

Verdi, G. & Polirstok, S. (In Press). Making pictures: Using imagery and drawing to plan, write and edit stories. In J. Richards & C. Lassonda, & (Eds.), *Collaborative Writing Strategie in the Primary Grades: Scaffolding Students' Writing with Meaningful Mini-Lessons*. Hoboken, NJ: Jossey Bass Publishers.

Adapting this Strategy for Emerging Writers:

In order for emergent writers to understand what writing is, they need to be able to make the connection that a story that someone tells can actually be written down and becomes a story in a book. Therefore, they need to recognize that narrative text is really made up of words that someone spoke. Making this connection to text is helpful in having children see themselves as “makers of text,” and is best facilitated by a language experience approach, where students tell stories that we write down. In our visualization strategy, students can draw pictures to recall the story _____ and then provide sentences to the teacher for a language experience story. Once they have practiced this language experience story, we can then omit words from the story using a *cloze* technique and help students supply the original words or substitute different words as long as the text continues to have meaning. This process helps students recognize how words contribute to ideas and ideas to some broader theme or narrative.

Adapting this Strategy for English Language Learners:

For primary grades students who are English Language Learners moving directly to drawing as a tool for prewriting and recall of a story may be too broad a leap from their first language system. Therefore, we adapt the “making pictures strategy” by using gestures or visual cues to model and prompt students to devise their own pictures. Similarly, use of concrete objects to evoke the story can be an effective initial step in moving to a visualization process. Akin to the language experience strategy, labeling the

physical objects first in students' first language and the, in English will provide them with a series of steps they can follow to create a picture about a story. Once the physical prompts are in place, drawing the actual picture then becomes the repetition, practice and reinforcement that scaffolds this strategy. As Brice, Miller and Brice (2006) point out "Allow for code switching and code mixing behaviors to occur. Code switching, code mixing, and native language use have been shown to promote and accelerate English language learning." (p.246).

Adapting this Strategy for Writers Who Struggle

Students who struggle with writing often have both language processing problems as well as problems with inattention. In fact, about 40% of the time, learning disabled students also have attention deficit (Polirstok, 1999). Therefore, students who present with both Learning Disabilities and Attention Deficit Disorder need to be engaged in the task as their attention wanes much more quickly than typical students. One way we increase students' active involvement is to use a strategy called "echo reading or choral reading." So, with the story _____, we first ask some questions to activate students' schema. Then, we read the story completely. Following the first reading, ask questions about the story. After the questions, we implement "echo reading", where we read 2 sentences and students echo those sentences back until the whole story has been read again. Students who hear the teacher and then hear themselves strengthen the images we want them to see in their "minds' eyes." We then transition to the visualization activity.

Adapting this Strategy for Advanced Students

This strategy is designed to provide opportunities for all students (ELLs, Struggling Writers, Emergent Writers, and Advanced Writers) to participate in making pictures and retelling and writing stories. Therefore, adaptations are made throughout the process to ensure that students have an opportunity to contribute to the activity, and internalize the strategy. However, by asking students to take on roles during group work (Leader, Recorder, Time Keeper, Presenter, Artist), advanced students can become leaders, (see http://www.readwritethink.org/lesson_images/lesson277/cooperative.pdf) and help guide the group through the practice activities. In addition, advanced students can also work alone or with less able writers on writing alternate endings or write about what happens to the characters in the future.

Extensions to the Strategy:

We encourage students to use this strategy when they read literature throughout the year. Students can also employ imagery with other types of text. For example, young writers can view a television show and use visual imagery to recall and retell what happened and indicate what they liked and didn't like about the outcome of a story. They can also use imagery or "making pictures" to help them learn new and unusual vocabulary words...

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