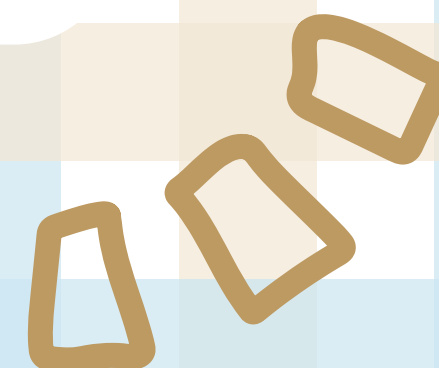
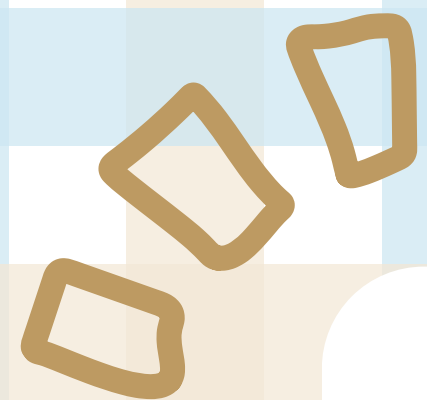
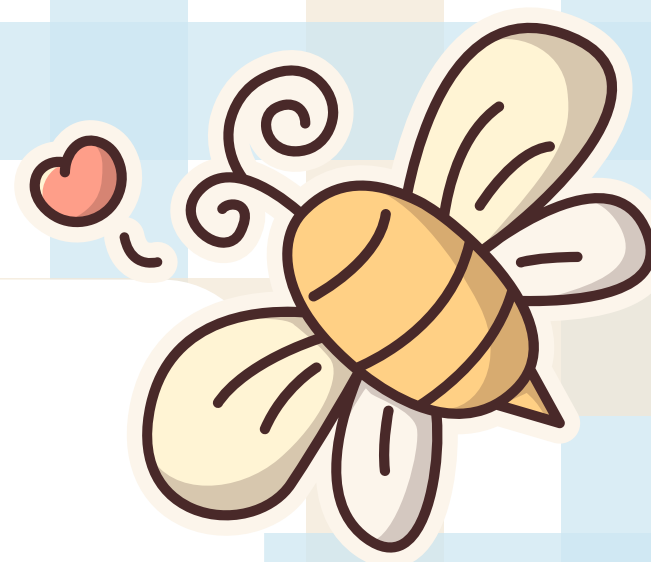
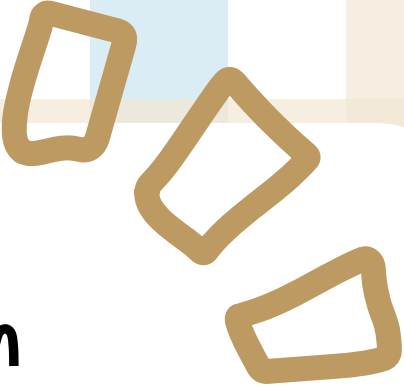


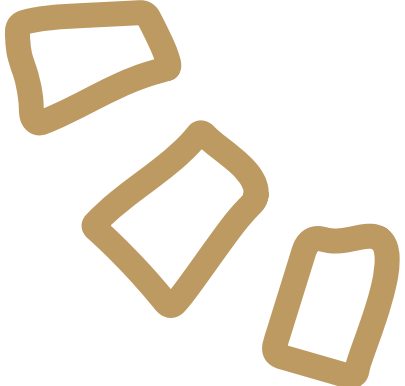
PATTERNS OF POWER





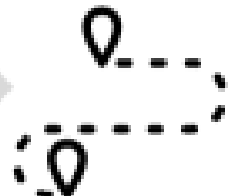
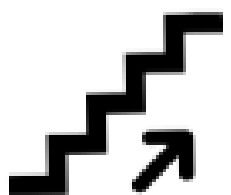
**Today we will explore the structures and supports and lesson cycle in
Patterns of power**

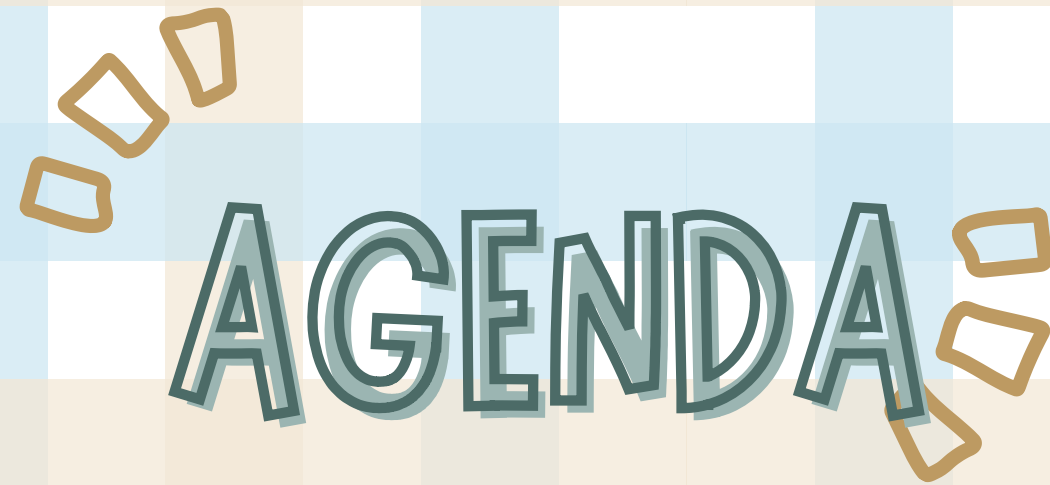
So that we are prepared to utilize this curriculum with our writers.



**We know we have it when we have watched a model lesson, and
understand the components and pacing of a Patterns of power
lesson.**

Northwest ISD
Professional Learning Expectations
A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT 
- N** NAVIGATE LEARNING WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 

The word "AGENDA" is written in a large, bold, teal-colored font with a slight 3D effect. It is surrounded by several orange geometric shapes, including squares and rectangles, some of which are tilted or rotated, creating a dynamic and modern feel.

AGENDA

INTO PLANNING

INTO THE CLASSROOM

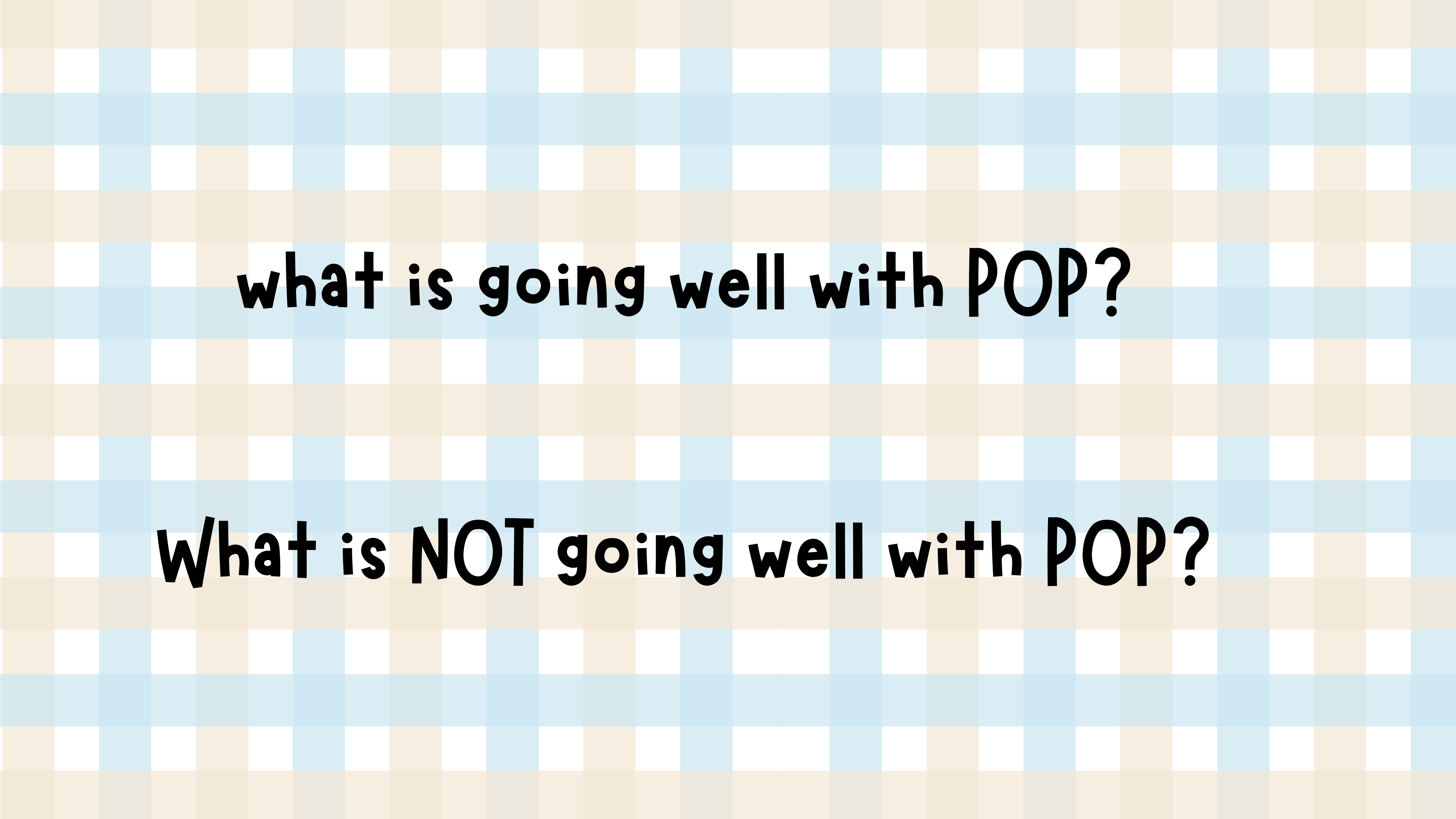
INTO APPLICATION

LET'S TRY IT

Patterns
of
POWER

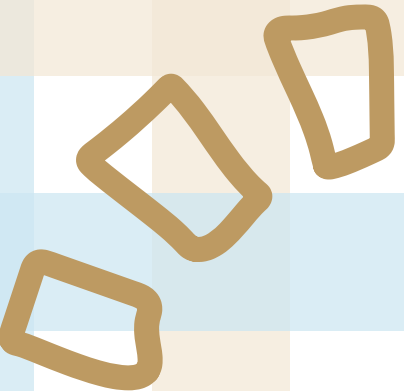
Inviting
Young Writers
into the
CONVENTIONS
OF LANGUAGE
Grades 1-5

JEFF ANDERSON with Whitney La Rocca



what is going well with POP?

What is NOT going well with POP?



INVITATIONAL PROCESS

Invitation to notice

a sentence from literature is displayed to model a pattern of power. discussion begins with "what do you notice?"

Invitation to compare and contrast

an imitation is studied as it sits below the original sentence. Discussion begins with the question "how are they alike and different?"

Invitation to imitate

using the sentences they've been studying, writer's will "try out" the pattern of power through shared, interactive, or paired writing. When appropriate— they can try on their own.

invitation to celebrate

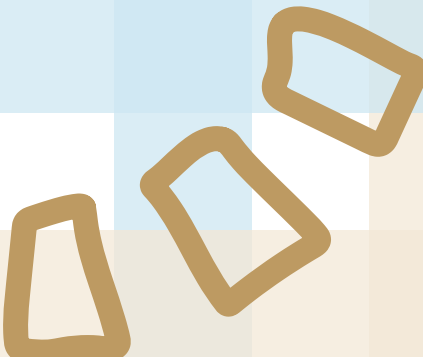
writer's share their work with an audience (table, partners, small group)

Invitation to Apply

the pattern is used to respond, revise, or used in some other purposeful way (WRITER'S WORKSHOP!)

Invitation to Edit

students study four versions of the original sentence, including three variations to highlight how small changes affect meaning.



INVITATION TO NOTICE

Mr. Watson and Mrs. Watson have
a pig named Mercy.

1

Read the sentence twice, inviting students to join you on the second reading. After reading, ask “what do you notice?”

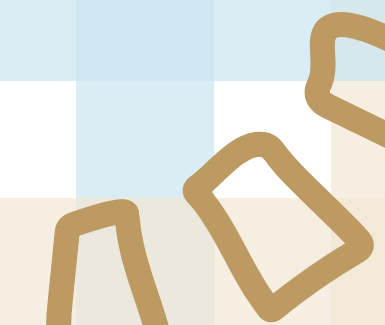
2

Allow students to tell you what they see, what questions they have, and allow them to articulate anything they see.

3

ask “what else” after waiting 15 seconds, you may want to prompt with other questions;

- 1. does anyone know what this mark does?**
- 2. what are some other ways we could describe what ___ just noticed?**
- 3. is there anything else you see or wonder about or know?**



We capitalize names.



Invitation to compare and contrast

Mr. Watson and Mrs. Watson have a pig named Mercy.

Dr. Gonzalez has a cat named Aristotle.

ask; how are these
sentences alike and
different?

repeat the focus
phrase

anything students notice is a place to start. we are building observational skills and concentration by allowing our writers the time to take the sentences apart, chunking them, and comparing and contrasting.





Invitation to compare and contrast

Mr. Watson and Mrs. Watson have a pig named Mercy.

Dr. Gonzalez has a cat named Aristotle.

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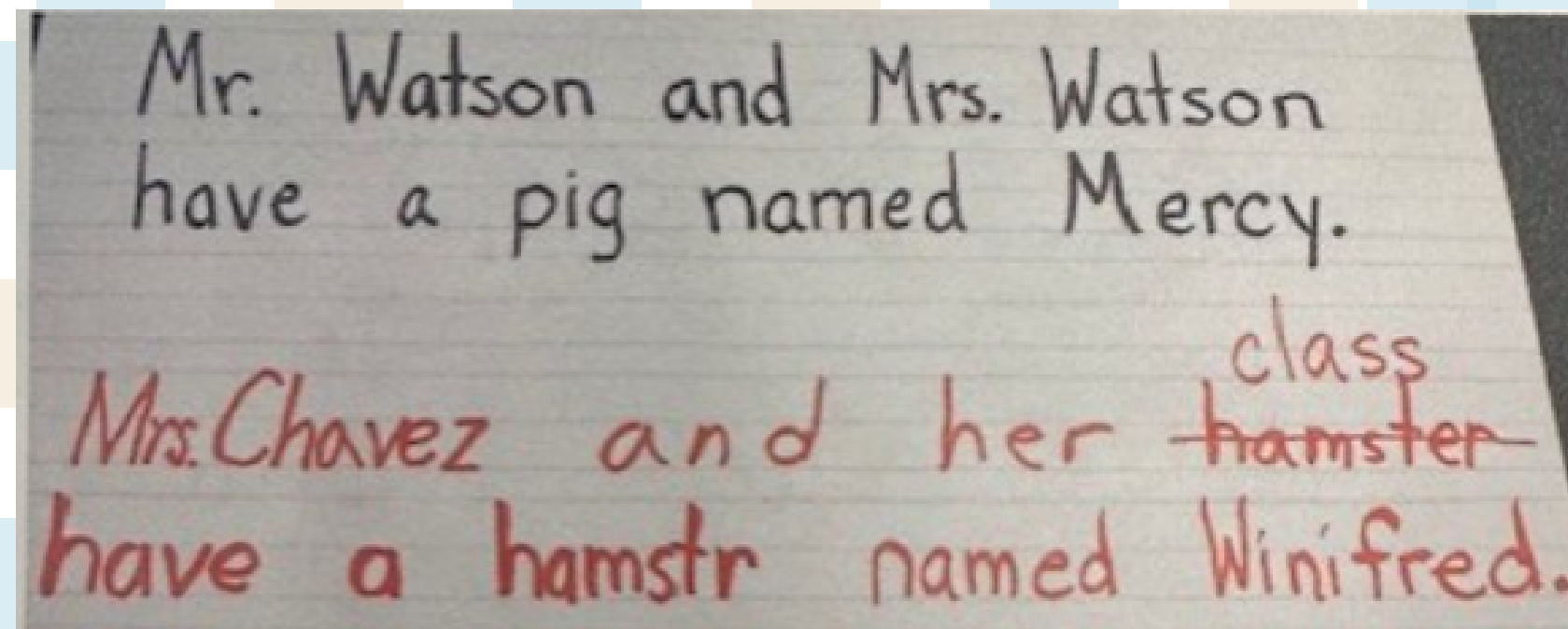
INVITATION TO IMITATE

SHARED IMITATION:

WITH YOUR CLASS, CREATE A SENTENCE TOGETHER USING THE MENTOR SENTENCE.

INTERACTIVE IMITATION:

SHARING THE MARKERS WITH YOUR STUDENTS, YOU CAN IMITATE A SENTENCE TOGETHER.



Mr. Watson and Mrs. Watson
have a pig named Mercy.

Mrs. Chavez and her ^{class} ~~hamster~~
have a hamstr named Winifred.

MENTOR SENTENCE WRITTEN ABOVE SO STUDENTS
CAN REFERENCE IT

IMITATION UNDERNEATH!

INVITATION TO IMITATE

PAIRED IMITATION

Mr. Watson and Mrs. Watson have a pig named Mercy.

With your partner, imitate this mentor sentence.

My mom^{and}~~my~~ dad have a
dog Iko.

INDEPENDENT IMITATION

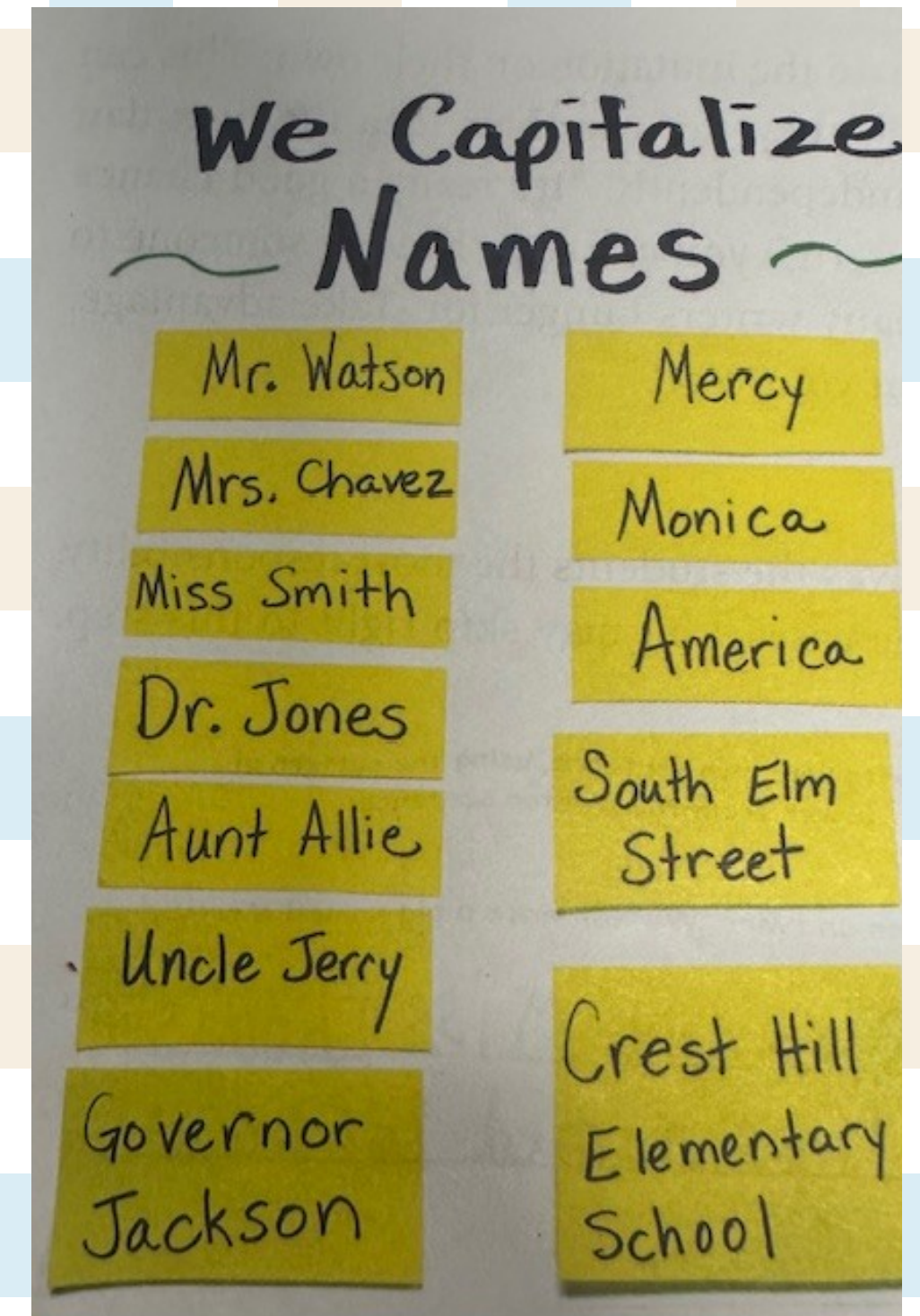
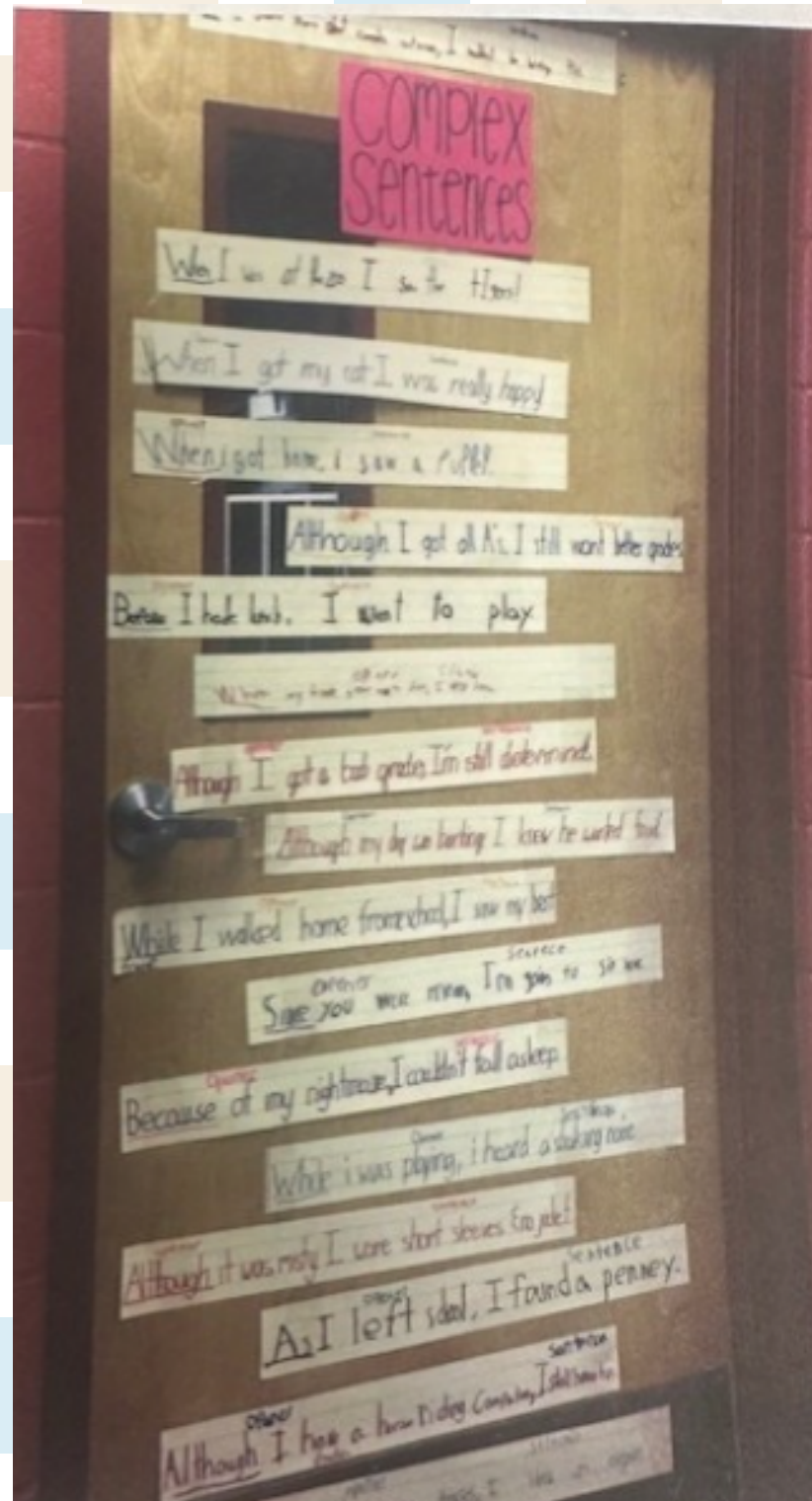
Now write your own sentence, using the pattern of
power from the mentor sentence.

Mr. Watson and Mrs. Watson have a pig named Mercy.

Mrs. Rice and Miss. Thomasee
have dogs named Parker and
Blair.

INVITATION TO CELEBRATE

WHAT IS CELEBRATED GETS REPEATED



INVITATION TO CELEBRATE

WHAT IS CELEBRATED GETS REPEATED

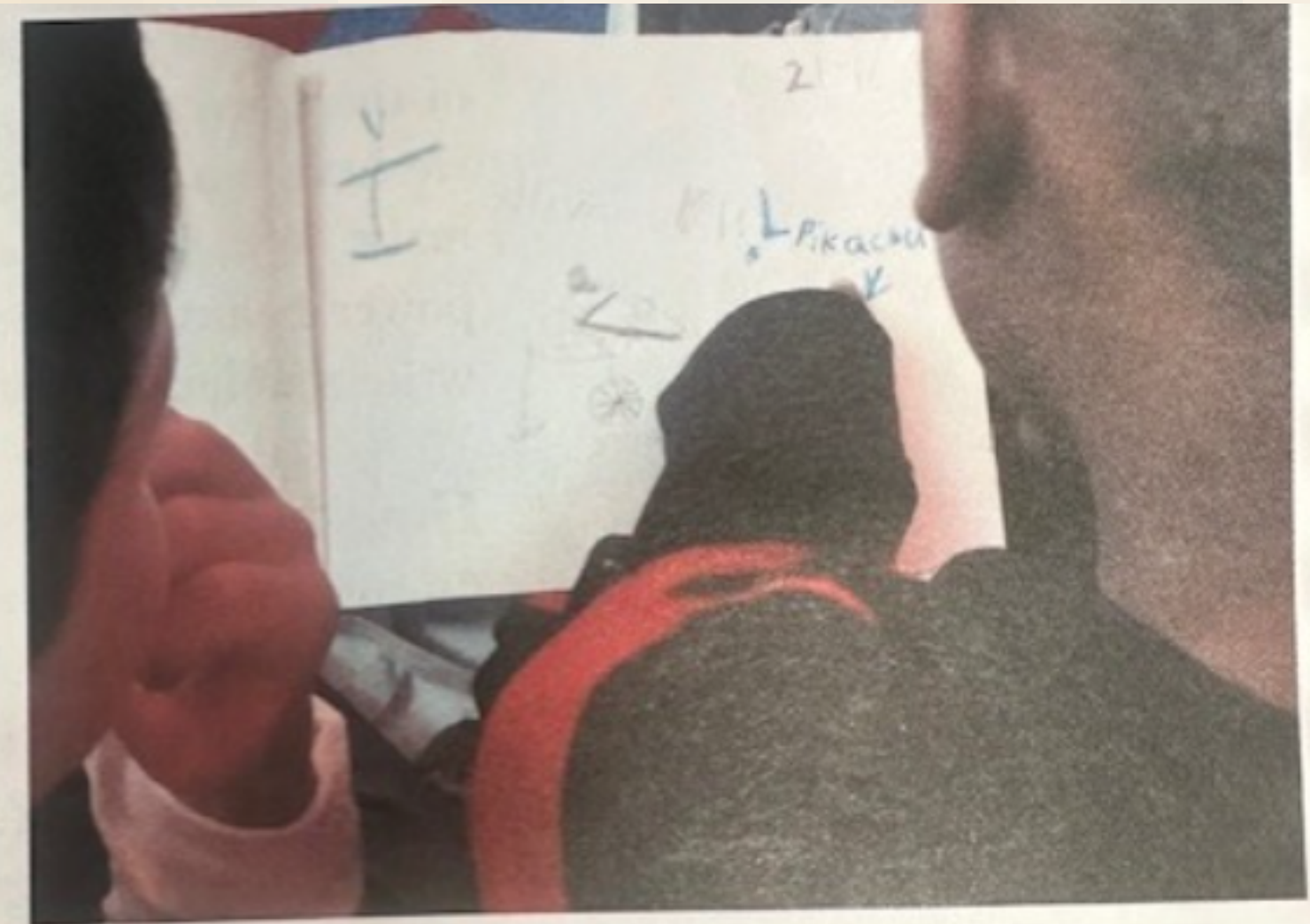


Figure 2.15

First graders read a class book together during buddy reading.

EXAMPLE PACING

MONDAY: INVITATION TO NOTICE

TUESDAY: INVITATION TO COMPARE
AND CONTRAST

WEDNESDAY: INVITATION TO IMITATE

THURSDAY: INVITATION TO CELEBRATE

FRIDAY: INVITATION TO EDIT

Note: I did not add in apply as students an apply their
new knowledge into W/W all week.

Patterns of Wonder Phases of Emergent Writing

Scribble writing

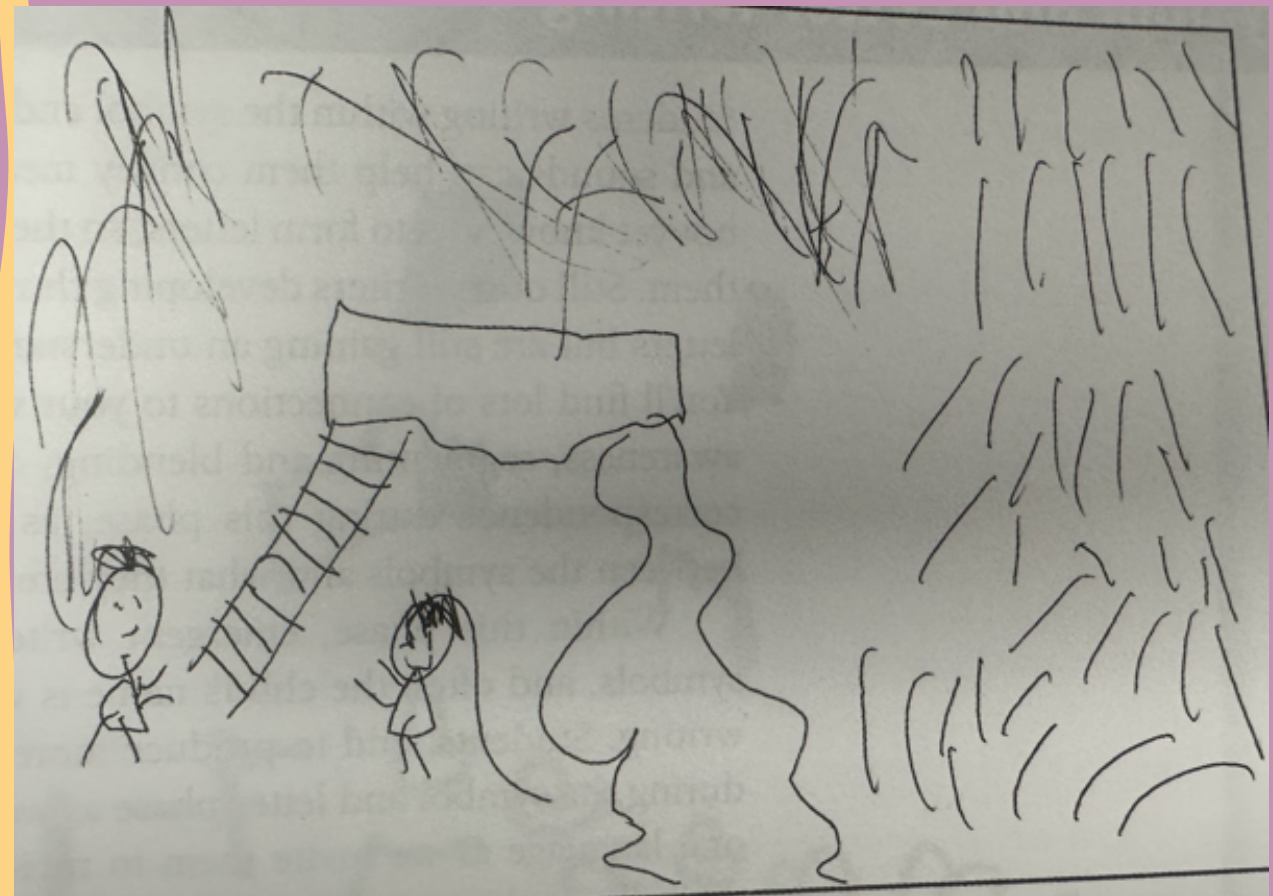
symbol and letter
writing

Transitional Writing

Conventional
writing

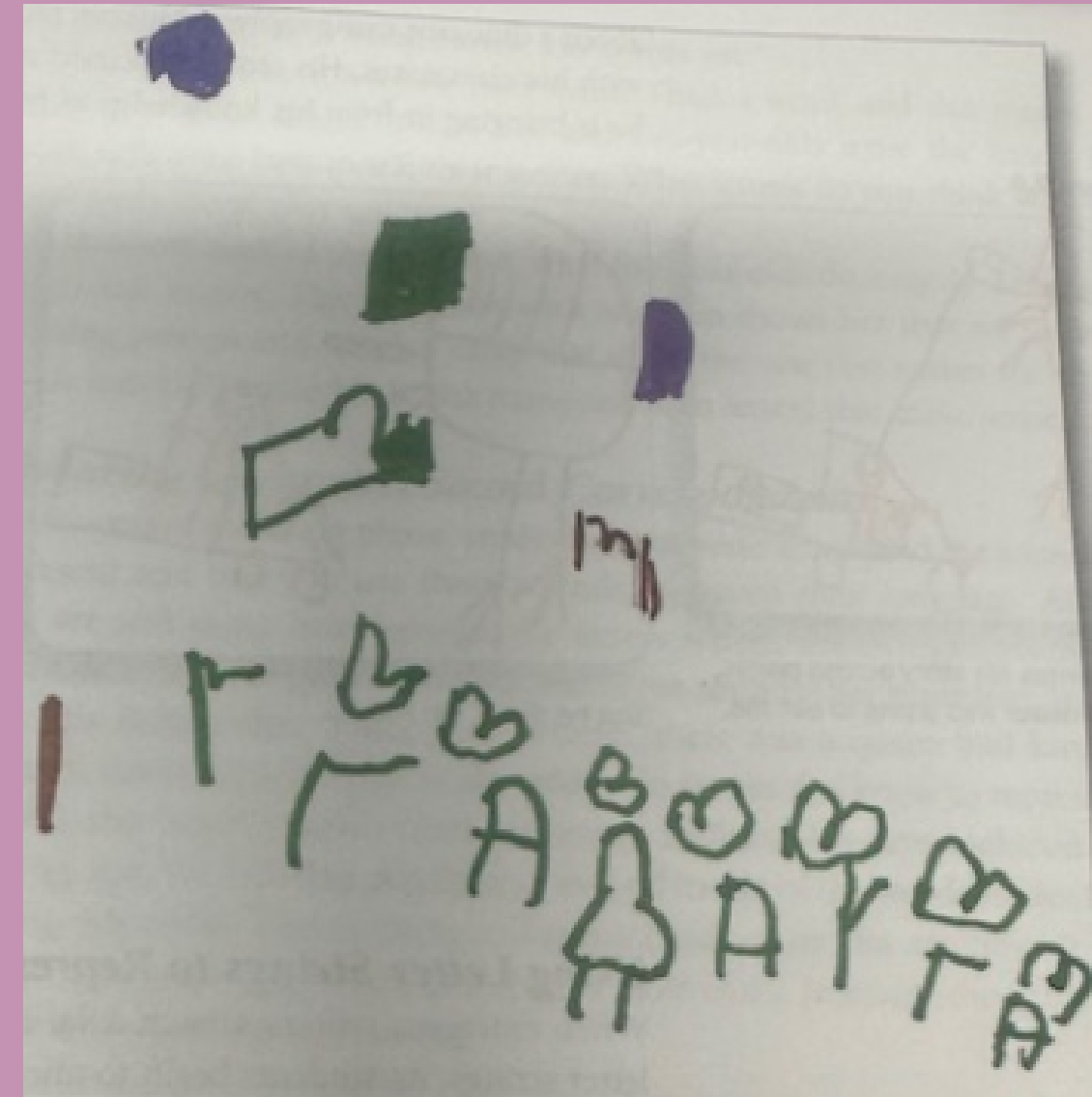
Scribble Writing

- Drawing to represent writing
- Relaying heavily on oral language
- Using a variety of lines and dots to record language



Symbol and Letter Writing

- Using mock letters of symbols
- Including representation drawing
- Using letter strings
- Exploring letter/sound correspondence
- Experimenting with labeling



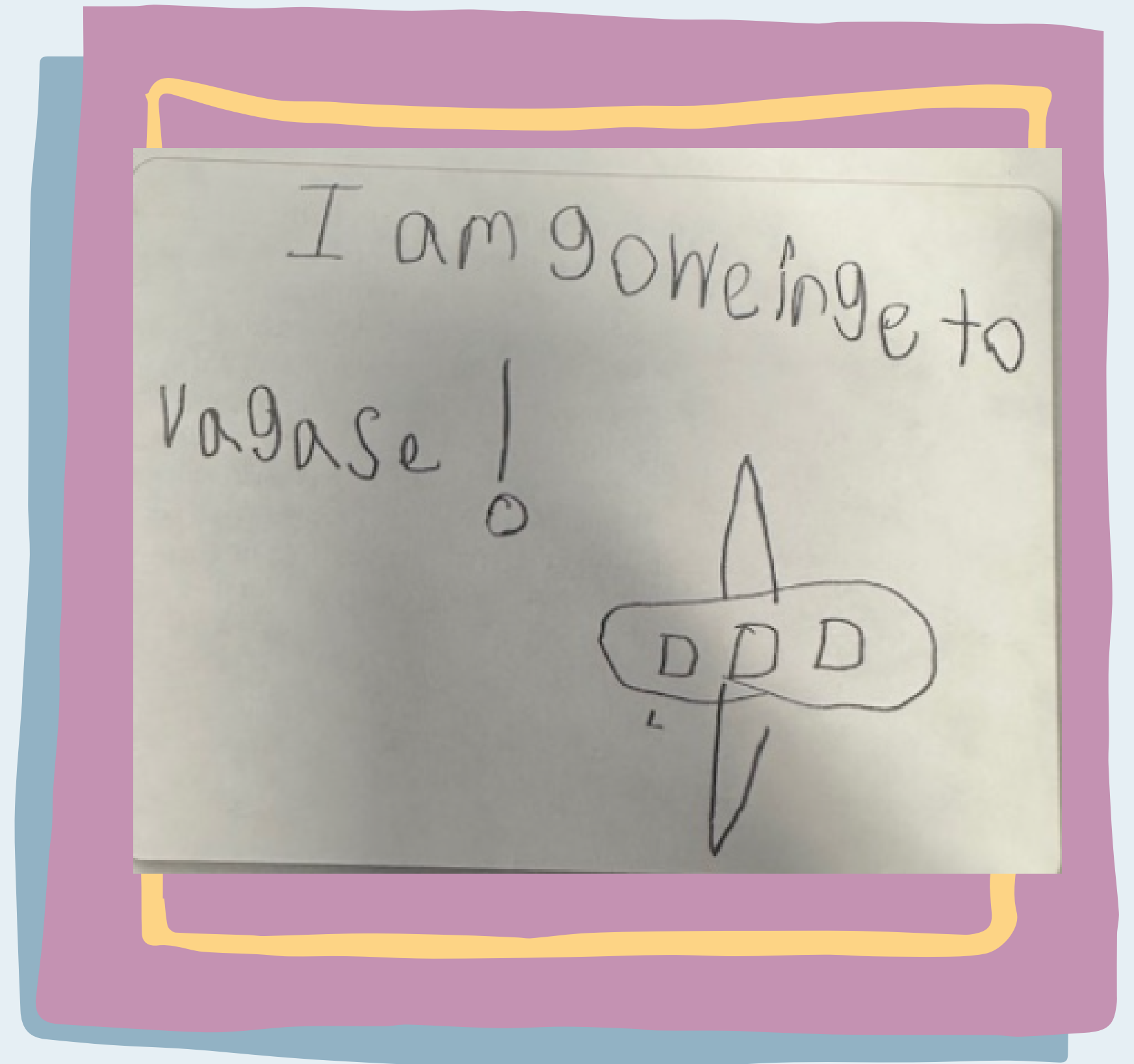
Transitional Writing

- Labeling pictures using sounds
- Invented spelling
- Copying words from the room
- Beginning to use spaces
- Exploring capitalization and punctuation



Conventional Writing

- Conventionally spelling common words
- Using spaces between words in sentences
- Using some punctuation
- Using both uppercase and lowercase letters intentionally



Avenues of Support



as you confer with students, keep in mind how you will utilize these pathways when you support your early writers. (page 82)

concepts about print

In this pathway of support, writers will explore how print works.

oral language

In this this pathway of support, you will want to encourage writers to consider the focus phrase and tell about their picture in a way that their writing will eventually sound.

illustrating

In this pathway of support, writers will begin to add more to their illustrations to compose the written language.

writing

In this pathway of support, students will move from labeling pictures to writing sentences, expanding on those sentences, and using capitalization and punctuation. You will want to encourages students to begin using words and I

Invitation to Imitate

During invitation to imitate, the writing can be shared or interactive.

Shared

Interactive

Highest Scaffold

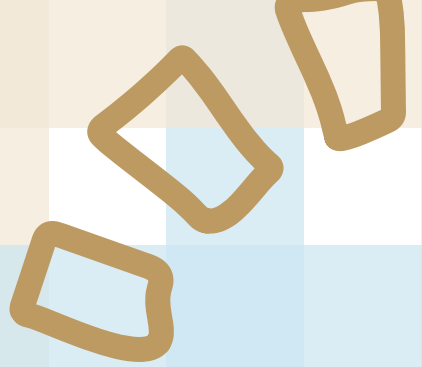
Teacher Writes

Teacher and
Students Share
Pen

All Studdents
Could Use Dry
Erase Boards



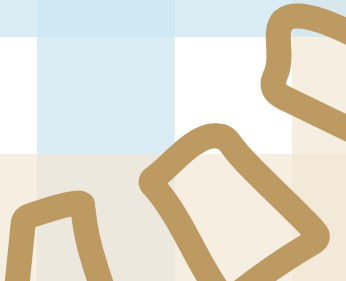
LET'S TRY IT!

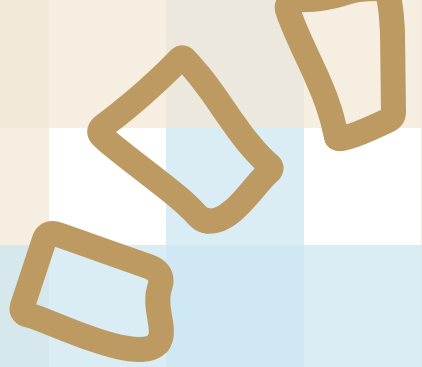


Invitation to Notice

Does Pete worry? Goodness, no!

Monday

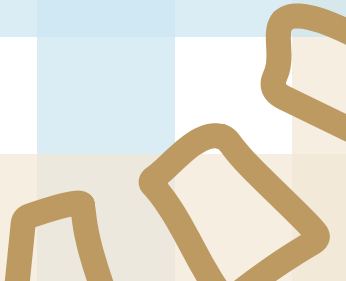


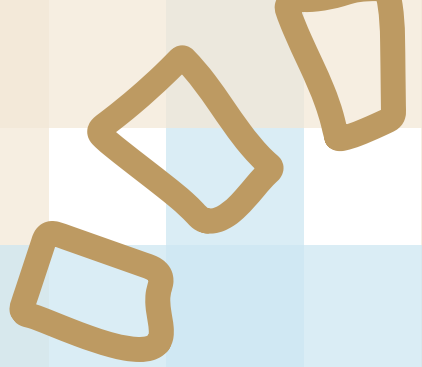


Focus phrase:

I USE END MARKS TO HELP THE READER.

Monday



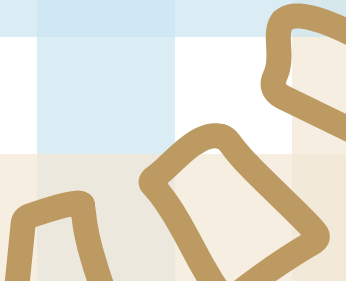


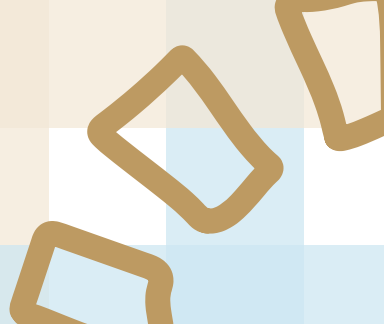
invitation to compare and contrast

Does Pete worry? Goodness, no!

**Does your voice go up at the end of a
question? Yes, it does!**

Tuesday



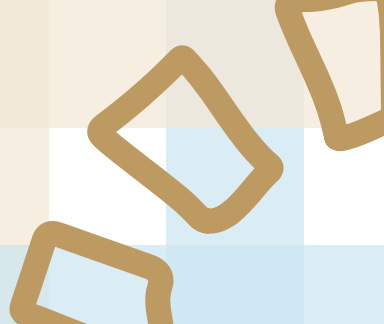


invitation to imitate

**WRITER'S TODAY YOU WILL COMPOSE A SENTENCE USING ENDING
MARKS.**

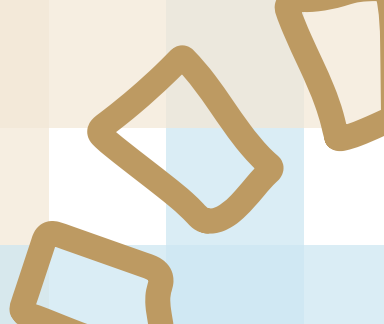
Wednesday





Invitation to celebrate

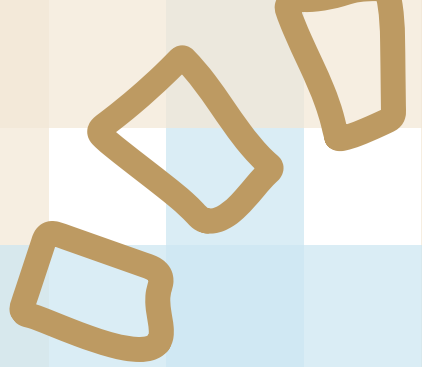
**WRITER'S TODAY YOU WILL PERFORM YOUR SENTENCES IN PAIRS,
EXAGGERATING YOUR QUESTION AND VOICES!**



Invitation to Edit

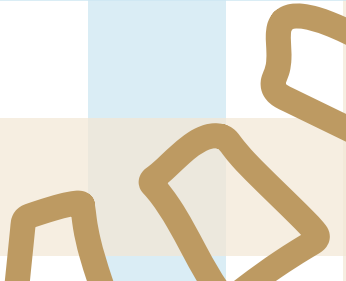
TODAY YOU WILL BEGIN TO EXPLORE YOUR OWN WRITING, AND NOTE ANY PUNCTUATION MARKS YOU USED OR NEED TO ADD.

Week 4				
Week 4 8/31-9/4 5 days Assessment ALERT: mCLASS BCY 8/24-9/4 All scores should be recorded by end of school day on 9/4	POP 5.2: Invitation to Notice I capitalize proper nouns to show the names of people, places, and things. 1.11D(viii)	Interactive Editing-Conventions to Secure: CCVC beginning digraph *Interactive editing to edit spelling of words with beginning digraphs. You can use the text linked below or create your own to utilize that only focuses on the skill. 1.2.C(ii), 1.11.D(x) Conventions to secure-CCVC Digra... Interactive Editing Lesson Format	<u><i>Rules, Laws & Responsibilities of Authority Figures in the Community</i></u> Today I will rethink during a nonfiction read aloud about authority figures in the community So that I can ask myself questions before, during and after reading. I'll know I have it when 1.6.B SS 1.11.A Asking Questions Lesson Exemplar	Meet My Neighbor the Police Officer What Do They Do? Firefighters



Let's dig into your curriculum!

how can we integrate the focus phrases within writing/curriculum?





QUESTIONS



**TO RECEIVE CREDIT FOR THIS SESSION,
MAKE SURE YOU COMPLETE THE
SURVEY AT THE END**





WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>



SCAN HERE





THANK YOU!!!!