

Mary Ellen Ledbetter Books, E-Books and Publications

All about Me!

This one-of-a-kind resource gives K-6 students **dozens of teacher and student writing samples to use as models for their own work**. Higher-level thinking questions involving structure, mechanics, and voice follow in order for students to analyze the components of the pieces so that they can become familiar with the requirements for every mode of writing. The **“Writing Tricks”** are concrete methods to enable students to work on the abstract concept of voice not only in their own writing but to study how the masters have achieved success.

Besides writing at all levels and in all modes, students are provided with **student-interactive rubrics**—not merely “grading” rubrics—but step-by-step processes that enable writers to revise their papers to prove that the necessary elements are included in their pieces. **Peer responses** also are designed to ensure that readers offer constructive criticism that will further shape the papers. By the time the works have gone through so many stages, the final products are sophisticated pieces that make **conferencing** not a task but a pleasure. Reading, grammar, and writing integrated with other content areas as well as vocabulary and engagement strategies are included as well. This book will work with any curriculum at any given point.

E-Book: English Workshop Activities Ready-to-Use... (Can be used for 6-12, but more for middle school)

This unique resource gives secondary school English teachers 180 high-interest activities that build students’ proficiency in the three major areas of English curriculum—reading / literature, writing, and grammar. All the activities have been classroom tested, can be used with students of varying abilities, and are effective as individual, group, or whole-class activities.

Each “Dailies” activity begins with a well-written **student passage** followed by prompts that encourage students to **examine the passage in terms of usage, stylistic devices, grammatical concepts, and reading/ literature skills**. The activities require students to learn the rules that apply and to use the examples as springboards for their own writing.

You’ll find that these integrated “Dailies” activities are ideally flexible. They can be completed as engagement strategies at the beginning of class, as mini-reviews for more advanced students, or serve as walk-through activities or homework assignments for students who need more reinforcement. Each activity will lead to inquiry and lively discussions as students analyze the model passage and learn to write effectively.

Help Your Students Write Research Papers in Any Mode of Writing: Motivating Assignments & Examples Resulting in No Papers at Home!

This unique resource gives secondary English teachers a refreshing new approach to research-based writing that takes students step-by-step through the process of writing research papers in all modes, provides dozens of award-winning student and teacher models, and offers a variety of projects.

You will find projects ranging from **short activities** that allow students to write routinely using constructed responses to texts read in class to longer, more **in-depth analysis papers**. The two-part purpose of all the assignments—no matter the mode—is to **motivate students** with newly created, interesting prompts as well as to **prohibit plagiarism**.

Included are **Narrative** research papers that require student knowledge of all literary terms that comprise a well-written narrative to stylistic devices to sentence combining to voice, and grammatical aspects—all of which are delineated on a comprehensive checklist. **“What If I Had a Million Dollars”** involves student inclusion of two investments, charities, housing, transportation, and more—including a spread sheet that explains where every penny was spent. **Argumentative, Expository, and Dominant Impression** assignments require that synthesis and application in writing technique be combined with prompts that encourage—not discourage—student effort. **Multi-Genre papers** are the quintessential example of research combined with creativity.

Something for Every Day (Can be used 6-12, but more for high school)

This book provides secondary students with 150 daily practices in all areas of reading/literature, writing, and grammar skills. Classroom discussions naturally follow the readings, as students want to express their opinions about the writing as well as various forms that possible answers can take. Students like the pattern of reading, analyzing, and writing their own versions of the models.

This unique approach is based on students’ reading a short passage a day (or any other designated time period) in all genres/modes and analyzing the strengths of the piece using typically two stylistic device questions as well as two grammar and two literature questions. Also included are Quick-Write assignments for students to apply the theme/content of the model to some aspect of their lives, using the skills studied for the day.

What makes the book even more unusual is that the models, the daily excerpts, are **teacher-written** samples from across the country. Students will have the opportunity not only to see their teachers taking part in the writing process but to comment on it, a powerful tool that reinforces the importance of the art of writing.

Writing Portfolio Activities Kit

This practical resource gives secondary English teachers over 350 pages of writing activities, teacher and student writing models, and student-interactive rubrics (designed for students to prove the inclusion of necessary components), and more. These are accompanied by handy “teacher pages” with suggestions ranging from grading assignments to involving students in the evaluation process to creating mini-lessons for specific units.

In short, *Writing Portfolio Activities Kit* gives you an individualized, holistic writing curriculum that involves students in **working with real-life models, creating and evaluating their own writing portfolios, and learning to see writing, grammar, and literature as inseparable pieces of language arts**.

The Writing Teacher’s Activity-a-Day

The *Writing Teacher’s Activity-a-Day* offers 180+ ready-to-use, reproducible activities that are designed to enhance writing skills of all secondary students. Written for grades 6-12, the book’s classroom-tested activities are designed so that teachers aren’t required to do any extra grading. Partnering techniques along with new oral assessments and peer-editing strategies not only **reduce teacher paper load** but provide **immediate feedback for students**. It is filled with writing prompts and sample passages written in student-friendly language that connect abstract literary concepts to students’ own lives. In addition, the engaging examples serve as models to encourage students to create their own Quick Writes.

You Say—I Say: Speak It; Write It

This book provides **fun listening, speaking, and writing engagement strategies** for your class. It is formatted as a “game” where students are given four choices about various topics and must guess which one their partner would choose. They begin with the ones they think their partner would **not** choose—giving specific reasons why—and concluding with the answer they have chosen, again explaining their choice. Then it’s the partner’s turn. Students love hearing what others think about them (whether their partner is right or wrong) and then **debating the issue**. When the time is up (approximately five minutes), both students have **elaboration** they can use in a one-paragraph Quick Write. Students are taught to reason, support, and have fun doing it!

Success Series One Folders

The forty folders are a unique approach to learning various skills and can be used in a variety of ways to ensure that your students grow in their knowledge of **literary devices, writing, grammar, and vocabulary**.

Content includes some of the following skills: sequencing, application to students’ lives, compare / contrast, description, reading/ literature terms, elaboration / topic sentence, main idea, inference, prediction, books and songs, cartoon strips, characterization, expository writing, figurative language, modes of writing, poem analysis, quotation analysis, and more.

Possible Uses for the Success Folders:

1. **Partner Work While Teacher Conferences:** While you conference one-on-one with students, the rest of the class can work on the **same folder** (a class set has been run). After a designated time period, the partners can be called on for quick answers for a grade.
2. **Whole-Class Instruction:** Any or all of the folders—pictures, writings, and questions—can be copied for use as teaching devices for the entire class.
3. **Partners:** Being able to work with a partner to discuss possible answers and revision techniques is a learning tool for students, as it proves to be less intimidating to have someone as a “sounding board.”
4. **Individual Extension Exercises:** If a student has completed the daily assignment and would like to explore other aspects of the language, he or she can start on a folder and finish it throughout the week.
5. **Individual Target Areas:** If a student is having a problem with a certain skill, he or she can choose a folder to meet the skill needs and work at his or her own pace.

Tests: Certain folders could serve as tests after a skill has been studied in class.

Success Series Two Folders

The **covers** of thirty-six folders are drawn by elementary students to **serve as prompts for the writing on the inside and back of each folder**. I have written all the pieces based on the pictures on a secondary level. Most of the folders are structured so that the **left side are shorter pieces** that exemplify writing that should be able to be done by students 6-12 with questions following. The **right side and the back are the “Challenge” sections**, which are on a higher level in terms of elaboration, sentence structure, word choice, and voice. They, too, are followed by questions. While only some middle school students could write at such a higher level that the “Challenge” represents, they all should be able to answer the questions. High school students should aspire to the level of the “Challenge.”

Content includes some of the following skills: character sketches, topic sentences & support, persuasive response to a famous quotation, persuasion—debating both sides, research facts used in narratives, word usage, voice, poetry analysis, expository / personification, expanded moment, various modes of writing, reading/ literature terms, personalized commas, dialogue, imagery, and more.

The folders can be used in the following ways:

1. **Whole-Class Instruction:** Any or all of the folders can be run off for use as teaching devices for the whole class.
2. **Partner Work While Teacher Conferences:** These exercises can serve as timed lessons to be graded orally after you conference with students about their writing.
3. **Individual Extension or Target Exercises:** If a student would like a follow-up to a certain skill because he/she has mastered the one being studied by the class or if a student needs extra practice in a certain aspect of an area, he / she can work on a folder throughout the week at his/her own pace.
4. **Tests:** Certain folders could serve as tests after a skill has been studied in class.

Conference Activity Cards

The packet contains all three types of the following, all of which are printed on colored paper.

1. **Literature / Reading Terms Cards**—37 terms (ranging from allusion, motivation of character(s), author’s purpose for passage, assonance, etc.)

Possible Uses:

1. Quick “test” on material read (Can use one or more cards and ask for quote & explanation)
 2. Partner work on chapters or short stories
 3. Partner work while teacher conferences one-on-one with student about writing
*Includes three pages of usage variations.
2. **Grammar Cards**—29 terms (ranging from verb tense, fragments, run-ons, punctuation, etc.)
*Intended to integrate grammar skills into literature.
*Includes three pages of instruction
 3. **Application Cards**—17 cards to serve as **models** for students to make their own cards.
The purpose is to help students understand the **connection between the terms used in class and their own lives—identification**.