

Writing– A Creative Experience



**Bilingual Department-
Professional Development:
Teaching Writing
February 29th, 2016
Session 1**



**Presenter
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ESL Teacher/Author**

Purpose– What we will be doing

1. Quick Overview: Why we write (PURPOSE) and the types (GENRES) of writing
2. Today's Focus: Narrative Writing

How do we help students BEGIN to write NARRATIVES?

- Where or When?– Setting
- Who?– Characters

3. Examining My Student's Writing–

4. Wrap Up– Looking Ahead to Session 2

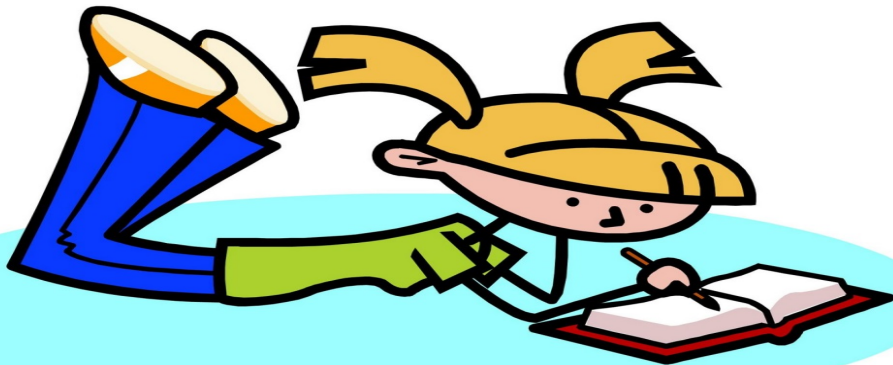
The Plot- Helping Students Develop the What and Why of Narratives



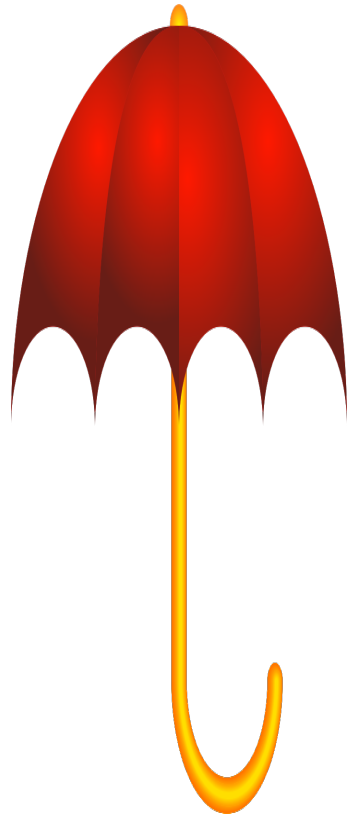
The Author's Purpose– PIE

Many authors write to:

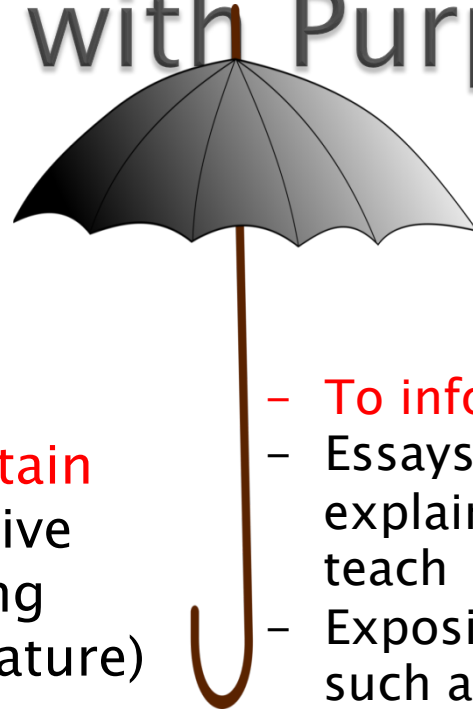
- ▶ **P**ersuade or convince their readers to believe in something
- ▶ **I**nform or teach you about something.
- ▶ **E**ntertain people and make them laugh



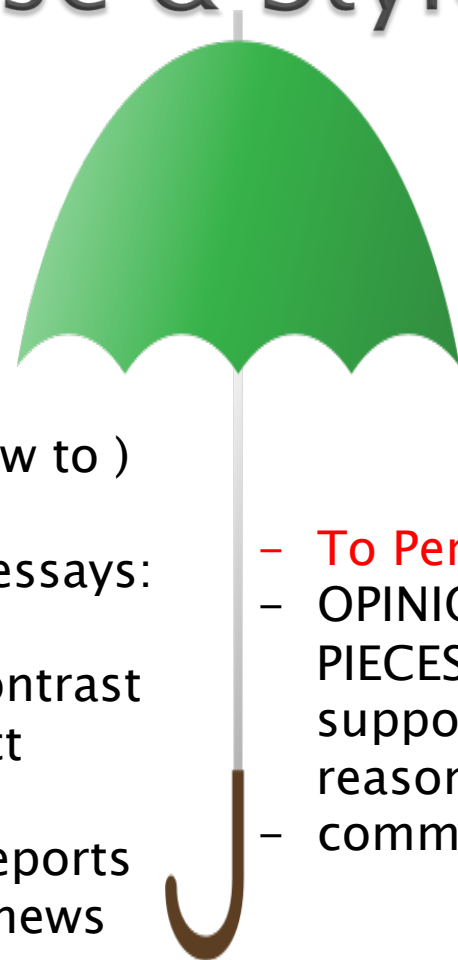
Writing with Purpose & Style



- **To entertain**
- Creative Writing (Literature) such as :
 - Narratives
 - Novellas
 - Poetry
 - Plays
 - Descriptive pieces

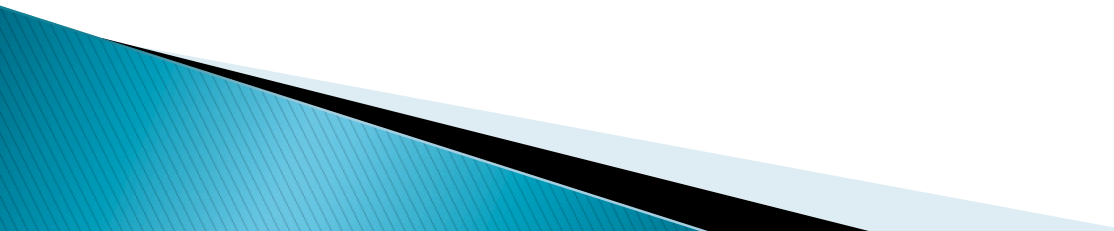


- **To inform**
- Essays that explain, (how to) teach
- Expository essays: such as -
 - Compare contrast
 - Cause/effect
 - Define
 - Statistical reports
 - Fact based news reports
 - Fact based documentaries



- **To Persuade**
- OPINION PIECES supported by reasoning
- commercials

Defining Narrative Writing

- ▶ Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration).
 - ▶ **Key Points:**
 - ▶ In narrative writing, a person or even an animal tells a story or event.
 - ▶ Narrative writing has characters and dialogue.
 - ▶ Narrative writing has definite and logical beginnings, intervals, and endings (plot).
 - ▶ Narrative writing often has situations which occur in a variety of settings, has actions, motivational events, and disputes or conflicts with their eventual solutions.
 - ▶ **Examples of Where You Find Narrative Writing:**
 - ▶ Novels
 - ▶ Short stories
 - ▶ Novellas
 - ▶ Poetry
 - ▶ Autobiographies or biographies
 - ▶ Oral histories– Storytelling
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Getting Started—Creating and Putting the Pieces Together Step by Step

creativity

Sleeve cuff
Cut 2

setting

Back
Cut 2

Hem

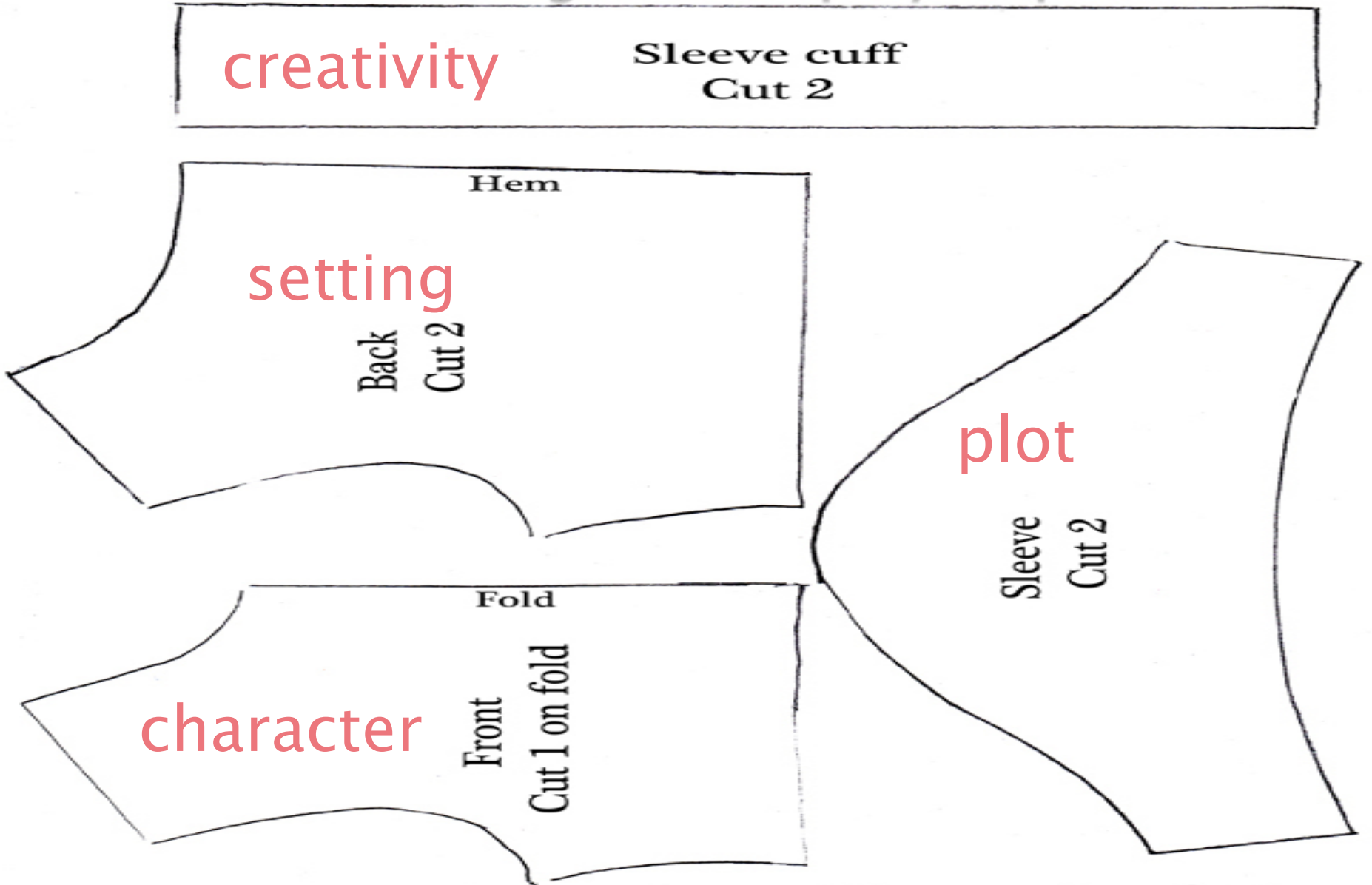
plot

Sleeve
Cut 2

character

Front
Cut 1 on fold

Fold



SETTING– Creating the Backdrop

Many of our students have limited vocabulary. We need to provide them with a healthy diet of words.

Multiple Exposures!

Describing setting!

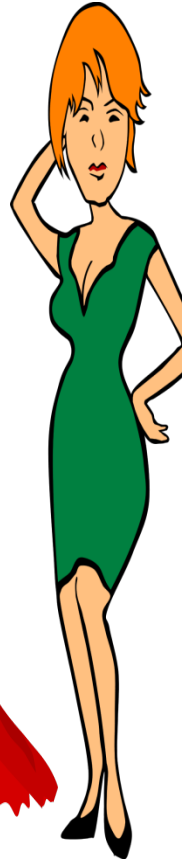


The day was

The sky was

The birds, squirrels,
rabbits, frogs,
butterflies, flowers,
were.....

Characters



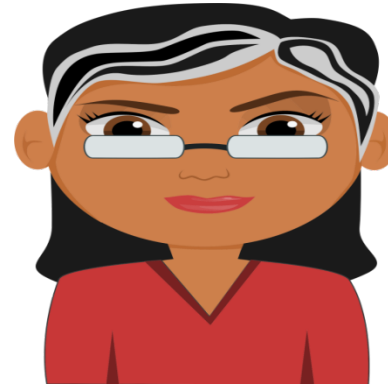
Designing or Creating the Character



First LOCATE the character-
John was in his bedroom eating.



Next describe the features of the character- He was tall with short, black hair.



After, dress the character- **He** was wearing a navy blue suit with black shoes.

Finally, give your character a **voice-** Avoid using 'said'.

So...How Do We Get Students to Include these Elements?–Scaffolds



BANK
now

Word Banks

Models of Writing

Sentence Starters

Graphic Organizers

Story Telling/Read Aloud

Write! Write! Write!

Video Clips/Pictures

Add Culture

Synonyms– Example– Putting SAID to Bed

Checklists

Editorial Team

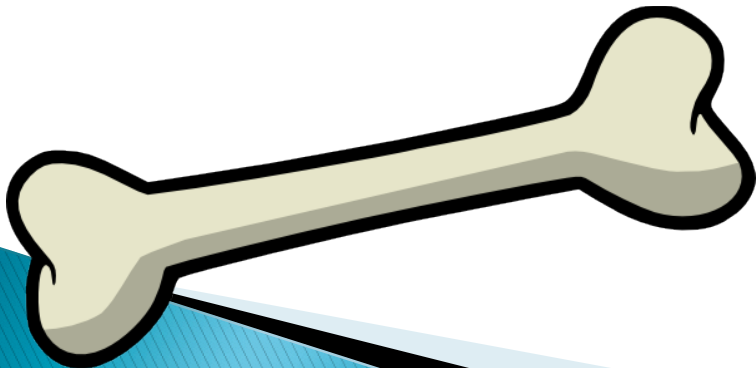
High Expectations with a High Diet of

Compliments and Smiley Faces!

Before– The Bone

John ran to the car and sat down. He began to cry. He could not find his cell phone. He forgot it at school. Dad was mad.

Questions to think about! **Where is John? What does he look like? Can he talk? Can he move? Feel? Hear? See?**

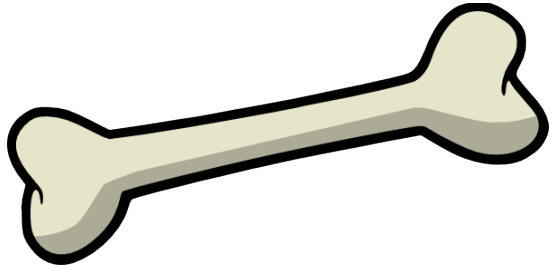


After – Adding Meat

The air was still. Nimbostratus clouds covered the sky. The birds had disappeared. John ran to the car and sat down. He looked around. He searched behind the car seat and in his book bag. It was not there. He looked in his red shirt pockets and blue jeans. It was not there. He began to cry. The tears began to flow from his blue eyes. He pushed his black curly hair away from his face. He could not find his cell phone. He forgot it at school.

“What’s the matter?” Dad asked, wondering what was going on.

“I can’t find my cell phone,” John responded nervously. Dad was mad.



You Can Do It!

- ▶ Mary went to the park. She played with Marco. The ball rolled in the street.

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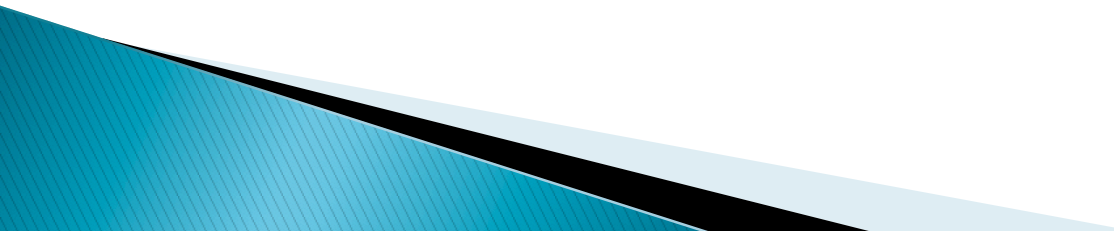
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Let's Look at Authentic Writings



Let's Wrap Up– Looking Ahead to
Session 2

Writing is ART

- Color
- Senses
- Emotions
- Taste/Flavor
- Sound
- Culture
- Pictures
- Words



Extra Readings– Nancy Atwell

Lessons that Change Writers



- ▶ Heart Mapping– Lesson 2
- ▶ Ways to develop a Character– Lesson 33
- ▶ Can a Reader See It, Hear It, Feel It– Lesson 17
- ▶ The Really Bad Words– Lesson 20
- ▶ Too Long and too Short Paragraphs– Lesson 21