

Teaching Writing to Black and Latino Students in the Primary Grades

Interactive writing has evolved as a powerful tool to provide instruction to early writers. In the text *Interactive Writing* (1999), authors McCarrier, Pinnell, and Fountas document how "interactive writing enables students to transfer the strategies and skills required for competent writing to their own independent writing...the high engagement present in interactive writing lessons and the lively pace it requires create an ideal setting for helping children keep the meaning of the text in mind while focusing on the details of print."

Over the course of three Saturdays, teachers will develop techniques for sharing the pen with students through interactive writing. This instructional strategy explicitly models early writing skills for students, especially for young Black and Latino writers making connections between oral and written modes of literacy. Participants will learn techniques to embed skills into purposeful, authentic classroom writing projects. To facilitate learning, SERC consultants will schedule at least one site-based coaching session with participants to include videotaping and discussions about lesson implementation. Participants will reflect on their learning through an online forum hosted by SERC. Priority will be given to schools that register as teams in order to maximize the effectiveness of site-based sessions.

In order to improve student learning outcomes, participants will plan projects that improve the abilities of students to:

- negotiate text while connecting oral and written expression;
- infuse new vocabulary into their writing;
- use phonemic awareness and phonics for conventional spelling;
- use the mechanics of writing, including letter formation and punctuation;
- write expository texts, retellings, personal narratives, etc., across the curriculum;
- create classroom books and text-rich environments; and
- reread student-generated texts and build fluency.

Please Note: This session has been designed to fulfill partial requirements for P.A. 99-211, which mandates 15 hours of training (or 1.5 CEUs) on the teaching of reading during a five year CEU cycle.

Dates, Time, Location:

Saturdays:
November 3, 2007
January 12, 2008
and March 1, 2008
9:00 a.m. to 12:30 p.m.
SERC, Middletown

Snow Dates:

January 26, 2008
and March 8, 2008

Presenters:

Rosanne Daigneault
Leader-in-Residence
CSDE

Ivelise Velazquez
Consultant
SERC

Audience: Grades K-2

Twenty-four (24) participants from six (6) schools, registering as two-member teacher teams

CEUs: 1.3

Includes:
Full Attendance (All 3 Sessions)
Post-Activity Application of Learning

Registration Fee:

\$75.00 per person
Payable to Rensselaer at Hartford
Payment is due prior to the session upon confirmation of participation.

Questions/ Special Needs:

Contact: Leticia Garcia Guerra
Senior Project Assistant
(860) 632-1485, ext. 233

Register By:

October 23, 2007

Please return application to SERC, **Literacy Initiative**, 25 Industrial Park Road, Middletown, CT 06457-1520. Participants will be selected on a first come, first served basis with regional consideration. Applicants will receive written confirmation regarding participation shortly after the registration closing date. The registration fee is payable upon notice of acceptance.

APPLICATION FORM: **Teaching Writing to Black & Latino Students/Primary** (08-45-009 - FN/Literacy)gg (Please print clearly.)

District/Region _____ School/Program _____ Work Phone () _____

Team Member #1 _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

Team Member #2 _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

In which region do you receive/provide services? ACES // CES // CREC // EASTCONN // ED CONNECTION // LEARN



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