do with Papa dying, though. He died on Tuesday, October 26, 1926, when he fell off the roof of a house he was helping to build.

~*Dave at Night* by Gail Carson Levine (page 1)

When we Read Like a Writer, we pay attention to the:

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
- Presentation



Ideas

It seems like the genre is historical fiction. I wonder if it was inspired by a real child. Minimal dialogue gives important details that are best spoken.

Organization

The opening sentence tells me a lot about Dave. In his own opinion, he's a trouble maker. The writer has me wondering what kind of trouble he's going to cause.

Voice

Considering that Dave is telling about both of his parents dying, the tone is not what I expected. It's very matter-of-fact and almost seems as if Dave feels responsible for his mother's death.

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~*Dave at Night* by Gail Carson Levine (page 1)

Word Choice

The simple word choice contributes to the matter-of-fact tone and also sound like the way a young (I'm guessing 10ish) boy would write.

Sentence Fluency

There's good variety in the length and structure of sentences. Paragraph 2 is just one sentence long, while paragraph 3 starts with a shorter sentence.

Conventions

Good use of commas to help the reader digest the complex sentence into smaller phrases.

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Notice It: Set Purpose

Reading Like a Writer

In The Snowy Day, we noticed how Ezra Jack Keats:

Craft:

Why might he have made this decision?

uses

• dashes between letters in the word s-l-o-w-l-y

• So the reader knows knows to stretch out the word slowly

• repeats the same word in a sentence:

“And he thought and thought and thought...”

• to show that the boy did it for a long time

Shared Writing

We had a great time in Jefferson City. We rode the bus for four hours. Our first stop was the Governor's Mansion. Next we went to the Supreme Court building. Lastly we toured the capitol building. It was a fun and exciting day.

The bus ride to Jefferson City went on and on and on, but finally, we arrived.



I can use a variety of sentence beginnings, structures, and lengths.

“Climb the Starved Rock Bluffs? You’ve gotta be kidding!” Joel’s spine tingled at the mere thought of trying to scale the sheer river bluffs in the state park. He looked Tony square in the eye. “Somebody got killed last year trying to do that! Don’t you remember?”

~*On My Honor* by Marion Dane Bauer

Sentence	First Word	Number of Words	Ending Punctuation

We had a great time in Jefferson City. We rode the bus for four hours. Our first stop was the Governor's Mansion. Next we went to the Supreme Court building. Lastly we toured the capitol building. It was a fun and exciting day.

If you go to Jefferson City, you had better wear good shoes for walking because you're going to do it a lot! It took FOREVER to get there! We arrived at the Governor's Mansion and from there we went to the Supreme Court building. Court Building. Lastly we toured the state capital building. It was a great day!

Title Going fishing

Sentence Number	First Word	Number of Words	Ending Punctuation
1.	She's	13	.
2.	Dad	8	.
3.	where	6	?
4.	Noone	2	.
5.	I	8	!