


Pre-  
Publication  
Sample

CLASSROOM ESSENTIALS



A TEACHER'S GUIDE TO  
**GETTING**  
**STARTED**  
----> WITH <----  
*Beginning*  
**WRITERS**  
----- GRADES K-2

KATIE WOOD RAY *with* LISA CLEVELAND



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# A TEACHER'S GUIDE TO GETTING STARTED WITH *Beginning* WRITERS

BY KATIE WOOD RAY WITH LISA CLEVELAND



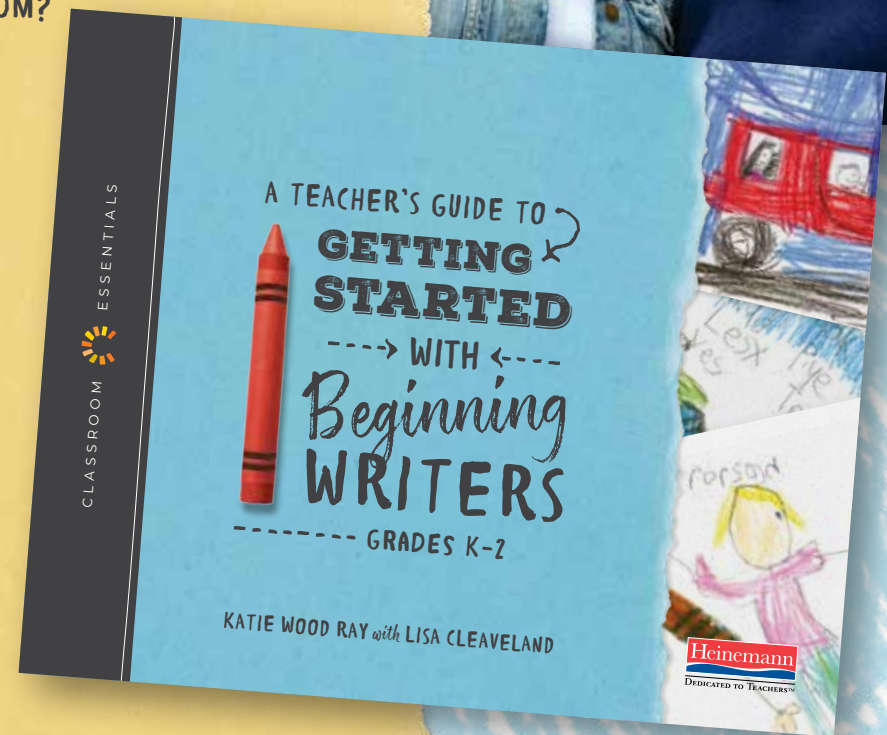
- HOW CAN I ESTABLISH A ROUTINE FOR WRITING IN MY CLASSROOM?
- WHY IS MAKING BOOKS DEVELOPMENTALLY APPROPRIATE?
- HOW CAN I HELP MY YOUNGEST STUDENTS BECOME WRITERS?

**In Lisa Cleaveland's classroom,** writing workshop is a time every day when her students make books. Katie Wood Ray guides you through the first days in Lisa's classroom, offering ideas, information, strategies, and tips that show, step by step, how you can launch writing workshop with beginning writers.

If you're a new teacher or new to writing workshop, *A Teacher's Guide to Getting Started with Beginning Writers* will show you in clear and simple terms what to do to establish a routine for writing in your classroom, offering you vision, insight, and practical support. If you're an experienced workshop teacher, Katie and Lisa will help you imagine new possibilities.

Katie Wood Ray did action research for many years alongside her coauthor, Lisa Cleaveland, a classroom teacher with more than twenty-five years experience in kindergarten and first grade. Together Lisa and Katie collaborated on the bestselling book, *About the Authors: Writing Workshop with Our Youngest Writers*.

Grades K-2 ■ 978-0-325-09914-9 ■ 96pp est. ■ \$17.50 est.



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For more information visit [Heinemann.com/ClassroomEssentials](http://Heinemann.com/ClassroomEssentials)

# Book **MAP**

Day 1

**INVITE**  
**CHILDREN** TO GET  
**STARTED**

Welcome

A PLACE FOR  
**CHILDREN**  
TO MAKE **BOOKS**

WHY MAKE BOOKS? xx

WHAT WRITERS NEED  
TO GET STARTED: xx

**Time** xx

**Space** xx

**Blank books** xx

**Writing tools** xx

**An image of book making** xx

BELIEFS GUIDE ACTIONS xx

HELPING CHILDREN UNDERSTAND  
TIME THAT'S GOVERNED BY  
PURPOSE xx

THE DIFFERENCE BETWEEN  
WRITING AS PROCESS  
AND WRITING AS PROCEDURE xx

QUESTIONS TO HELP CHILDREN  
THINK ABOUT PEOPLE WHO MAKE  
BOOKS xx

PICTURING WRITERS AT WORK xx

Pages Not Final



PLANTING SEEDS OF TEACHING  
AS YOU SHARE CHILDREN'S  
FINISHED BOOKS xx

DECIDING WHO WILL SHARE AT THE  
END OF WRITING WORKSHOP xx

TELLING STORIES OF PROCESS xx

BIG IDEAS AND  
TEACHING POSSIBILITIES xx

## Day 2

### NAME CHILDREN'S ACTIONS AS PROCESS

QUESTIONS THAT BELIEVE CHILDREN  
INTO BEING xx

UNDERSTANDING WHAT IT MEANS TO  
BE FINISHED xx

THREE KEY READING STRATEGIES FOR  
BEGINNING WRITERS xx

VALUING CHILDREN'S LONG, SLOW WORK  
ON A BOOK xx

RECOGNIZING CHILDREN'S ACTIONS AS  
WRITING PROCESS xx

BIG IDEAS AND TEACHING POSSIBILITIES xx

# Day 3

## SET EXPECTATIONS FOR PICTURES AND WORDS

POSITIONING CHILDREN SO THEY'RE WILLING TO TRY WRITING WORDS xx

NARRATING YOUR ACTIONS TO SHOW CHILDREN HOW WRITTEN LANGUAGE WORKS xx

COMPOSING WITH WORDS INVOLVES A LOT MORE THAN JUST SPELLING xx

EMBEDDING TEACHING POINTS IN YOUR AUTHENTIC TALK WITH CHILDREN xx

Embedding big ideas about texts xx

Embedding big ideas about process xx

Embedding big ideas about what it means to be a writer xx

RESISTING THE URGE TO OVER-TEACH xx

MAINTAINING CHILDREN'S CONFIDENCE ONCE THEY START WRITING WORDS xx

A PROBLEM WITH DICTATION xx

BIG IDEAS AND TEACHING POSSIBILITIES xx

# Day 4

## OFFER CHILDREN STRATEGIES FOR WORD MAKING

THE TYPICAL RANGE OF WORD MAKING DEVELOPMENT xx

EXPANDING THE DEFINITION OF READING (TO MAKE SENSE OF BEGINNING WRITING) xx

THE USEFULNESS OF ALPHABET CHARTS xx

STRATEGIES FOR WORD MAKING xx

THE IMPORTANCE OF NOTICING AND NAMING—AND WHAT TO NOTICE xx

WHY YOUNG CHILDREN NEED TO TALK DURING WRITING WORKSHOP xx

EDITING POSSIBILITIES FOR BEGINNING WRITERS xx

BIG IDEAS AND TEACHING POSSIBILITIES xx

Pages Not Final

# Day 5

## SHOW CHILDREN HOW TO MANAGE BOOK MAKING OVER TIME

WHAT HAPPENS WHEN WRITERS  
REREAD? xx

PICTURES FIRST OR WORDS FIRST? xx

DECIDING WHEN A BOOK IS FINISHED xx

TEACHING CHILDREN TO READ  
THEIR BOOKS xx

LEARNING ABOUT THE WRITING PROCESS  
IN THE CONTEXT OF ILLUSTRATIONS xx

TYPICAL DEVELOPMENT AS CHILDREN  
LEARN TO KEEP THEIR MEANINGS  
CONSISTENT xx

BIG IDEAS AND TEACHING  
POSSIBILITIES xx

# Days After

## SUPPORT CHILDREN <sup>IN</sup> THE EARLY WEEKS OF SCHOOL

SHARING FINISHED BOOKS xx

ENCOURAGING FEARLESS SPELLING xx


EMBRACING DIFFERENT WRITERS'  
PROCESSES xx

ILLUSTRATING WITH INTENTION xx

MANAGING ONGOING WORK xx

CELEBRATING GROWTH OVER TIME xx

## About the Videos in This Book

The online video connected to *Getting Started with Beginning Writers* documents a group of children in the first five days of school as their teacher establishes a daily routine of book making in writing workshop, and then captures some critical moments in the early weeks after those first days. Each day is segmented into short clips indicated by this icon , and the text that follows each clip builds important understandings about working with beginning writers that spin out of the teaching you've seen. At times, you will see both of us working with children: Lisa as the classroom teacher and Katie as a participant researcher.

Our hope is that the video helps you picture doing this work with your own students—whether it's the beginning of the year or sometime later, whether you teach in a rural mountain school like this one or in a busy city or anywhere in between. As Donald Graves taught us, children *want* to write. We hope this book builds your confidence to let them write—even the beginners. *Especially* the beginners



QR code

To access the online videos, visit [Heinemann.com](https://www.Heinemann.com).

Enter your email address and password (or click “Create New Account” to set up an account). Once you have logged in, enter keycode **000000** and click “Register”.

# First Things First: The Practice

Before we start our story, there are a few things you need to know about the practice you will see. First, and most importantly, the *work* part of writing *workshop* is making books. If you ask the children what they do in writing workshop, they'll say, "We make books." To help you imagine what that means, here's a snapshot of children doing just that in April. Like the children in our story, these children also started making books way back in August on their very first day of school.



A Snapshot of  
Writing Workshop  
in April



## Making books

is developmentally appropriate. Young children love to make things and they bring an easy sense of play to making.

makes the "reading like writers" connection so clear.

encourages children to do bigger work and develop stamina for writing.

helps children begin to understand the process of composition and decision-making.

causes children to live like writers when they're away from their desks as they think about their books in progress.

helps children begin to understand genre, purpose, and audience.

Watch closely and you will see how each of these reasons to make books is clear even in the first five days of writing workshop.

What children need to get started making books is very simple. They need time, space, blank books, writing tools, and an image of bookmaking.





## Let's Get Started

Our hope is that this book will offer you vision, insight, and practical support for how to start a writing workshop with beginning writers. Here's what you'll find.

### VISION

Divided into short segments, this book allows you to read the story of teaching and then watch video of all the whole-class teaching from the first five days of school, along with seven bonus clips that showcase important teaching during the first few weeks.

### INSIGHT

After each video segment, a "Now Consider" section explores key ideas related to the teaching you've seen. These ideas will help you build the knowledge base you need to launch your own writing workshop and support beginning writers as they get started making their own books.

### PRACTICAL SUPPORT

At the end of each day's teaching, you'll find an "In Your Own Classroom" section to help you plan your work with beginning writers. *Getting Started with Beginning Writers* is not a script you can follow, of course, because so much of Lisa's teaching is in response to what her students say and do. But regardless of the children sitting in front of you, and regardless of whether it's the beginning of the school year or sometime later, there are very specific big ideas that need to be communicated in the first days of writing workshop and practical ways to help children understand them. This book will show you the way to those big ideas.

**SO ONCE AGAIN, WELCOME!**

Many children may still be wondering if they can really make books all by themselves, so what they see can make all the difference. When you choose students' books to share, keep these points in mind:

## TOPICS

Variety is important, and be sure to tap into children's "funds of knowledge" (Moll, Amanti, Neff, González, 1992) by keeping topics grounded in your students' everyday lives and interests.

## DEVELOPMENT

All children need to see something that matches what they think they can do, so include a real range of both writing and drawing development. Honor students' books equally with your talk and reading.

## STRUCTURE

List books (like *Roller Skating*) are often easier than story books for children who are first getting started. The structure helps them stay with one idea and simply write about something they know.

## LANGUAGE

If you plan to read a book, look for clear, simple language so it doesn't seem out of reach.

## ILLUSTRATIONS

The pictures in a book don't need to be expert (in fact, it's better if they're not), but they do need to show meaningful intention.



# Tip

*Pretend* is a powerful word. Invite children who don't yet know how to write to just pretend they know how (and when they do, they'll be doing it!).

You may have children who doubt whether they can do this whole bookmaking thing. This is the time to *act as if*, just as Lisa does when Heidi says, “I don't know how to.” Lisa responds, “Well, you'll get started knowing how,” and then she just keeps right on going. Children sometimes think you expect them to do things they don't know how to do, but once you call *whatever* they do with pencils and markers in hand *making books*, they'll believe they can do it. You just have to get them out there that first time. And remember, most children will do *something* if they have paper and markers in hand, and most others will follow along eventually.

## BOOKSHELF

**FROM COMMUNICATION  
TO CURRICULUM.**

Douglas Barnes.

**CLASSROOM DISCOURSE.**

Courtney B. Cazden.

These language theorists help us understand how much the words of our teaching—like the difference between make and write—matter.

## Day 1:

### The Writers' Meeting Continues

As the meeting continues, Lisa shows the children a chart with photos depicting workshop routines. Her students recognize many of the children from last year's class in the photos—some of them are even siblings! Lisa's goal is not to establish the routines on the chart on this first day. The chart simply shows the kinds of things writers do during workshop so the children can better imagine themselves doing these same things.



Day 1, Part 2





## Dear Readers,

As a young classroom teacher, I read my first Heinemann book—*In the Middle*, by Nancie Atwell—way back in 1988. Clocking in at more than 300 pages, I read it cover to cover, and the book literally transformed my teaching. *In the Middle* showed me the value of student-centered practices and beliefs, and after reading it, I began a journey of professional reading that's sustained me ever since. The authors of books like Nancie's have been my most important teaching mentors.

Professional books look very different today, and teachers access information and inspiration to feed their teaching in new, dynamic ways. But although the way we read is evolving, the transformative power of foundational ideas remains the same. This important realization was the genesis of the Classroom Essentials series. As the leading publisher of professional books for teachers, we asked this important question: "How might we reimagine how we offer content in books for today's busy teachers—whether they're veterans, new teachers, or just new to professional reading?"

With a laser-sharp focus, each book in the series highlights one essential, student-centered practice,

giving you the information you need to get started trying it—or refining it—in your own classroom right away. Informed directly by the content, each book utilizes a fresh, highly visual design to create an engaging, contemporary reading experience. Most books in the series also include robust online resources—including video that shows you what the practice looks like in today's dynamic classrooms. Perhaps most importantly, authors in the series connect you with their own teaching mentors, showing you how today's most progressive practices are built on a solid foundation of research found in professional literature.

As the series editor for Classroom Essentials, my deepest hope is that these books build a strong, lasting bridge between important work in our field from the past and a future full of bright possibilities for the students we teach.

Warmly,

**Katie Wood Ray**





With fresh and engaging content, books in the Classroom Essentials series bring the transformative power of foundational ideas and student-centered practices to today's busy teachers.

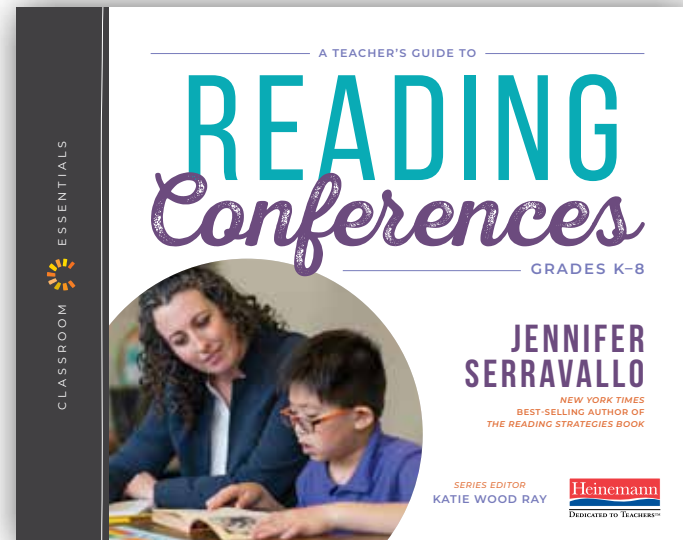
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**Also upcoming in the series:**

*A Teacher's Guide to Writing Lessons*  
by Lisa Eickholdt and Patricia Vitale-Reilly

*A Teacher's Guide to Writing Workshop Essentials*  
by Katherine Bomer and Corinne Arens

*A Teacher's Guide to Big Five Reading Instruction*  
by Gretchen Owocki