



Collins Education Associates

# The Collins Writing Program

A Writing Across the Curriculum Program with Over 35 Years of **Proven Results**


## The Collins Writing Exchange

October 5, 2023 Issue #69

### Welcome to Fall!

We are excited to share new resources, new PD opportunities, and new ideas! Please visit our website, [www.collinsed.com](http://www.collinsed.com), frequently to see our evolution in real time.

### Why and How to Use Portfolios


**Collins Portfolio™** 


**To the Student:**  
This is a working portfolio for your **Type Three** and **Type Four** assignments (see chart below). Writing with Focus Correction Areas (FCAs)/Types Three and Four Assignments will encourage you to focus carefully on a few writing skills at a time. Concentrate your energies on the FCAs, and you'll do well on each assignment and, over time, develop into a skilled writer.

**Five Types of Writing\***

TYPE	PURPOSE	EVALUATION
<b>Type One</b> Capture ideas	To activate prior knowledge, predict, infer	Writing meets the goals within the time of 10 minutes
<b>Type Two</b> Correct content	To demonstrate knowledge and thinking skills	Usually 8 minutes to follow, goals based only on the content of the answer
<b>Type Three</b> Read, edit, and revise for FCAs	To demonstrate knowledge, thinking, and specific writing skills	Based on mastery of FCAs, usually with a number grade
<b>Type Four</b> Self and peer edit for FCAs	To demonstrate knowledge, thinking, and writing skills	All aspects evaluated, not finished until error free
<b>Type Five</b> Publishable and error-free	To demonstrate knowledge, thinking, and writing skills	All aspects evaluated, not finished until error free

When you do a Type Three assignment, you will read your own paper out loud, then revise and edit it. For Type Four assignments, a peer editor will read your writing to you so that you can hear how it sounds. This step is especially helpful because many writers read what they thought they wrote, not what they actually wrote. Reading your paper out loud to yourself is the single most important thing you can do to improve your writing.

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**My Writing Folder** 

**Name:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_


Dear Student,  
You will be writing often this year, and you will keep all your Type Three and Type Four writing in this folder. You will keep track of your writing by recording each one when you are finished (see inside for an exemplar). You will write the date you finish and circle the genre of writing:

**O** means **opinion** (what you think)  
**I** means **informative** (tells about something)  
**N** means **narrative** (a story)

Your folder will help you in several ways:

- The folder shows you how to set up your paper and how to make changes to your writing without erasing. There is also a checklist of words that can be tricky to spell correctly.
- You will be able to look over your work and see how your writing improves during the year.
- Sometimes you will practice new writing skills on papers in this folder.

Enjoy your year of writing!

**COLLINS PRIMARY WRITING FOLDER**  
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We were early adopters of the notion of student portfolios for collecting and revisiting writing. Teachers report that students who collect and reflect on their work are instilled with a sense of accomplishment and are able to collaborate and share with peers, teachers, and parents as they build writing skills and habits.

Portfolios also:

- encourage student reflection on their growth as writers
- help teachers track student progress over time
- provide a source for **revising, editing, and practicing new writing**

We have portfolios for all grade levels in our online store and are currently developing e-portfolios for older students to use in virtual or online classrooms. These are very popular with our schools and we developed them using a wide variety of teacher input.

**Primary Portfolios**

**Standard Portfolios**

Interested in learning more about our soon-to-be released e-portfolios?

Assignment Number	Circle Type	Assignment Title or Description	Reflections: What did you learn?
EXAMPLE	3 4	Who Am I? Biographer	Fun to write but jinx the format of my paper correct!
1	3 4		
2	3 4		
3	3 4		
4	3 4		
5	3 4		
6	3 4		
7	3 4		
8	3 4		
9	3 4		

### Getting Started with Portfolios

## Making the Most of Collins Portfolios: Writing Better Reflections

Looking for ideas to help students reflect on the work in their portfolios? Try one of these tried-and-true, ready-to-use Type Three assignments--great for end-of marking period reflections!

For Grades K-2

For Grades 3-5

For Grades 6-12

## Celebration of the Month\*

### Columbus Day/ Indigenous Peoples Day October 9th

October is the perfect time to have students visit the roots of North America. Below find some sample quickwrites to spur discussion and encourage writing.



### Columbus/Indigenous Peoples Day Assignments - Ready to Use!

#### Grades K-2

**Type One:** What does it mean to *explore*? Why do you think it's important to explore new places? Draw or write about at least one idea. Five minutes.

**Type Two:** Draw or write about why we remember

#### Grades 3-5

**Type One:** How would you describe the voyage of Christopher Columbus' ships to the New World using each of your senses? List five sensory details in six minutes.

**Type One:** How would you

#### Grade 6-12

**Type One:** Identify three ways the roots of North America are unique from other countries in the world. Identify three ways they are similar. Five minutes.

**Type Two:** Describe two

Christopher Columbus. Include at least three\* facts or details. Five minutes.

**Type Two:** Draw or write about the Indigenous People of America. Include at least three\* facts or details. Five minutes.

\* or a number of your choice

describes that Columbus and his crew faced when they landed in North America. Describe two challenges that the indigenous people faced when they encountered these newcomers. Which challenges were more difficult and why? No more than eight minutes.

**Type Two:** Create a timeline from either Columbus' point of view or an indigenous person's point of view. Include five events with dates and a brief description of each event. You must also include a picture or symbol that represents each event. No more than 10 minutes.

describes that Columbus and his crew faced when they landed in North America. Describe two challenges that the indigenous people faced when they encountered these newcomers. Which challenges were more difficult and why? No more than eight minutes.

\* Each month we will highlight a day or event. In November, we will be sharing assignments for Veteran's Day. If you have a great Collins Writing assignment, please send it to [Cheryl McDonough](#), and you may see it in our newsletter!



## Hot Off the Press! Another New Collins Resource

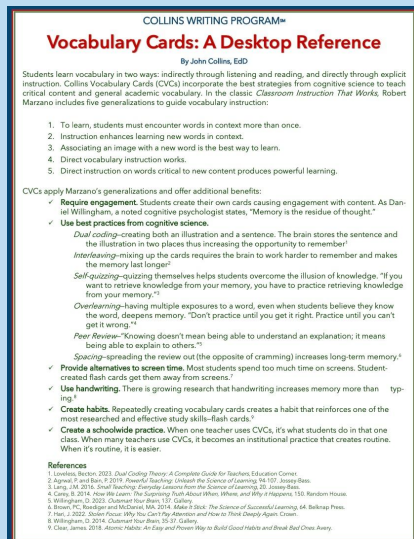
The [Vocabulary Cards Desktop Guide](#) is the perfect reference tool for any teacher looking to improve students' content and general academic vocabulary skills. Vocabulary Cards are a simple but powerful technique to help students learn and retain unfamiliar words while building lifelong study skills.

This laminated guide includes:

- overview and rationale behind Collins Vocabulary Cards
- step-by-step instructions for using CVCs in your classroom
- reproducible student template and guide

Buy it now

Schedule Training



Check out two more popular new resources:





## Teacher-Suggested Collins Fundamentals

We surveyed Collins users and compiled this handy list of "Collins fundamentals" that make frequent writing efficient and impactful in classrooms.

- Most students in most classes should be doing some kind of writing most days.
- **Type One Writing** should be strictly timed, and the time should be as short as possible for this quick brainstorm.
- **Type Two Writings** are also quickwrites and are assessed for right or wrong - however, there may be more than one right answer.
- Prompts should include **general academic vocabulary** whenever possible. See [collinsed.com](http://collinsed.com) for grade level lists, go-to prompts, and other helpful resources--all FREE!
- To keep expectations clear, assign a line or item quota for Type One assignments and a content quota for Type Two.
- The writing classroom must be one of consideration, which means quiet writing time where all students show respect to one another.
- The recommended number of **FCAs** per **Type Three or Four** assignment is three, of varied types (content, style, organization, and/or conventions).
- Teacher feedback should be on the FCAs, not on other unidentified targets.
- **Oral reading** should always be used as a revising and editing strategy for Types Three and Four.

What would you add? Send your suggestions to [cmcdonough@collinsed.com](mailto:cmcdonough@collinsed.com)

Strategies for  
Peer Review and  
Three-Step Editing



## Virtual Training Session!

Peer editing need not be painful! This online workshop will help you rethink your approach to editing so students assume more of the responsibility for this task and have tangible evidence to show for it.

[Learn More and Register Here!](#)

See our [Full Listing of Virtual Sessions and Public Workshops in Your Area](#)  
Here are just a few...

Building Blocks  
to Multi-Paragraph  
Essays



December 15th in New Jersey

Managing and Improving  
Writing Skills and  
Habits in the  
Primary Grades



November 13th in New Jersey

**FREE  
RESOURCES**

**PUBLIC  
WORKSHOPS**

**RESEARCH &  
RESULTS**

**SHOP FOR  
PRODUCTS**

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CWP**

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