

## Connections

In their writing instruction, accomplished teachers make connections between writing and the other language arts, and they also teach students to use writing across the curriculum. Literacy teachers understand the reciprocal nature of reading and writing. They recognize that students must have multiple opportunities to read the genres and formats of texts they are expected to write; therefore, they use children's literature and other texts as prompts and models. As they share these texts, they guide students in analyzing the authors' craft and the conventions of the genres. Teachers engage students in author studies because they recognize that students learn a great deal from studying the craft of published writers. Teachers demonstrate the process of analyzing how authors have used word choice, imagery, and other elements of writing to convey their message. They may engage students in analyzing the conventions of various writing formats, such as examining the ways that authors of graphic novels use panels and gutters to convey a story or looking at how authors of patterned books use repetition. In addition to having students read other texts as models, literacy teachers engage students in reading throughout writing instruction. They engage students in rereading drafts of their own and their peers' writing and teach students that an important aspect of revising writing is the careful and thoughtful rereading of their own work.

Accomplished teachers integrate viewing and visual literacy with writing instruction. They may use visual images such as paintings or photographs to inspire writing. They also teach students the ways that visual images such as illustrations, graphs, and charts can help authors communicate their message. They show students how the visual aspects of the writing such as the size or shape of the font, the placement of elements on the page, or the spacing of words can affect the ideas the writing conveys. Literacy teachers help students understand and analyze the particular conventions of style and format that are employed in various media texts prior to composing them. For example, they may have students examine the ways that presentations can be enhanced by the way the author arranges words and images in their visuals, or they may ask students to examine the ways that colors and images on Web pages affect their impact.

Accomplished teachers provide students with meaningful opportunities to write across the curriculum. They understand that writing about learning depends on understanding. They may ask students to engage in short, informal writing prior to learning to activate prior knowledge or to write as a quick assessment of students' understanding. Literacy teachers provide students frequent opportunities to write throughout content-area learning. For example, they may provide students opportunities to write summaries after reading primary sources in social studies, to keep journals in mathematics, or to record observations in learning logs in science. Teachers also engage students in the writing process as a part of content-area instruction and provide students with opportunities to compose formal written works. They create opportunities for students to conduct research, take notes, synthesize ideas, and use writing to communicate ideas in organized and effective ways. They teach students the conventions of particular genres and formats of writing found in the disciplines, from teaching how to write timelines and lab reports to helping

students understand how historians use evidence to support an argument in an essay.

Accomplished early and middle childhood literacy teachers recognize the power of writing. They are able to use their students' worlds and words as springboards for meaningful writing activities. They create writing opportunities that demonstrate for students how writing can be an expressive, proactive tool for communicating with others and for engaging with the world around them.