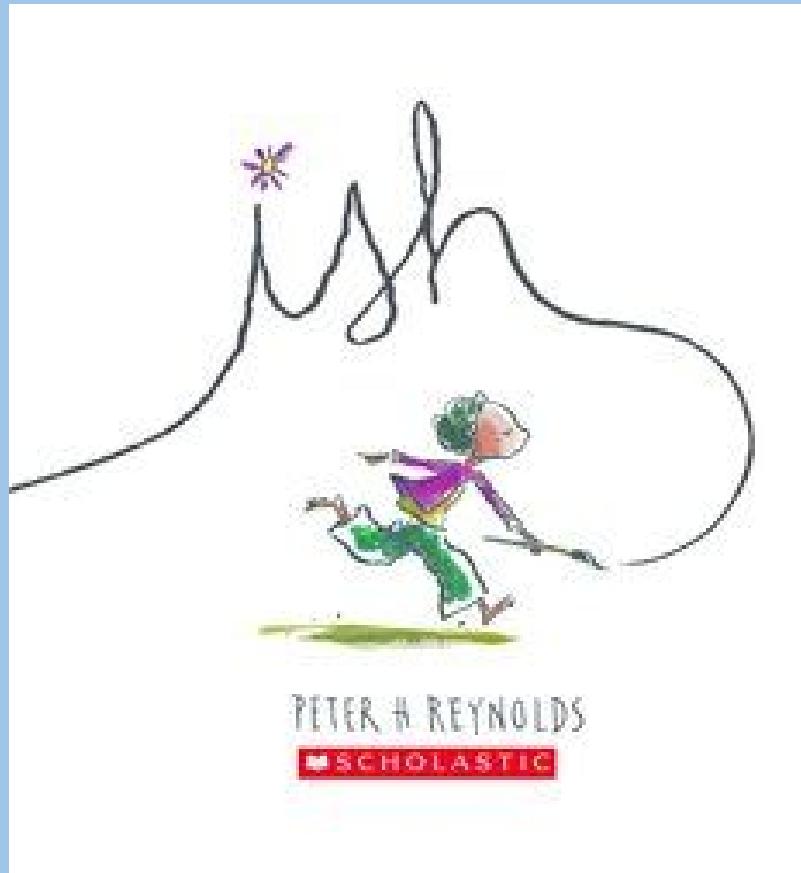


Reenergizing Literacy in Your Early Childhood Classroom

**By Shifting Your Thinking
about Mentor Texts**

Convention Handbook Description

Participants will engage in a **highly interactive session** and relook at **popular mentor texts** that can be used in an early childhood literacy classroom. Participants will learn how to **deconstruct a text** in order to **teach strategies** for comprehension, writing **craft** and social/emotional learning. A scaffolded **gradual release model** will be utilized. Also participants will explore how to select mentor texts that harness the **power of students unique funds of knowledge**.



PETER H. REYNOLDS

SCHOLASTIC

Let's Take a Poll!

What is your experience with mentor texts?



www.menti.com



CODE: 19585

Mentor Texts: texts to be studied and imitated

If you are planning for the instruction of closely studying and imitating a mentor text (i.e. through mini-lessons which focus on specific aspects, craft, etc. of that text), you as the teacher need to know your students, your curriculum (objectives / purposes), and the mentor text well.



What factors influence your selection of a mentor text? (TNT)

Teaching with Mentor Texts

READER'S WORKSHOP

- | | |
|------------------------|--------------------------|
| • Frontloading | • Questioning |
| • Connecting | • Determining Importance |
| • Fix-It Up Strategies | • Inferring |
| • Visualizing | • Synthesizing |

WRITER'S WORKSHOP

- Frontloading
- Writing Forms
- Writing Process
- Writing Traits
- Writing Genres

Along with Social and Emotional Learning!

Social Emotional Learning

- Fostering independence
- Cooperative listening
- Equal and kind speaking
- Peer relationship building/Giving compliments
- Giving helpful feedback/suggestions
- Giving students choices
- Establishing predictable routines
- Building Self-confidence

What makes mentor texts, when used intentionally, so powerful?

"One of the most important literacy experiences we can give children is to read to them. Reading aloud introduces children to the special language of books... they deposit these structures in their minds... (these structures) are recalled... to support reading, writing, and speaking."



Choosing a Mentor Text

We learn from imitation and repetition

Choose a text you love and can read often

Identifiable examples of craft, ideas, or structure

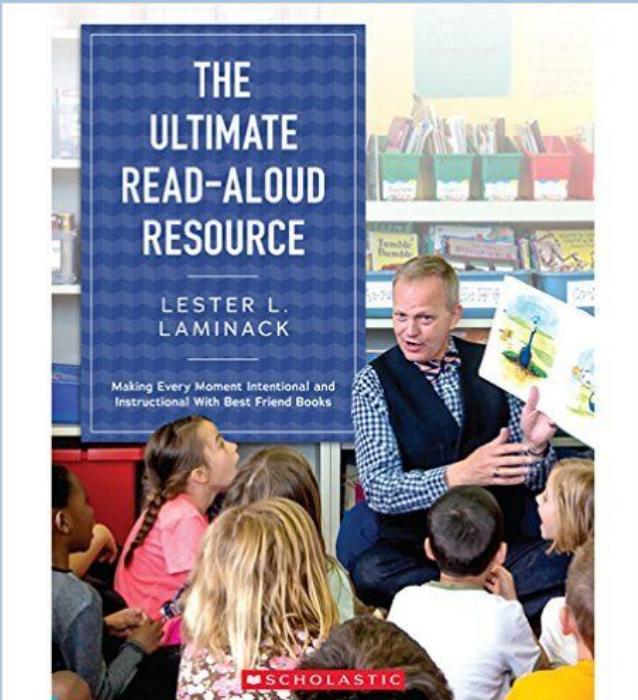
Backward design: plan with the end product in mind

Read Like a Writer

When using mentor texts to teach writing:

- we must show students how to read like a writer.
- Identify examples and plan to explicitly share them with students

The Ultimate Read Aloud Resource by Lester Laminack



“Best Friend Books” (BFB)

“We select books for the potential each of them holds. We think in advance of the outcome or product we desire.” (p. 36)

An “investment” (p.36)

Planning for the First Read... The “Movie Read” (Laminack)

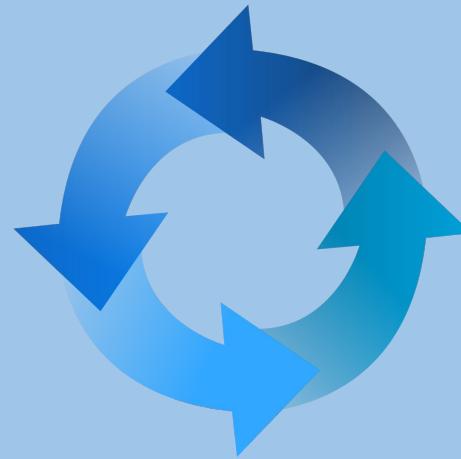
“You are the matchmaker... so you begin slowly and plan for several future meetings to nurture the friendship you are certain will develop.”

- Get acquainted
- Capture interest and attention
- Have students think, reflect, and talk – “discover the feeling of lingering with a story”

–Lester Laminack, The Ultimate Read Aloud Resource , p.53, 57

Language and vocabulary: input and output

- Hear it first, in order to...
 - Speak it, in order to...
 - Read it, in order to...
 - Write it.



“You don’t use words you’ve never heard or read.”

Trelease, *The Read-Aloud Handbook*, 2001

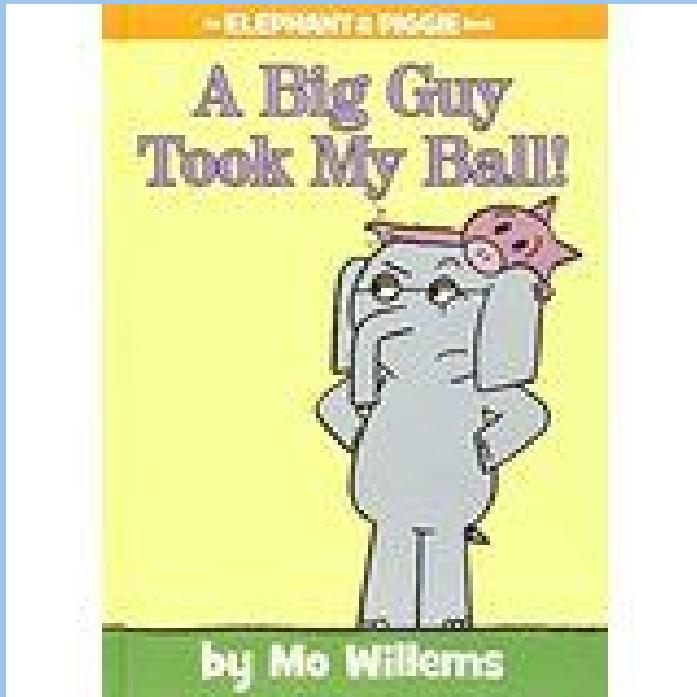
Use of Mentor Text for Kindergarten Intervention

Mentor texts for intervention?!?!

YOU BET!

- Link intervention to classroom focus (theme / curriculum / shared language)
- Engagement
- Perfect venue to teach: language, vocabulary, concepts about print
- Shared experience
- Use meaningful, relevant texts as springboards for interactive writing

Mentor text: A Big Guy Took My Ball



Direct link to classroom focus:

- Direct link to classroom focus: How characters handle conflicts (overall theme of “challenges”)
- Students already understood concept of “character”
- Opportunity for students to see high frequency words they are beginning to control in reading and writing
- ENGAGING
- Students identify with the themes (friendship, sharing, “theft”, fear)

First Read... (Day 1 lesson)

Teacher's Role:

- Read entire text, only stopping to scaffold comprehension as necessary
- Set purpose(s) for listening:
- *Listen to understand how Piggie, Elephant, and Whale had a misunderstanding about a ball*
- Facilitate / lead discussion after reading

Students' Jobs:

- Listen actively
- Examine pictures and begin to notice / track words
- Think about purpose for listening
- Participate in discussion which is linked to the purpose for listening

Second “read”... (Day 2 lesson)

Teacher’s Role:

Select pages to revisit, with specific, new purpose in mind.

**Listen for the problems the characters have and how they handle their problems.*

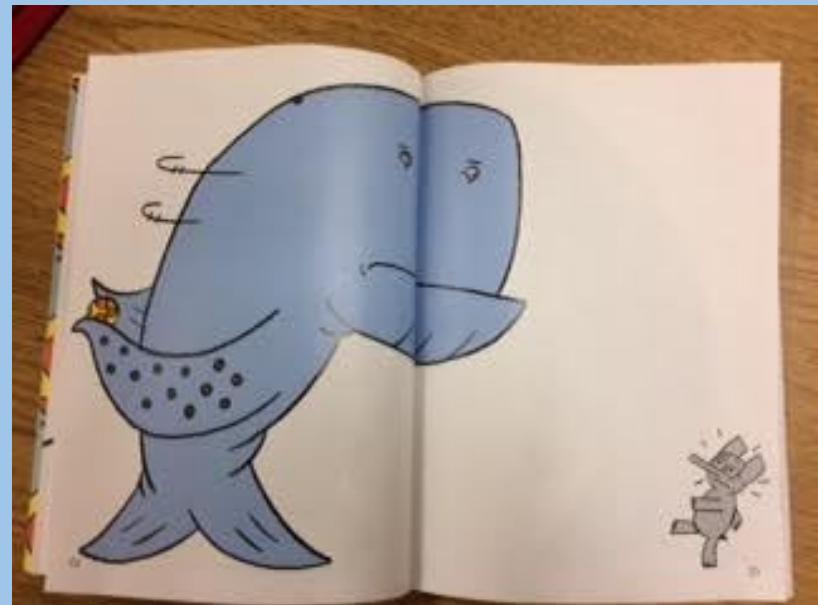
Model your thinking (comprehension) through thinking aloud at your first “close reading” page:



Second “read”... (Day 2 lesson continued)

Teacher’s Role continued:

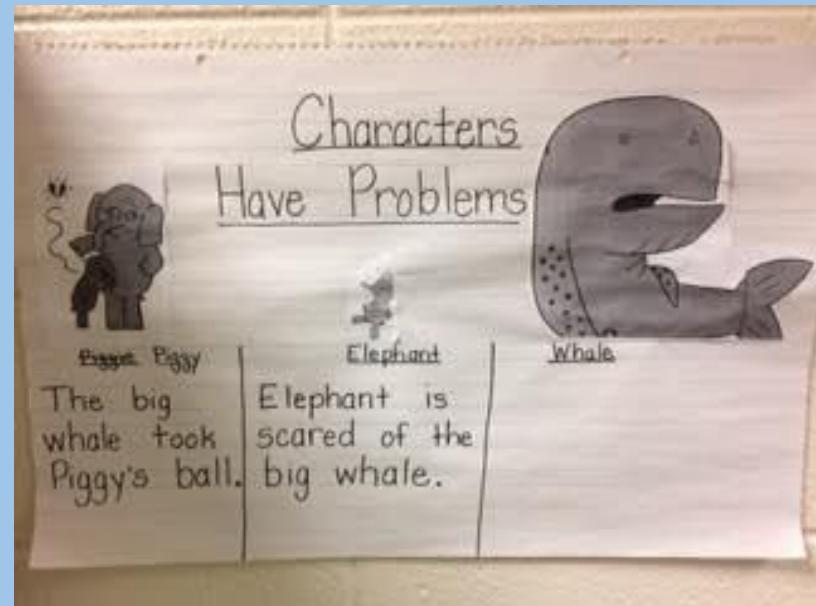
- Share the “thinking aloud” about Elephant’s problem in the second “close reading” page, with students (gradual release)
- Model speaking in complete sentences; call for students to be describing Elephant’s problem using complete sentences.



Second “read”... (Day 2 lesson continued)

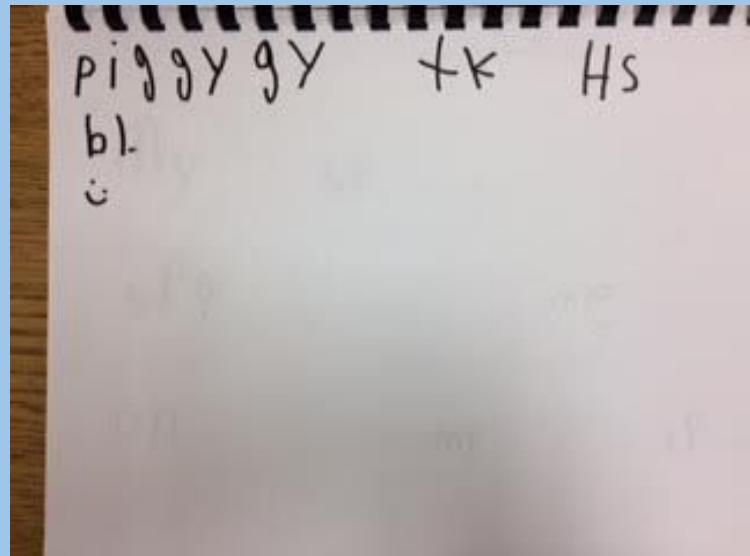
Begin construction of anchor chart.

- I utilized Interactive Writing for both Piggie and Elephant (describing their problems)
- I asked students to try out certain words on their dry erase boards

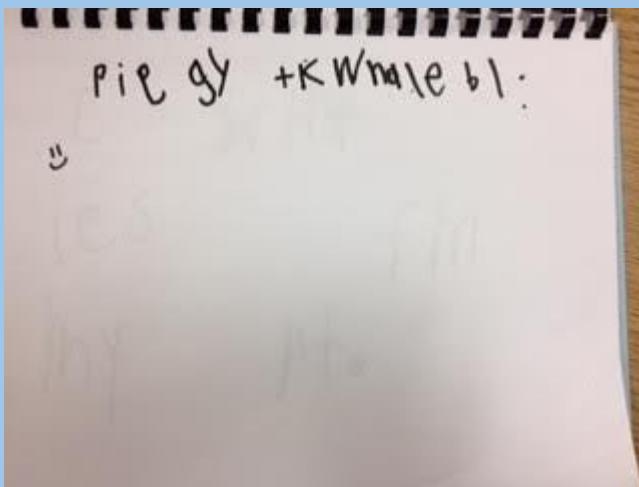


Third Lesson

- Review anchor chart
- Review focus: characters have problems
- Rich discussion / ORAL REHEARSAL of what Whale's problem is, leading to...
- Independent writing about Whale's problem, in writing journals. (Conferring, guiding, prompting).



Third Lesson (continued)

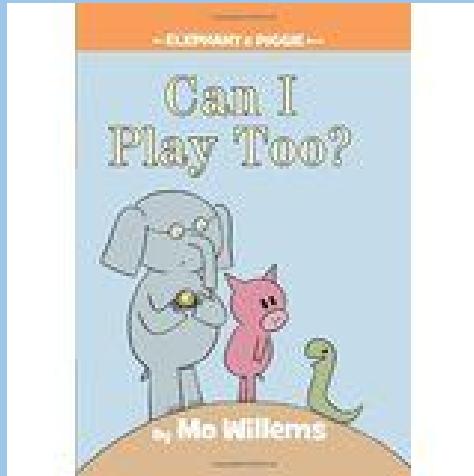


Meaningful writing about meaningful, engaging text!

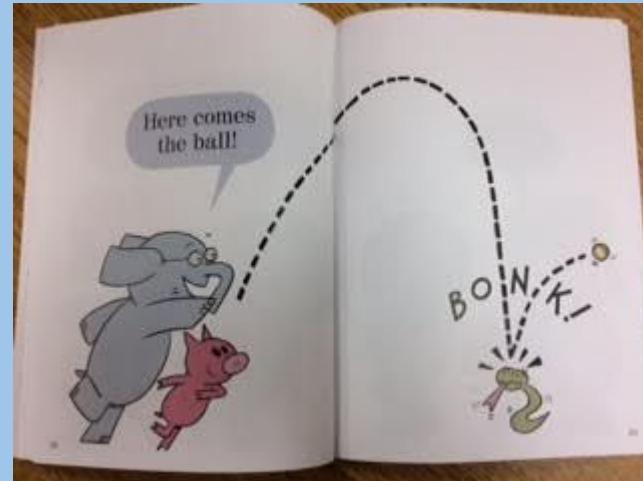
Students need to learn how to write about what they read.

Where did this lead?

Next text, with a renewed focus on how character's handle problems:



Reference anchor chart which was co-constructed in the first text.



Mini Lessons

JoEllen ~ Ish by Peter Reynolds (beginning), The Hello Goodbye Window by Norton Juster, Steven Jenkins books (nonfiction), Wilfred, Gordon, McDonald Partridge by Mem Fox

Karen- The Best Story by Eileen Spinelli (ending), Ice Bear by Nicola Davies (nonfiction) , The Perfect Pet by Margie Palatini (opinion and/or persuasive),

Courtney-Ralph Tells A Story by Abby Hanlon

Types of Mini Lessons

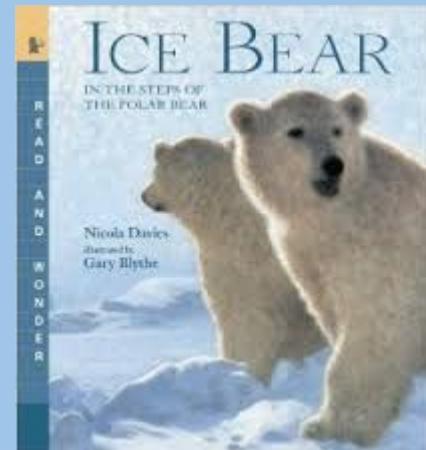
- *Organizational: routines, procedures, and use of materials (foster independence, productive use of time)
- *Strategies (how to do): Focus on a specific writing strategy - use clear and memorable examples
- *Skills (what to do): based on standards for specific areas of competence at each grade level (editing)
- *Author's craft (how to write for an audience): guide children to notice how writers write, including language, text conventions and special techniques p. 56 SYW

Non-Fiction Writing

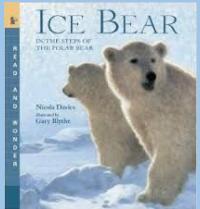
Ice Bear: In the Steps of the Polar Bear by Nicola Davies

3 Lessons Using this Book

- Looking at what other authors do and staying focused
- What to include...what to leave out
- Writing with comparisons

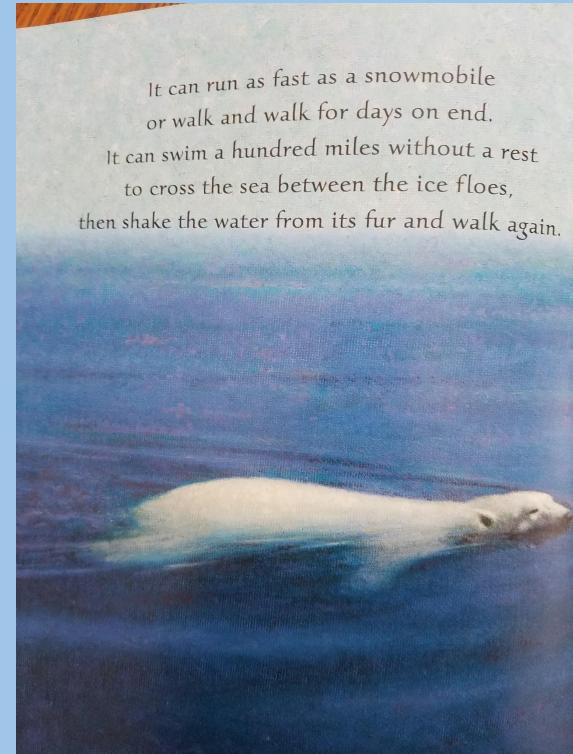


Source: Deanna Jump and Deedee Wills: Writing Through the Year



Looking at What Other Authors Do

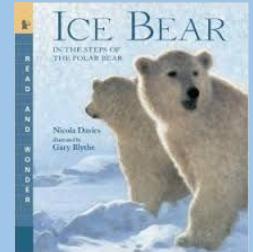
- Two books in one
 - People talking
 - Facts woven in



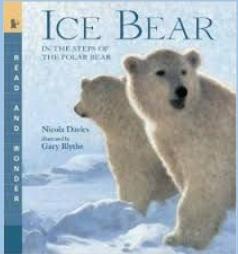
Source: Deanna Jump and Deedee Wills: Writing Through the Year

What to Include....What do Leave Out

Students create an anchor chart of facts and not facts

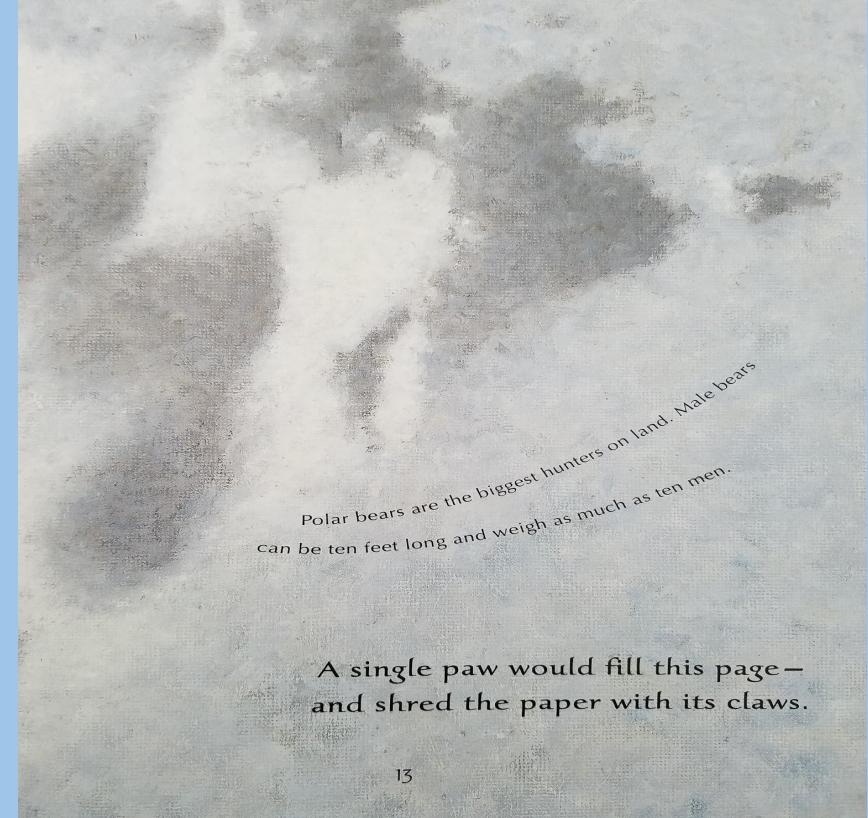


Source: Deanna Jump and Deedee Wills: Writing Through the Year



Write and Draw Comparisons

Source: Deanna Jump and Deedee Wills: Writing Through the Year

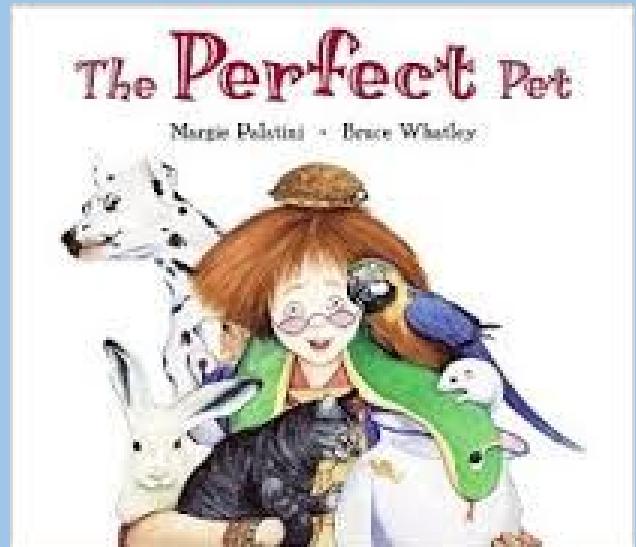


Opinion Writing

The Perfect Pet by Margie Palatini

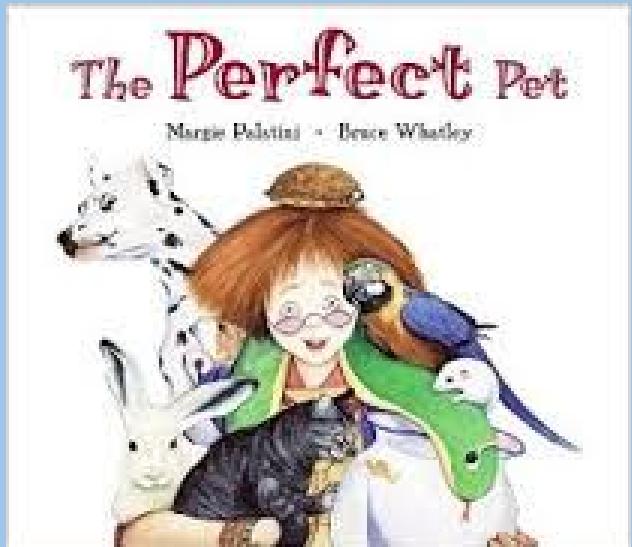
Adding Voice:

Make your writing sound like you



Opinion Writing

The Perfect Pet by Margie Palatini



Mini-Lesson structure

Tightly focused mini-lessons, developed and taught
with the gradual release of responsibility in mind

- Activate prior knowledge : link to previous learning
- Clear focus with explicit demonstration & modeling of new concept / skill
- Guided practice
- Independent practice
- Sharing

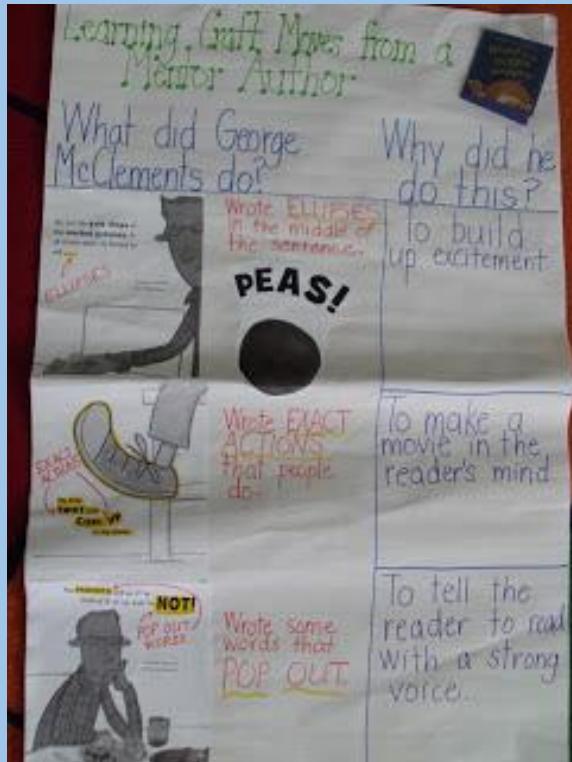
Mini-Lesson Structure continued

Watch for how this teacher:

- Activates background knowledge
- Has a clear focus for her teaching and demonstration
- Links focus to mentor texts
- Models the new concept in a shared piece of writing
- Sets the stage for guided practice in students' authentic writing

www.youtube.com/watch?v=SvM8F2CclzM

Examples of Anchor Charts with Mentor Texts

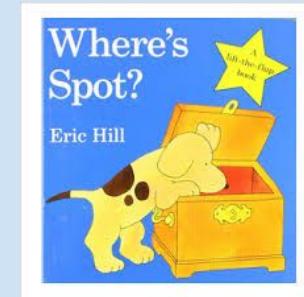


Highlight Mechanics & Conventions in Mentor Texts For Our Youngest Writers

Children's literature is a powerful tool for celebrating and noting the interesting ways in which writers use spacing, punctuation, capitalization and grammar.

Reread books and look for:

- frequency of different types of punctuation marks
- spacing
- and purposes for capital letters

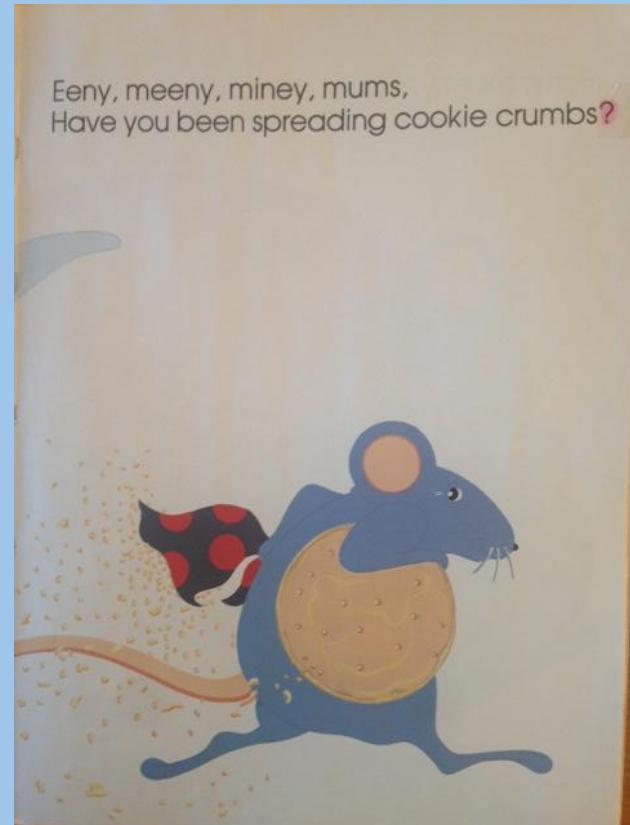


Using literature to present mechanics provides a tapestry of opportunity to explore mechanics and understand that all writers think about spacing, grammar, punctuation, spelling and so on.



Rereading favorite books to count question marks and period heightens awareness of mechanics of the text.

Shared reading is the perfect time to highlight the ways in which authors use punctuation to convey meaning.



Punctuation Scavenger Hunt



? ! ,

Question Exclamation Comma
Mark Mark



A Bad,
Bad Day

1

11

3



Where's
Spot?

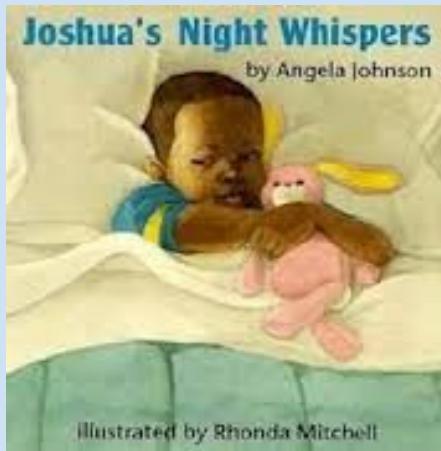


Noisy
Nora



Mr. Putter & Tabby
Walk the Dog

Let's try this work with a mentor text that our youngest writers can model from:





In the nighttime
the wind brings night whispers,
so I follow them...

This story is one that younger children can replicate to create a powerful story.

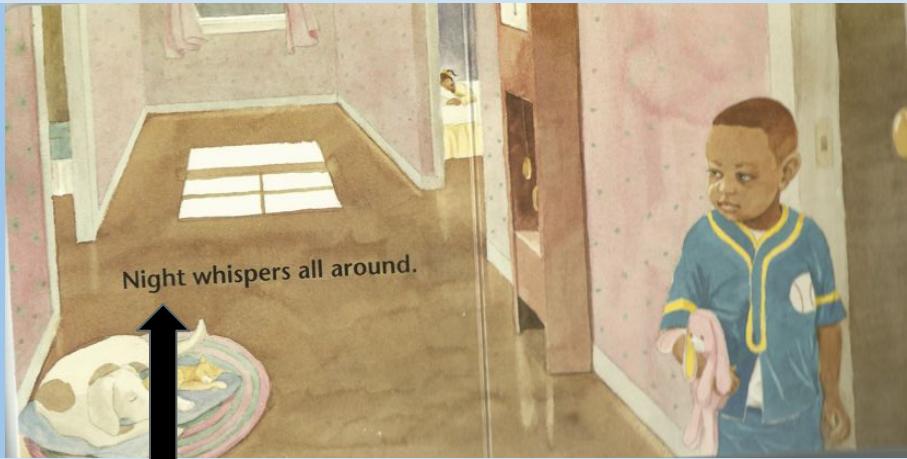
Great use of punctuation.

Ask your kids what do you notice? Why did the author do this?

Let's read the story...watch for the craft that the author used to create this story.



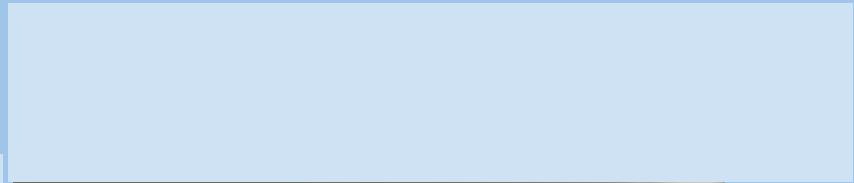
past my toybox...
and out my door...
then down the hall.



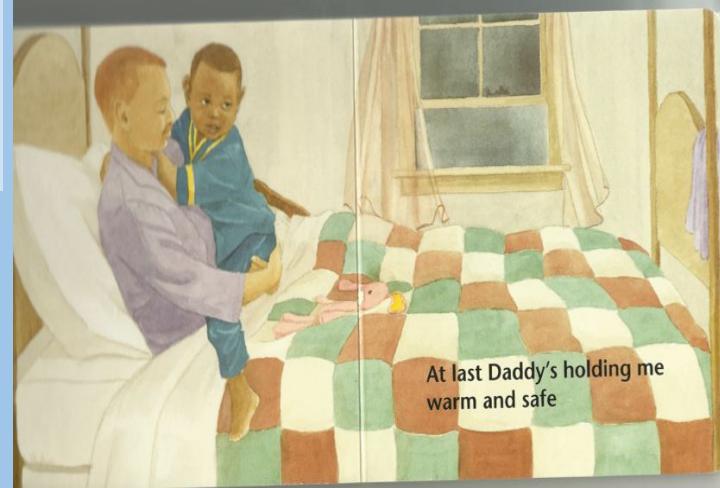
Night whispers all around.

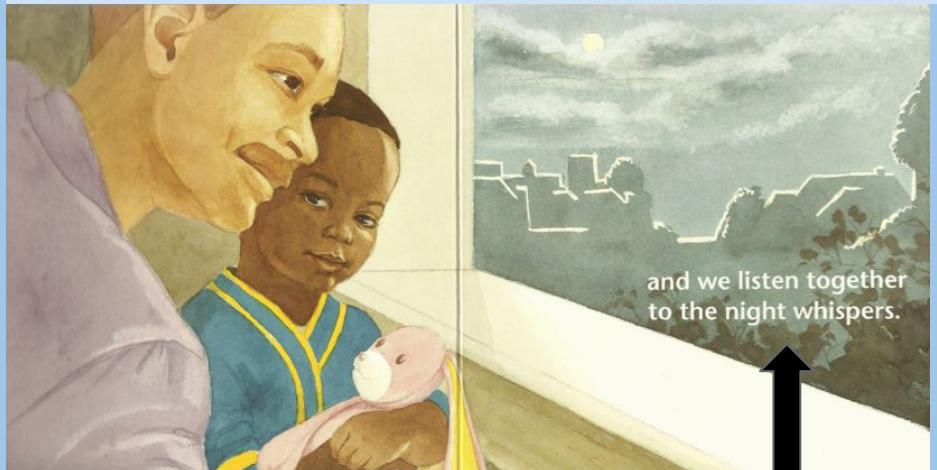


Notice that “night whispers” is repeated.
Why did she do this?
Can we try in our text.



At last Daddy's holding me
warm and safe





Let me show you
a sample that I
came up with
using this book as
a mentor text.

There is “night whispers”
again.

In the spring
the rain brings pitter patter,
so I follow it....

to the window....
and out the door...
then I feel it on my face.

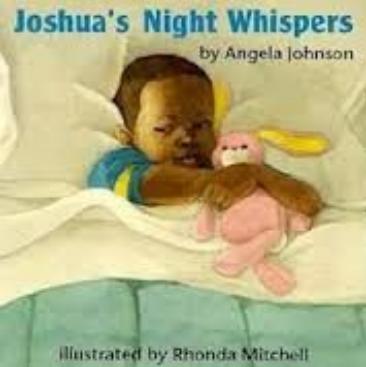
Pitter patter of rain all around.

A loud thunder boom scares me... so I race inside.

My mommy is there to hold me and together we listen to the pitter patter.



Do you see how children can use this mentor text to help start a great story..



In the nighttime
the wind brings night whispers
so I follow them...

past my toybox...
and out my door...
then down the hall.

Night whispers all around.

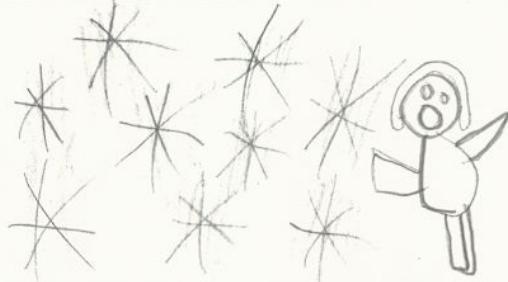
At last daddy's holding me
warm and safe.

and we listen together to
the night whispers.

Now put on your
author hat and
get out a piece
of paper. Try to
create a story
using a similar
pattern as
Angela
Johnson's.

Name: IZZY

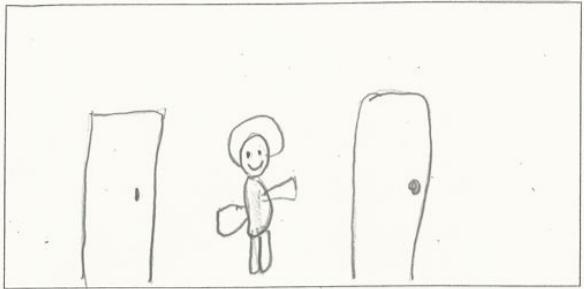
Date:



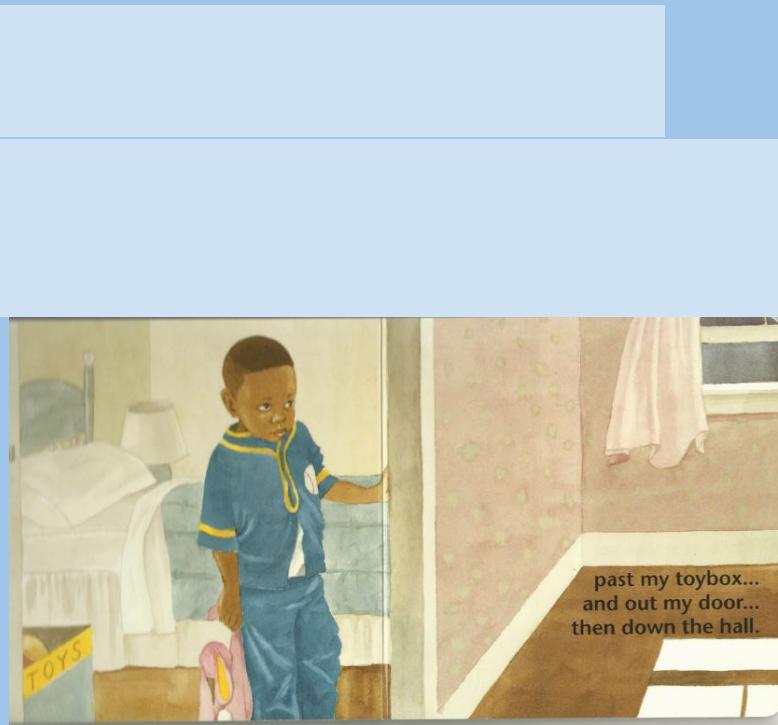
In The winter
The snow brings
howling noise,
so I follow it.

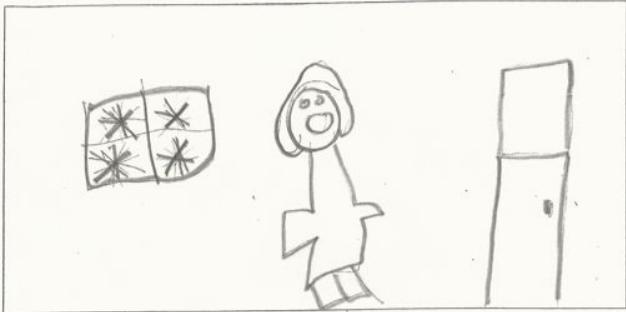


In the nighttime
the wind brings night whispers,
so I follow them...

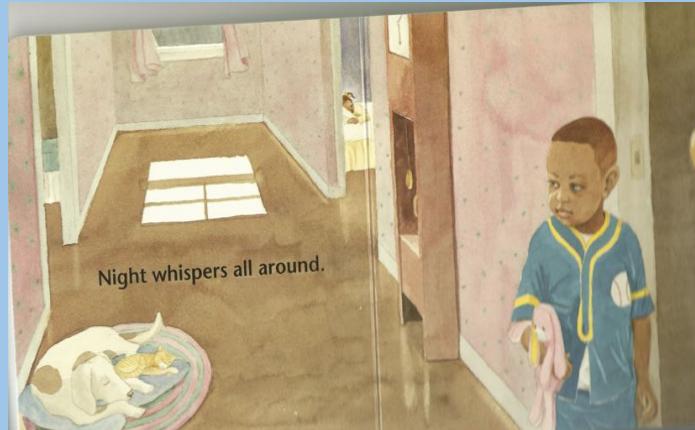


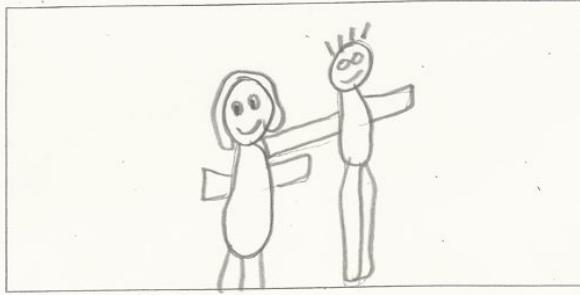
Past my bathroom...
down the hall...
HOWLING noISES
all around.



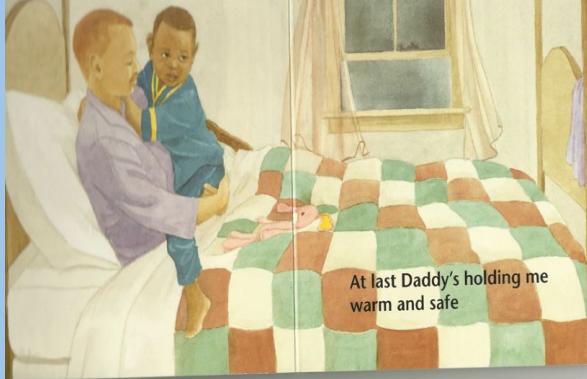


Howling noises
Snow hitting the
window... so I run.



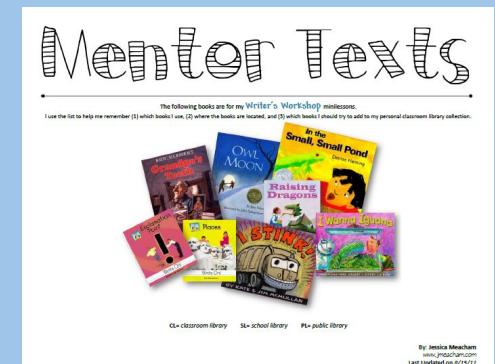


At last my dad
Hugs me and
together we
listen to the
Howling
noise.



A CLOSER LOOK AT MENTOR TEXTS

Lucy Calkins



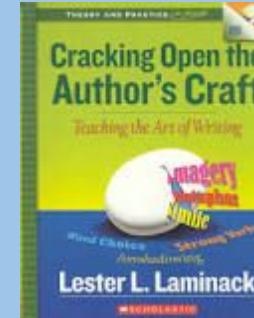
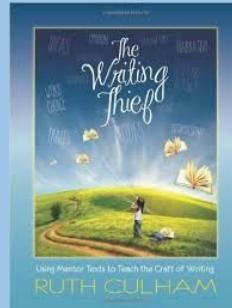
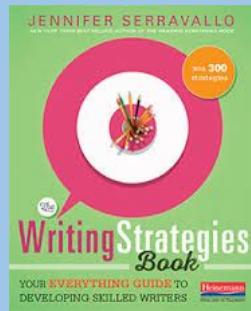
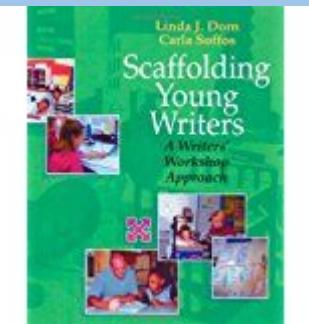
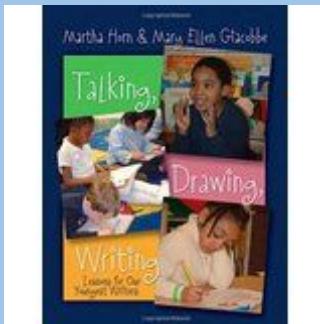
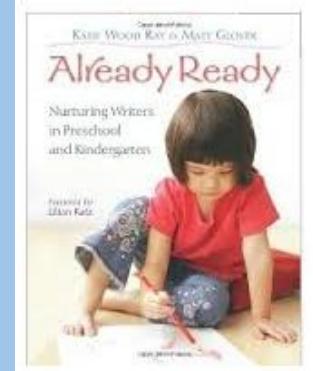
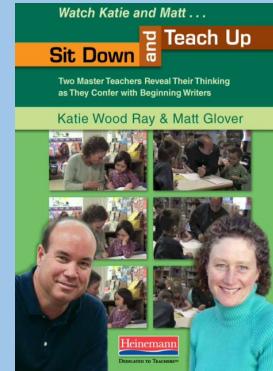
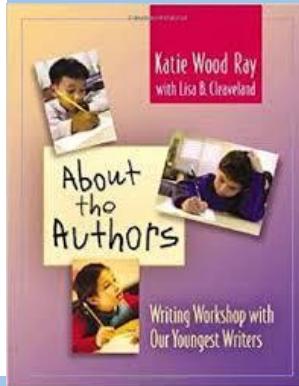
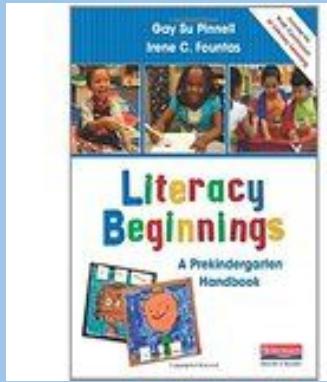
Using Mentor Texts in an Author Study



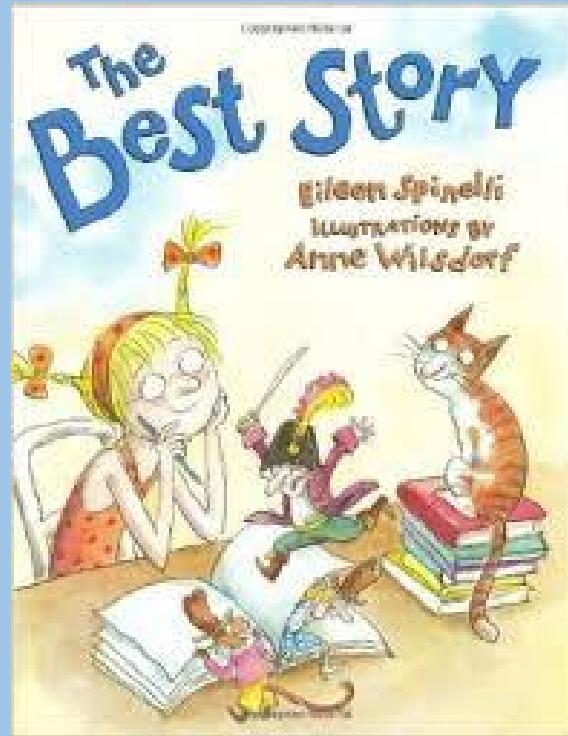
Writing Like Mem Fox!



Resources That We Committee Members Use:



Closing Thoughts...



Questions and Answers

JoEllen Lieck, Kindergarten/First Grade Looping Teacher, School District of Rhinelander

Karen Kercher, 1st Grade Teacher, School District of Randolph

Michelle Mullen, 1st Grade Teacher, Fox Point-Bayside School District

Courtney Albright, Director of Curriculum and Instruction, Saint John Vianney Parish School in Brookfield

Jaime Hardgrove, Reading Specialist/Title 1 Reading Teacher, Hustisford School District

Melissa Ender, Instructional Coach, School District of La Crosse

Writing Workshop Teachers...

- give choice
- establish routines – predictable structure; materials; management
- foster independence
- teach informational, narrative, and opinion writing
- **Give feedback!** confer daily with writers
- part of a community of writers
- display student writing
- have an identity as a writer

Writers Workshop Visual Schedule



Conferring during Independent Writing

*Routines and expectations are critical so that teachers can confer: use minilessons to reteach expectations, procedures, routines

Types of Writing Conferences

Goal - to know each student as a writer; frequency depends on many factors

T & T: How does conferring with writers look in your classroom?

How do you use mentor texts during conferring?

Students Setting Their Goals

