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Each session is intended to progressively deepen educator knowledge of research and best practices and provide instructional resources to create effective teaching learning environments.

Teaching Learning Triangle....

Educators’ knowledge of research and best practices

Informed Writing Instruction

Instructional approaches, programs & materials

Students’ levels of performance
Weaving the fabric of writing proficiency…

“He wove a great web of knowledge, linking everything together, and…….”

Walter Kerr

Not so simple……

Transcription - handwriting, spelling, conventions, usage, grammar

Executive functions - attention, working, long term strategies

Short term memory

Text generation - vocabulary, topic knowledge, syntax, genre
Writing requires that we ........

- Plan, generate ideas, & organize
- Review, revise and edit
- Working memory
- Long term memory
- Executive function
- Transcribe ideas to produce written language
- Use transcription skills
- Recursive recruitment & coordination of processes

Do you understand working memory?

In what ways do you think memory can affect writing?

-----neurocognitive workspace, or working memory, is important to written expression because it is the function that underlies the active maintenance of multiple ideas, the retrieval of grammatical rules from long-term memory, and the recursive self-monitoring that is required during the act of writing.”

Kellogg, 1999
The Writer & Expectations

COMMON CORE STATE STANDARDS FOR
English Language Arts
& Literacy in History/Social Studies, Science, and Technical Subjects

The Writer & Expectations

CCSS
Anchor Standards Writing
www.corestandards.org
• Text types and purposes
• Production & distribution of writing
• Research to build and present knowledge
• Range of writing

How do your standards align?

NAEP EXPECTATIONS
Grade 8

“Proficient writers are able to produce a detailed and organized response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should include precise language and varied sentence structure and it may show analytical, evaluative or creative thinking.”

Persky et al., 2003
A sixth grader.....
Mather et al, 2009

Do you know these students?

___ Struggle with generating topics and ideas.
___ Planning is problematic.
___ Difficulty organizing ideas.
___ Texts are short and poorly structured.
___ Sentence style is simple and repetitive.
___ Use of language e.g. syntax, vocabulary, cohesion problematic.
___ Frequent errors in spelling and mechanics.
___ Difficulty-making transitions from one step to next in writing process.
___ Lack inner voice to mediate language production.
___ Overwhelmed by tasks.

Characteristics of Struggling Writers

Determine Levels of Writing Skills and Knowledge

✓ Analysis of writing samples
✓ Checklists
✓ Portfolios
✓ CBM
✓ Six Traits
Let’s add to the tool kit!

Writing requires that we .......

Plan, generate & organize ideas
Review, revise and edit
Working memory
Long term memory
Executive function
Translate ideas to produce written language
Use transcription skills

Review, revise and edit
Something is missing in this blueprint? How important are the specifications for the foundational skills?

Weaving the Fabric of Writing Proficiency
Transcription skills......

What do you think????

1. Writing by hand engages the brain in learning.
2. Sequential finger movements activate brain areas associated with thinking, language and working memory.
3. Handwriting is a useful cognitive exercise.
4. Students in grades two, four, six write better by hand than on the computer.
5. Adults may benefit similarly when learning a new graphically different language, such as Mandarin, or symbol systems for mathematics, music and chemistry.
How Handwriting Trains the Brain-Forming Letter is the Key to Learning, Memory & Ideas

Gwendolyn Brooks, 2010
Wall Street Journal.....

“Pictures of the brain have illustrated that sequential finger movements activated massive regions involved in thinking, language and working memory—the system for temporarily storing and managing information.....The practice helps with learning letters and shapes, can improve idea composition and expression, and may aid fine motor-skill development.”

Just the Foundational Facts

Handwriting is a unique predictor of composing length and quality during the first four grades.

“Children who struggle to retrieve letters from memory, to reproduce them on the page and to scale them to other letters have less attention to focus on spelling, planning and effectively expressing intended meanings.”
Schlagal, 2007

Automaticity is the essential tool

Keyboarding also requires automaticity!

Check out:
-Session 2 Resources
-Apps:
  abcPocketPhonics
  ABCtracer
  iWriteWords
  WritePad

Nancy Hennessy M.Ed.
Students who spell poorly write fewer words, divert their attention from the content and cohesion of their compositions, and restrict their word choice.

Moats, Foorman & Taylor, 2006

“Spelling has the most consistent longitudinal relationship to written composition across grade levels one-seven.”

Abbot, Berninger & Fund, 2010

A Few More Foundational Facts
Spelling is a complex language based skill.
Apel & Masterson, 2001

Students must be able to access and use knowledge of phonology, orthography, semantics, morphology and apply these linguistic sources as they write....

Teacher knowledge → students’ levels of performance.

The teacher’s voice!

I can’t read this!!!!

Unacceptable!

Spelling sample....

<table>
<thead>
<tr>
<th>Phonology (speech sounds)</th>
<th>sad for sand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthography (letter and letter patterns)</td>
<td>bak for back,</td>
</tr>
<tr>
<td>Morphology (compounds, endings, prefixes, roots)</td>
<td>played for played</td>
</tr>
<tr>
<td>Syntax (part of speech matches meaning/meaning)</td>
<td>past for passed</td>
</tr>
</tbody>
</table>

See resources
A sixth grader.....
Mather et al, 2009

Research-based principles...
Joshi, Treiman, Carreker & Moats, 2008-2009

- frequent distributed practice
- word lists that demonstrate a specific pattern (follow a logical sequence)
- analysis of speech and print
- explanation of syllable types
- word sorting for pattern recognition
- three-five irregular words each week
- use of words in meaningful contexts
- proofreading practice

“Transcription processes that are not fluent place a significant demand on working memory.”
McCutchen, 1996

“On the other hand, fluency in text production can increase the amount of working memory available for higher level writing processes.”
McCutchen, 2006
Writing requires that we ……..

- Plan, generate & organize ideas
- Review, revise and edit
- Working memory
- Long term memory
- Executive function
- Translate ideas to produce written language
- Use transcription skills

Goals
Ideas
Organization

Weaving the Fabric of Writing Proficiency
Planning and reflection skills……..

Why do I want to write this and for whom?
Struggling writers often focus on “knowledge telling.”

How can I organize my thoughts?
Struggling writers often lack knowledge of discourse structures.

What ideas do I have about the why?
Struggling writers often have difficulty with content, retrieval and translation.
Planning and reflection....

- All writers engage in some form of planning. Skilled writers vest time in planning before and during writing, eye on goal.

- Young writers and kids with LD have some difficulty separating assignment from planning (knowledge telling). Kids with LD have more difficulty generating ideas.

Coherence and cohesion

Mather & Wendling, 2009

Think about how to organize thinking, how to develop those ideas and how the content hangs together.

Maintain the topic by sequencing and organizing ideas within the text.

Does the text make sense????

Expectations and Examples.....

CCSS

- Write arguments to support claim....
- Write informative/explanatory texts to examine and convey complex ideas and information....
- Write narratives to develop real or imagined experiences or events....

Examples

- Cognitive Strategy Instruction
- Strategic Instruction Model

What else?
“Children, like adults, write for a range of purposes.”

- Voice is communicated by words writer chooses, how they connect ideas, tone of writing and nature of the genre.
- Adjust voice and tone to match purpose of our writing and needs of our audience.

Discourse structures

- Young children can recognize and produce a variety of genres in oral language (Hudson & Shapiro, 1991; Purcell-Gates, 1988).
- Facility in understanding and producing written genres is acquired gradually, and for many students, only with difficulty (Snow & Uccelli, 2009).
- Organized in a particular way that specifies how information is arranged to reflect author’s purpose (Tower, 2003).

“Conversation to composition”

Purpose & Goals

An important part of “doing school” is the mastering of generic forms (narrative & informational).

Donovan & Smolkin, 2006
<table>
<thead>
<tr>
<th><strong>Narrative</strong> Purpose</th>
<th><strong>Structure</strong></th>
<th><strong>Characteristics</strong></th>
<th><strong>Forms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertain, teach; provide an account of events within a time frame</td>
<td>Story Grammar— the components within a story and relationships among story components: -setting -characters -problem -initiating event -response -attempts -climax -conclusion</td>
<td>Beginning: Introduction of setting, characters, and conflict Middle: Progression of plot, which includes rising action, climax, and falling action End: Resolution or solution to the problem</td>
<td>Fiction Legends Historical Fiction Biographies Folktales Science Fiction Plays Fantasies Mysteries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expository</strong> Purpose</th>
<th><strong>Structure</strong></th>
<th><strong>Characteristics</strong></th>
<th><strong>Forms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform, explain, report, describe, persuade, explain—put out information</td>
<td>Paragraph structure Topic sentence (main idea) Supporting sentences (details) Paragraph types Description Time order Class—example or enumeration Explanation of reasons Cause—effect Compare and/or contrast</td>
<td>Titles Headings Boldface Words Charts Tables Graphics</td>
<td>Newspaper articles Brochures Textbooks Documents Internet reports Catalogues Encyclopedia</td>
</tr>
</tbody>
</table>

**Expository Text-Connections to Purpose:**
- How or why an event happened; what resulted from event.
- The order of events/steps in a process.
- How two or more things are alike.
- How something moves, looks, works.
- What’s wrong and how to fix it.
- Why a point should be supported.

The text structure/genre will be:

www.texasreading.org
The text structure/genre will be:

- Cause-effect
- Chronological order/sequence
- Compare/Contrast
- Description/categorization
- Problem-solution
- Position-reason

www.texasreading.org

Expectations and Examples

CCSS

- Write arguments to support claim....
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Examples

- Cognitive Strategy Instruction
- Strategic Instruction Model

Strategies—a workable plan

“course of action that organizes and sequence behavior.”

- makes mental processes visible.
- learn new methods for composing.
- enhances knowledge of writing and writing process.

Graham & Harris, 2005
**Instructional Tools**

**Strategy instruction (.82)**

“involves teaching students strategies for planning, revising, and editing their compositions...

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**STOP and LIST-General**

Troia, Graham & Harris, 1999

Stop and
Think
Of
Purposes.

List
Ideas
Sequence
Them.

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**POWER-Explanations PLUS**

Englert, Raphael & Anderson, 1991

Plan-plan for writing
Identify topic, who will read it, establish purpose, brainstorm ideas for explaining the topic and group into relevant categories.

Organize-develop text structure that categorizes and organizes ideas
Identify what is being explained, needed materials, organize explanation, what comes first, second, third, last.
POWER (continued)

Write—Use the text structure map as a guide for writing first draft. Add introduction, conclusion, details, key words, examples.

Think—sheet different colors

Edit—Involves peer editing, use think sheet as a guide, reflect on first draft, identify favorite parts, parts that need work and questions to discuss with peer editor.

Revise—Use think sheet, list editing suggestions, star revisions, and generate ideas to make paper more interesting.

Story Grammar
Graham, Harris & Mason, 2005

✓ Think of a good story idea to share with others

✓ Use the prompt “Let my mind be free” & brainstorm ideas for parts of story
Who—When—Where
What=2,
How=2

Who is main character, who else is in the story?
When does story take place?
Where does story take place?
What does main character want to do, what do other characters want to do?
What happens when main character tries to do it, what happens with other characters?
How does the story end?
How does the main character feel, how do other characters feel?

Make notes of your ideas for each part.

Write your story, use parts, add, revise, substitute as write or afterwards—see if it makes sense.
**Electronic concept mapping and outlining, summarizing......**

**Advantages**
- easily revised & expanded
- maps can convert into outlines
- contents can be transferred to rough draft electronically.

**Use**
- students work with template maps that represent text structure
- e.g. Inspiration
- provision of feedback on aspects of writing process
- e.g. Summary Street

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**Writing requires that we .......**

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**Coherence and cohesion**

Mather & Wendling, 2009

Think about how to organize thinking, how to develop those ideas and how the content hangs together.

Think about how to “glue” relationships between and among ideas in the text.

Does the text make sense?????
Text generation and translation......

Ideas into:

Words-vocabulary
Sentence-syntax
Discourse structures

Oral Language Skills

Which words will precisely express what I mean?
Struggling writers may have difficulty accessing more diverse vocabulary.

What kind of sentence do I need to express what I mean - phrases, clauses?
Struggling writers tend to use simplistic or repetitive sentence structures.

What paragraph types, cohesive ties, signal words will I need to use?
Struggling writers often lack knowledge of different discourse structures.

Teaching Learning Triangle....

Informed Writing Instruction

Instructional approaches, programs & materials

Educators' knowledge of research and best practices

Students' levels of performance

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See you soon!
Learning is the
work-much
more to do!

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