

Newsletter - Volume 6

It's Amazing What Young Children Can Write!

When equipped with the knowledge they need and when they are guided through the process, it's not just that young children are capable of writing; they *enjoy* learning to write. With tools that set them up for success, students come out of the writing process both proud of their work and with a deeper understanding of the content they were writing about. Students don't just learn to write; they write to learn.

Often, what is identified as a struggle with writing is, in fact, the result of a lack of appropriate tools and sufficient content with which to work. With curriculum materials built around the science of how learning happens and structured to support students through the various components of the writing process, all students can succeed.

The solution to struggles with writing can be surprisingly simple: If students have a place to get ideas and are provided a structure for writing, they will not stall out. Across its range of curriculum resources, and right from the first level of *Adventures in Language*, Novel Ideas products teach writing as a cycle. Both teachers and students are guided through each step of the process.

Because good writing requires that students have a place to get ideas, the writing process starts by brainstorming with students what they know about a topic. The teacher helps gather the information in a way that can be referenced by all students while they work and additional content is taught, as needed.

Next, students are guided through using graphic organizers and writing frames to help organize their ideas and plan their writing. The proofreading and editing processes are also guided. Whenever an activity for young learners involves an extended response, students are provided a Writer's Checklist to help them assess and improve their writing. With teacher guidance, students are walked through the elements of good writing included on this rubric: ideas, organization, voice, word choice, sentence fluency, conventions.

Consider the importance of this process in increasing social equity in our classrooms. By teaching and sharing the knowledge required for the activity, the bias that favors students with greater levels of lived experience from which to draw is neutralized. With explicit instruction, systematic scaffolding, and appropriate tools, the goal towards which we all strive is achieved: each student is supported and set up for success.

Here are some student writing samples that show just how successful they can be:

Thanksgiving
I'm thankful for a lot I'm
thankful for the shoes I'm wearing
I'm thankful for my friends
Andrew and Mason because they are
always playing with me. I'm
thankful for Operation Blanket because
they care about the homeless.
I'm thankful for my teachers Mrs.
Smith and Mrs. Armstrong for giving
me courage. I'm thankful for my date
Citius Ship. I'm thankful for the
Earth. These are the important things
I'm thankful for.

Grade 3 writing samples

- Report
- Expository - comparison

[Click to see more writing samples](#)

Grade 2 writing samples

- Narrative
- Journal writing
- Extended responses

[Click to see more writing samples](#)

How can you tell if a plant came from
the desert or the rain forest? Desert plants
live in hot, dry areas. Rain forest plants
live in moist areas.

Both types of plants have roots. Desert
plant roots spread out in circles and rain
forest plant roots get water near the surface.
Desert plant stems get bigger and smaller
and grow slowly. Rain forest plant stems
grow quickly up to 240 feet tall. Desert
plants have spines for leaves, but rain
forest plant leaves are long and large. When
it rains desert plant flowers grow, but
rain forest flowers grow all year long.

If you want to tell the difference
between desert and rain forest plants
look at their roots, stems, leaves, and flowers.

On Special!

Series Launchers novel study for *Dinosaurs Before Dark* by Mary Pope Osborne
(Magic Tree House series)



Dinosaurs Before Dark
(Magic Tree House series)

by **Mary Pope Osborne**

Readability: Grade 2.6

Lexile: 240

Interest Level: Grades 2-5

**Common Core/State Standards Coverage:
Grades 2-4**

**Complete set of teacher and student
materials, downloadable format: 20% off
until 30 April 2024**

You can order the novel study here:

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In their first Magic Tree House adventure, Jack and Annie are taken to the prehistoric past. Through their adventures, the children learn many interesting facts about dinosaurs and the world in which these incredible animals lived.

In addition to developing reading and comprehension skills, each lesson is strategically crafted to guide students through the process of acquiring the building blocks of successful writing: developing vocabulary, expanding background knowledge, and learning the conventions of good writing.

When they reach Lesson 5, students are guided through the writing process to produce an extended response that compares two different types of dinosaurs. In the End of Unit Test, they can work independently to write a paragraph for a parallel prompt. With both activities, students have access to the Writer's Checklist to help them remember the different things to take into consideration as they write.

ANNOUNCEMENTS:

If you will be in San Antonio for **CEC 2024**, 13-15 March, come see us at **Booth 1327**.

Coming Soon!

<p>New 2024 edition Adventures in Language IVB</p>	<p>New 2024 edition Reading for Success, Ben and Me</p>

Successful Teachers = Successful Students = Successful Schools

Celebrating School and Student Successes

We would like to recognize school and student successes in our newsletter. Please send Terry Dodds (terrydodds@shaw.ca) emails telling us about successes your school and/or students have achieved using our programs.

Please feel free to forward this Newsletter to someone you think would find it useful.

[Newsletter Archive](#)

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