

CWP INSIGHT



JULY 15, 2008 Vol. 1



Dear Abby

DEAR ABBY:

I got an AHA – young writers don't always have to revise! How can I get them to improve their writing?

SEEKING ADVICE

DEAR SEEING ADVICE:

Remember, kids are much bigger than their writing. When kids revise, keep it simple: move things, take things out, add things or start over.

DEAR ABBY:

I have been disappointed in the past with the lack of thinking my students show in their writing.
IN SEARCH OF SUGGESTIONS

DEAR IN SEARCH OF SUGGESTIONS:

Provide opportunities for your students to play in their Writers' Notebooks; exploring their own thinking. Penny Kittle reminds us, "Once students see writing as communicating something valuable to them, our work can begin."

EXTRA! EXTRA!

6 Word Stories

Encourage Writers to Carefully Consider Word Choice and Editing

Writing: Only grounded around language arts?

Persuasive papers require research, reasons, justification.

Classroom Climate: Must keep it focused.

Revision felt like dentistry with chainsaw.

Writing Mixture: Pain. Pleasure. Therapy.

Thinking changes, morphs, and transforms daily.

Class provides philosophy-altering information, strategies!

Amazed! Nervous when reading out loud.

Not perfect; full of powerful feelings!

Start diving into minute details.

Writing process is a teaching tool.

It's okay-the book says so!

Unsure, still have lots of questions!

Dear CWP Student,

Which 6 word story do you prefer?
"Armed with a game plan for fall." or
"Game plan for fall: Details T.B.D."

Vote Now! @ www.whatdoyouthink.com!

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Our Past
4321 Memory Lane
Oops, CO 80202

Dear Friend & Colleague,

I can now understand student fears when it comes to getting started on a piece of writing when you have complete freedom and choice over the topic.

K.I.T., Avid Learners



The Future of Jeffco Schools
1829 Denver West Drive;
P.O. Box 40001
Golden, Colorado 80401

OPINION & REFLECTION

Invesco Field at Mile High
2755 W. 17th Ave.
Denver, CO 80204

Dear Caring Consultant,

I spent an hour or so on the Internet today, reviewing an article in the NEWS... Thanks for the freedom to write whatever and the requirement to do so..

Sincerely,

Researching Student



Caring Consultant
Colorado Writing Project
9765 W. 77th Dr.
Arvada, Colorado 80005

My piece of writing is making me nervous. It's about something I have never written about. The phrases I put in there right now don't describe them the way they deserve to be. I hope I get there though, I have to, they need their story to be told. Wish Me Luck!!

Sincerely,

Passionate Writer



The Encouragement Dept.
1829 Denver West Drive
Inspire, Colorado 80202

Writing is a mix of pain, pleasure and therapy. No wonder my students hate it. Forcing oneself to explore our personal history is a little like taking a solo retreat into the mountains to find yourself. I know a lot of adults reluctant to think about their personal experience as a potential source of writing inspiration. Teenagers will likely struggle with this too. Going through this process with students will surely lead to surprises.

I view writing as a process now – not just a product. I know that just small, insignificant words from me can change, alter, destroy another's desire to write. So, I am thinking of the 'tone' of my classroom now. What will it look like? What encouraging words will I speak? What expectations will I make clearly to my class? I now have my own writing to share too. Something I haven't done before.

I want students to see me as someone who believes writing is worth the effort – not just someone who expects them to write.

As teachers, we can become so focused on what we want our students to become, we lose sight of who they are now!

I got it! Teaching students to be writers is the goal. The piece of paper with processed writing is not the final goal.

Time for writing --- I wrote for hours today. I don't usually allow myself that non-essential luxury. Am I allowing enough of it for my students?

Writing is hard. I'm largely going to stick with it and throw myself into it because you believe in me. Thanks. I hope I can do the same for my young writers.

"Many of their end products will look very much like something 6 and 7 year olds have written." About the Authors p. 78

CONCERN
DEPARTMENT



- @ I still don't know what my day will look like.
- @ I still struggle with the "how to." How to meet the need to talk-oral rehearsal, reading the text, peer conferencing, etc.
- @ I have a lot of ideas, but I am not sure how to organize it in my class. Still have lots of questions!