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Patterning After the Masters in Writing

The Sequence from Oral Language to Writing

Purpose

The purpose of developing writing from *masters* is consistent with how fine artists and writers build their own style. They start by emulating the *masters* who provide models of excellence. The power in patterns is consistent with how the brain constantly seeks patterns. The following provides a sequence for building understanding and success through patterns. Elements include use of visual mapping, vocabulary building, working language with pocket charts, and writing.

1) The Pattern

- Books as patterns
 - Examples include *Fortunately, Important Book, Brown Bear*, etc.
 - List online at www.eggplant.org
- Original Patterns
 - Consistent with topic being studied
 - Building on previous knowledge
- Frequently used word list
 - Regularity of use builds confidence and usage
 - Regularly building on what is mastered



2) The Topic

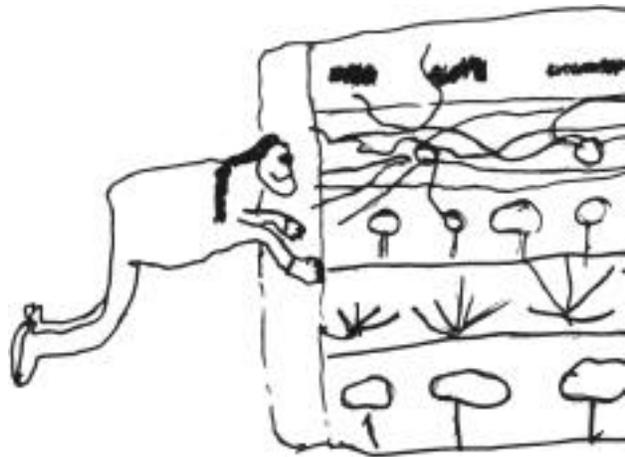
- Social studies, science, literature
- What do they know
 - Questioning strategies
 - Pair / Share
- Learn about the topic in books, magazines, Internet, and observation

3) Visual Mapping

- Model thinking map(s) in real setting
- Students do thinking map in groups of 2-4
- Reading the thinking map
 - Link to pattern(s)
 - oral language pre-write
- Post thinking maps
 - Students post for ownership
 - Gallery walk to process and models of excellence

4) Vocabulary Building

- Oral language
 - Whole group
 - Group book
 - Pair / Share
- Sentence transformation and imitation writing
 - Vocabulary building
 - Patterns in action
 - Fluency through chanting
 - Word cards
 - Visuals for patterns and memory by association
 - Use regularly for mastery
 - Word walls
- Synonyms to build vocabulary
 - Bridge map
 - Synonym triplets



5) Pocket Chart

- Working the writing pattern
- Bridging oral language to writing
- Chanting for fluency
- Reading in phrases

6) Writing

- Modeled writing
 - Thinking out loud while writing
 - Specific skills modeled in context
 - Accessing support materials
 - Thinking maps
 - Frequently used word list(s)
- Students write
 - From the pattern(s) and beyond
 - Independent work
- Small groups
 - While students are writing
 - Specific goals

And...

Brain research has shown the importance for students to regularly process their efforts. This includes regularly sharing their work with oral language, thinking maps, and writing. This can be done with the whole group, pair/share, or in small groups. For further information on sentence transformation, patterns in writing, thinking maps, and pattern books go to www.eggplant.org.