



**NANCY FREY**

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Frey is a recipient of the Christa McAuliffe Award for excellence in teacher education from the American Association of State Colleges and Universities. Her research interests include reading and literacy, assessment, intervention, and curriculum design, and she was a finalist in for the International Reading Association's Outstanding Dissertation Award.

Frey has published in *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *English Journal*, *Voices in the Middle*, *Middle School Journal*, *Remedial and Special Education*, *Educational Leadership*, and *California English*. She has co-authored books on literacy, including *Improving Adolescent Literacy: Strategies at Work*, *Reading for Information in Elementary*, *Scaffolded Writing Instruction*, and *Checking for Understanding* for ASCD. She teaches a variety of courses in SDSU's teacher credentialing program on elementary and secondary reading instruction and literacy in content areas, classroom management, and supporting students with diverse learning needs. She also teaches classes at Health Sciences High and Middle College in San Diego, where she learns every day from her students and colleagues.

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Teaching  
Students to Write  
Like Reporters  
in Elementary

Nancy Frey  
San Diego State University  
[www.fisherandfrey.com](http://www.fisherandfrey.com)

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“Read like a detective,  
write like a reporter.”



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Spelling counts...



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Especially at school...




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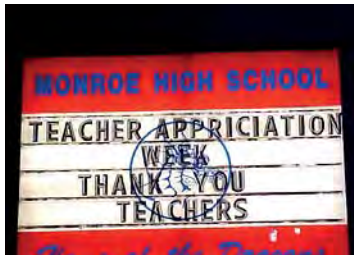
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Especially when you're  
thanking the teachers...




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Especially when it's a tattoo...




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## Explanatory



Opinion/Argument



Narrative



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## Components of Gradual Release of Responsibility in Writing

Shared Interactive  
Writing



Scaffolded Writing  
Instruction and  
Collaborative Learning



Accountable  
Independent  
Writing



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## Shared Interactive Writing



- **Teacher writes (students following along)**
- **Modeling the use of conventions, word choice, text structures, text features, to meet the needs of the audience, task, and purpose**
- **Teacher and students query the developing text**
- **Discussions**

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### Scaffolded Writing Instruction



- Small group, needs-based
- (K-2) addresses foundational writing skills as well as meaning making
- (3-12) focused on craft required to create increasingly challenging texts
- Can be used to engage students who need more support

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### Collaborative Learning in Writing



- Argumentation in student-to-student interaction
- Academic language practice
- Consolidating thinking
- Resolving problems
- Transforming talk into written products (e.g., brainstorming, peer responses to writing)

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### Accountable Independent Writing



- Students apply what they have learned in other phases
- Writing for task, audience, and purpose
- Includes both short pieces as well as those that are developed over many days

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## Writing from Sources




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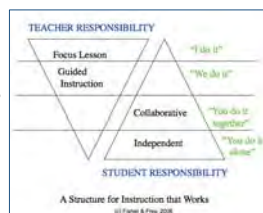
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## Writing Instruction Using A Gradual Release Model

- Language Experience Approach
- Interactive Writing
- Writing Models
- Generative Sentences
- Power Writing
- RAFT Writing
- Independent Writing




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## Language Experience Approach

- Students are active language users
- Teacher transcribes students' words (whole class, small group, or individual)
- Students extend text




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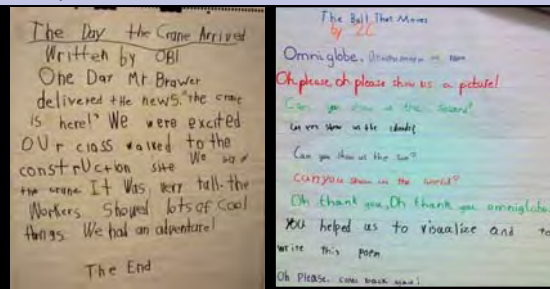
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## Interactive Writing



- Oral language composition and construction
- “Sharing the pen” as students write in front of their peers



## DIGITAL Interactive Writing

- Oral Language
- Joint composition and construction
- “Sharing the pen” as students write in front of their peers



## Shared Interactive Reading



- Opportunity to question, discuss, and share ideas (accountable talk)
- Academic language focus
- Background knowledge focus
- Diverse texts
- Builds a community of readers and learners

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Our meaningful questions drive knowledge and skills acquisition.

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Writing floats on a sea of talk.  
~James Britton

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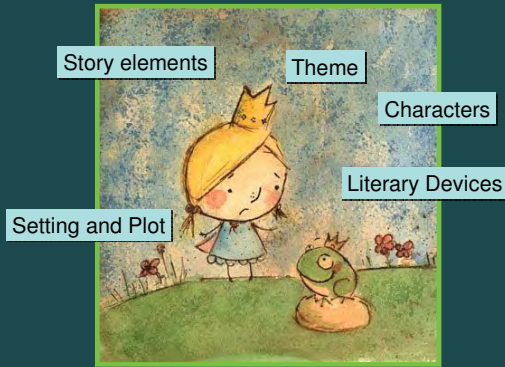
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## Understanding and analyzing...



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Questioning the Character	
<b>Making Personal Connections with Characters</b>	<ul style="list-style-type: none"><li>• Do you like, or dislike this character? Why?</li><li>• Does s/he remind you of yourself?</li><li>• Does s/he remind you of someone you know?</li></ul>
<b>Richness of Character Development</b>	<ul style="list-style-type: none"><li>• Does this character act and speak in a believable way?</li><li>• How has s/he changed during the story?</li><li>• Do the reactions of other characters toward him or her change over time? In what ways?</li><li>• Does your character get what he deserves, or not?</li></ul>
<b>Character Motivation</b>	<ul style="list-style-type: none"><li>• Why do you think this character is the way s/he is? Did something happen to him or her?</li><li>• What does this character want or need? Why?</li><li>• Is his or her goal realistic?</li><li>• Do you expect him or her to reach this goal? Why?</li></ul>
<b>The Writer's Craft</b>	<ul style="list-style-type: none"><li>• How do you describe the character?</li><li>• In what ways do you tell about the character using dialogue?</li><li>• What actions does the character take that let you know the kind of person s/he is?</li><li>• What do other characters say and think that let you know about the kind of person s/he is?</li><li>• Why did you create this character?</li></ul>

**Questioning the Character**

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Mon. Reader's Response

If you could be friends with any character in the story, who would it be? Why?

**Write**

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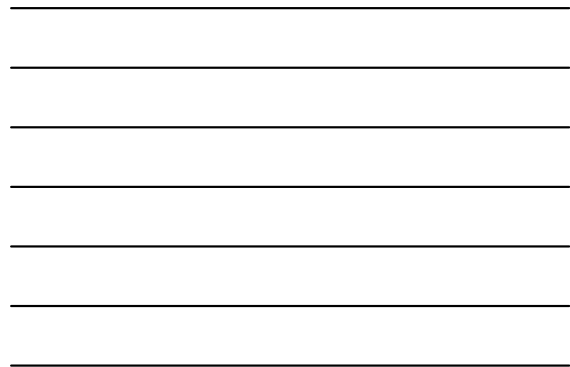
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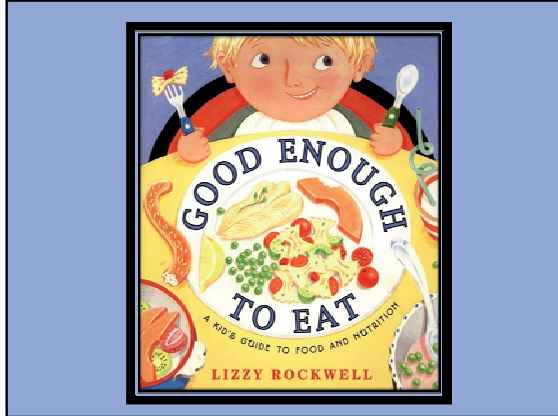
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Semantic Feature Analysis in Second Grade Science.

Put a "+" or a "0" in each box.

Menu Items	Cereal, Rice, Pasta	Meats	Fruits	Vegetables	Milk & Milk Products	Snacks
Turkey Hot Dog	+	+	0	0	0	0
Tostada Boat	+	+	0	+	+	0
Cheeseburger	+	+	0	+	+	0
Cheese Pizza	+	0	0	0	+	0
Chicken Drumstick	+	+	0	0	0	0
Macaroni & Cheese	+	0	0	0	+	0
Green Salad and Dressing	0	0	0	+	0	0

Ivey, N., & Fisher, D. (2007). Reading for information in elementary school. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

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### Interactive Writing Across Texts




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### Response Cards




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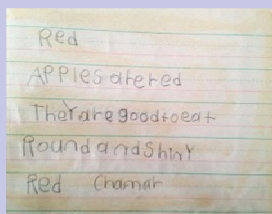
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### Writing Models



Offers a pattern or form to scaffold writing using existing text

Students insert original writing

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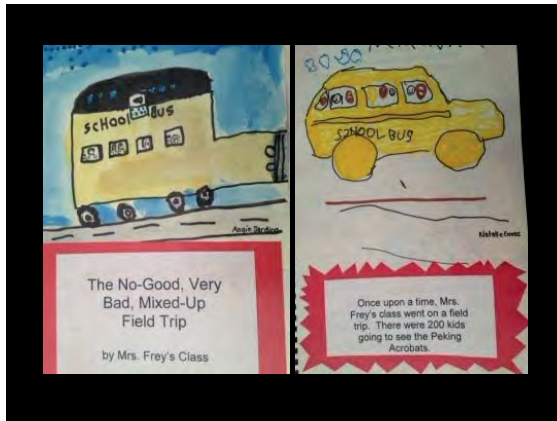
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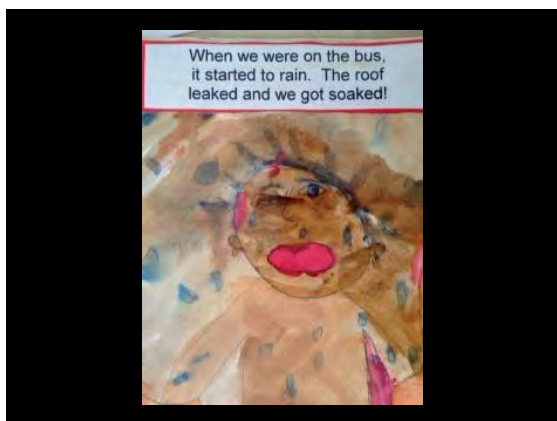
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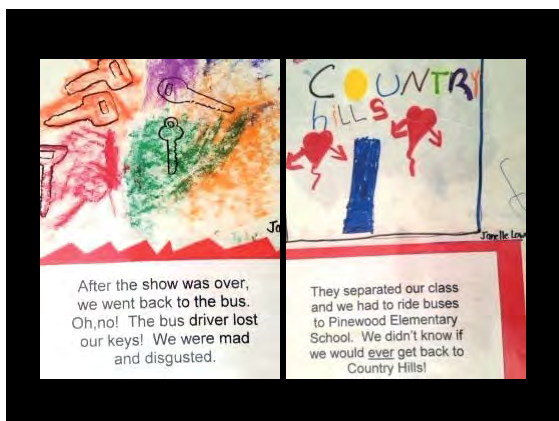
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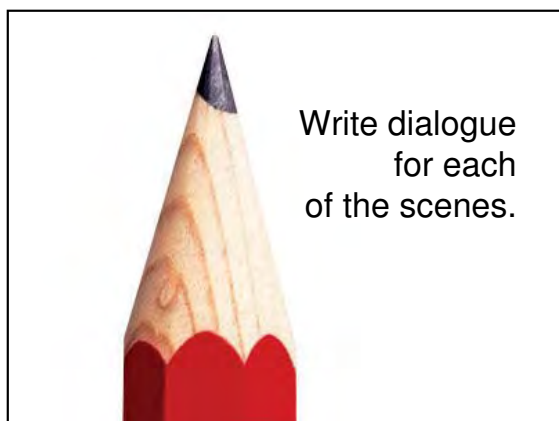
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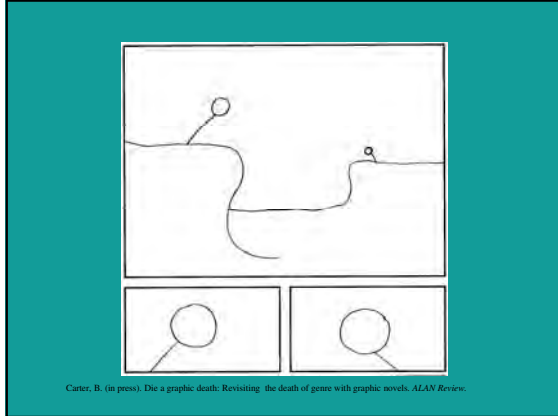
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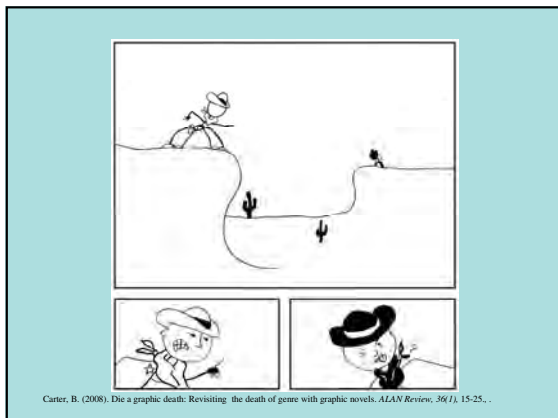
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### Basic Writing Frame

Although I already knew that \_\_\_\_\_, I have learned some new facts about \_\_\_\_\_. For example, I learned that \_\_\_\_\_. I also learned that \_\_\_\_\_. Another fact I learned \_\_\_\_\_. However the most interesting thing I learned was \_\_\_\_\_.

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**Language Frames for Argumentation in Science**

<b>Making a claim</b>	I compared _____ and _____. I realized _____ when _____. The effect of _____ on _____ is _____.
<b>Providing evidence</b>	The evidence I use to support _____ is _____. I believe _____ (statement) because _____. Justification: _____. I know that _____ is _____ because _____. Based on _____, I think _____. Based upon _____, my hypothesis is _____.
<b>Linking the evidence</b>	I have a question about _____. Maybe _____ have some _____. What happens _____? Can you show me where you found the information about _____?
<b>Offering a conclusion</b>	I believe _____ because _____. The reason I believe _____ is _____. The facts that support my idea are _____. In my opinion _____. One difference between my idea and yours is _____.
<b>Forming questions</b>	I wonder what would happen if _____? I have a question about _____. Let's find out how we can test these samples for _____. We want to test _____ to find out if _____. If I change _____ (variable in experiment) then I think _____ will _____. I wonder why _____? What caused _____? How would this be different if _____? What do you think will happen if _____ (event)? I agree _____ because _____. How would this be different if _____? We all have the same idea about _____.

Reiss, M., Jilke, D., & Frey, N. (2009). The art of argumentation: Science and Children, 47(3), 28-35.

### Argumentation Language Frames in Science



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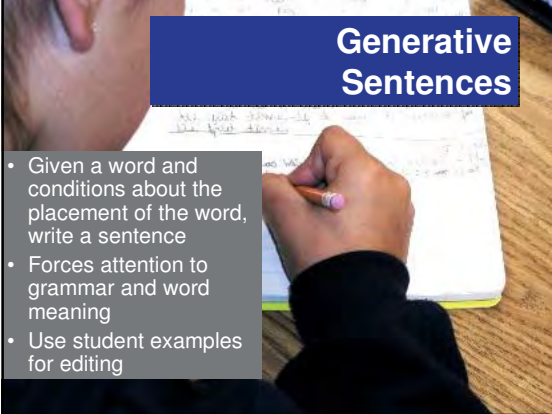
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### Generative Sentences

- Given a word and conditions about the placement of the word, write a sentence
- Forces attention to grammar and word meaning
- Use student examples for editing

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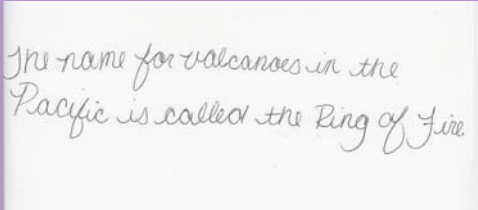
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### "Volcanoes" in the 4th Position



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### "Volcanoes" in the 4th Position



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Try these . . .

Word	Position	Length
cell	3rd	> 6
Because	1st	< 10
Constitution	last	= 10




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Expanding a Generative Sentence

*The name for volcanoes in the Pacific is called the Ring of Fire. These are the volcanoes in Hawaii, South America, and Asia. Some are active, that means they erupt. Some are dormant. That means they are quiet.*

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Generative Sentences in Kindergarten




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### Power Writing

- Brief, timed writing events to improve fluency
- Students chart their own progress




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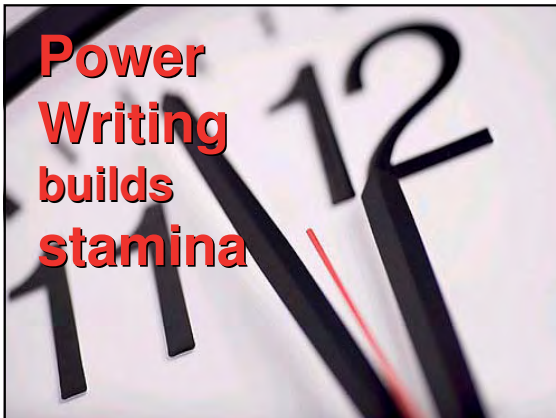
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**Power  
Writing  
builds  
stamina**




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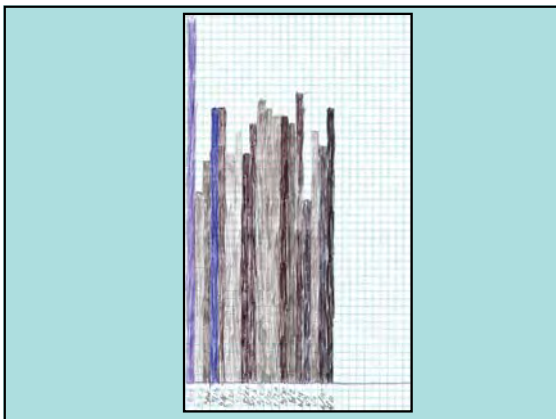
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- Role  
Audience  
Format  
Topic
- Perspective  
taking  
is the focus

**RAFT Writing**

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**RAFT in Writing -  
“Said” is Dead**

- **R** - Writer
- **A** - “said,” “nice,” “thing,” & “like”
- **F** - Eulogy
- **T** - Burying overused words




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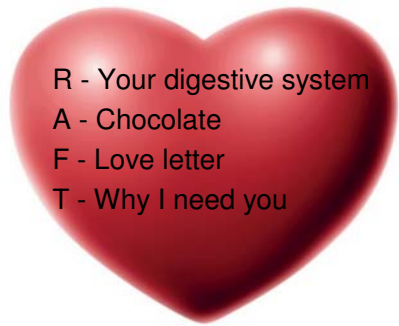
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**RAFT in Science**



R - Your digestive system  
 A - Chocolate  
 F - Love letter  
 T - Why I need you

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**Lon Po Po: A Red Riding Tale from China (Young)**

- **R** – children
- **A** – mother
- **F** – a note
- **T** – how we tricked the wolf



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**Lon Po Po: A Red Riding Tale from China (Young)**

<http://www.amazon.com/gp/product/0698113829>

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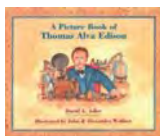
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**A Picture Book of Thomas Alva Edison (Adler)**

- **R** – Thomas Edison
- **A** – his children
- **F** – letter
- **T** – why I like to invent things



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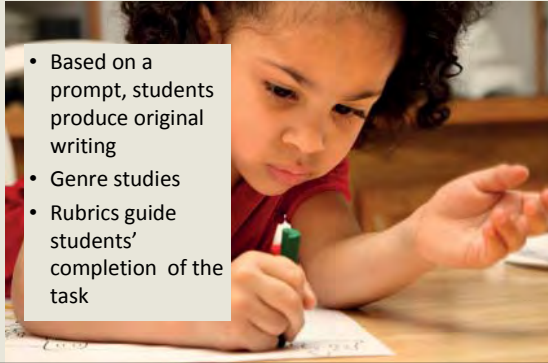
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### Independent Writing

- Based on a prompt, students produce original writing
- Genre studies
- Rubrics guide students' completion of the task




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### Basic Writing Frame

Although I already knew that \_\_\_\_\_, I have learned some new facts about \_\_\_\_\_. For example, I learned that \_\_\_\_\_. I also learned that \_\_\_\_\_. Another fact I learned \_\_\_\_\_. The most interesting thing I learned was \_\_\_\_\_.

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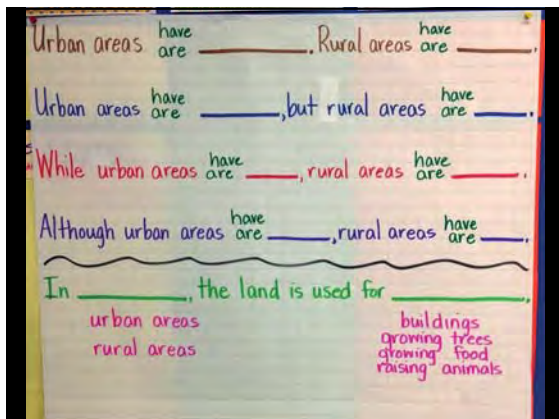
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Handwriting practice lines consisting of 20 horizontal lines.

[illegible]

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