

The Writing Toolkit for Students who are Deaf or Hard of Hearing

The Writing Process PLC Guide

November 20, 2017



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Agenda

- 1.Review “Big Ideas”
- 2.Discuss What Works
- 3.Ask and Answer Questions



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1. Review “Big Ideas”



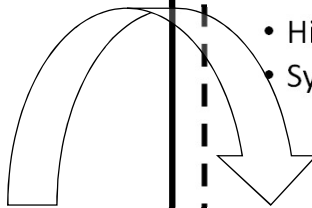
Framework for Meeting the PA Core Writing Standards

Microstructure/Foundational skills

- Handwriting- accuracy and fluency
- Keyboarding (fluency– transition)
- Spelling- accuracy and fluency
- Sentences: structure
- Mechanics

Macrostructure/Processing skills

- Sentences: combining and complexity
- Writing process: plan, write/transcribe, edit, revise and provide feedback (collaboration)
 - Requires central executive function
 - Higher level reasoning
 - Synthesizing



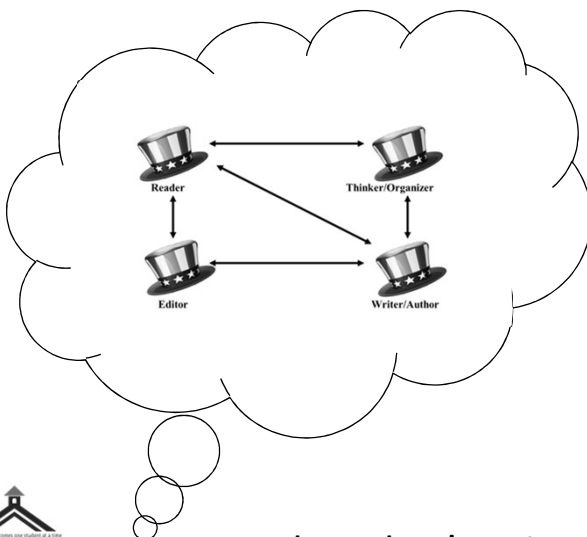
Big Ideas for the Writing Process



1. Explicit instruction teaches writing by showing students how to write through demonstrations, models, and “think alouds.”
2. Explicit instruction requires the use of visual scaffolds to visually represent the writing process and make it concrete.



Writing Requires Interaction



Internal, Author's Voice

Topic Sentence:

Key Idea:

Detail:

Key Idea:

Detail:

Conclusion:



For example - Step 1: Plan

- I Do! [Topic #1 - Turtles]
 - Model/Demonstrate
- We Do! [Topic #2 - Snakes]
 - Lead/Guide
- You Do! [Topic #3 - Sharks]
 - Independent Application

Name: _____ I - Think Sheet (A)
Title: _____ Topic: Turtles

T: *Sea turtles are reptiles*

Sea turtles have shells that are hard and bony for protection.

Sea turtles have lungs and they breathe air.

Baby sea turtles hatch from eggs.

C: *We learned that sea turtles are in the family of air breathing reptiles.*

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Big Ideas for the Writing Process



3. Writing requires ideas. . .
 - Ideas about critical features used in good writing.
 - Ideas about what to write about.

Critical Features: Informative/Explanatory (“Fact”) Writing

Think
Alouds

- A fact paragraph has more than one sentence.
- The first sentence tells the topic or main idea.
- All the other sentences are about the topic.
- The sentences tell facts, not opinions.
- It includes the most important information.



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Example

Fossils of dinosaur teeth are clues to what dinosaurs ate. By studying dinosaurs’ teeth, scientists learned that most dinosaurs were plant eaters, but some ate animals. Duck-billed dinosaurs, for example, had hundreds of teeth in their jaws. The teeth in each jaw were used to grind up plants. *Tyrannosaurus rex* had teeth that were six inches long, with edges like saws. These teeth were suited to tearing through flesh.

Visual
Scaffolds

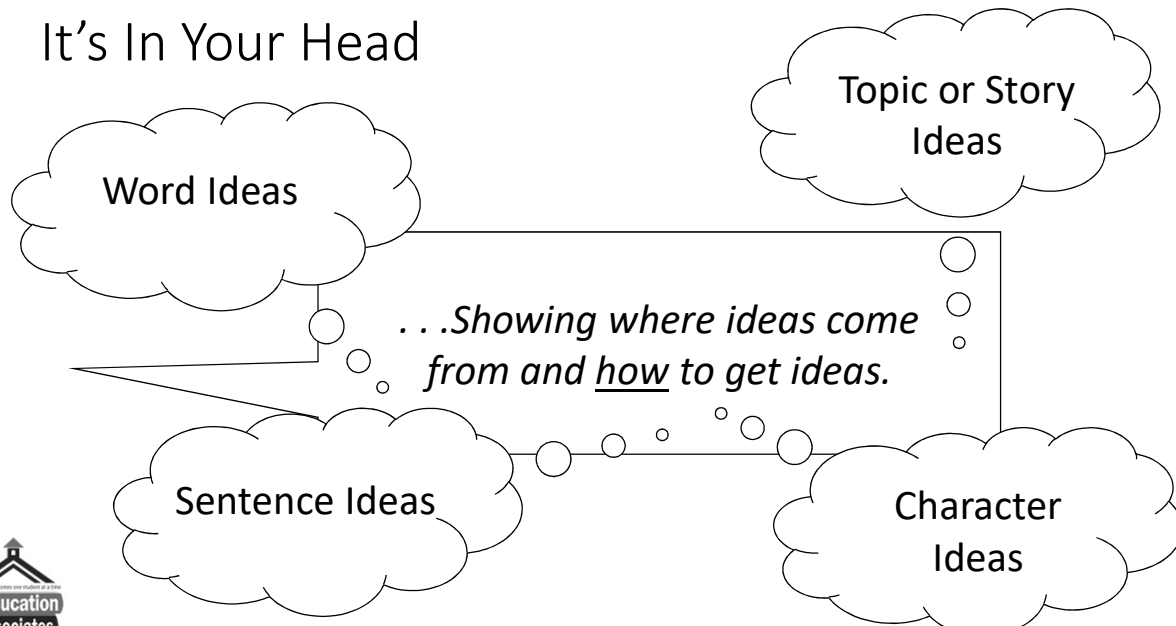
Critical Features

- | | | |
|--|--------------------------------------|----|
| • Does it have more than one sentence? | <input checked="" type="radio"/> YES | NO |
| • Does the first sentence tell the topic? | <input checked="" type="radio"/> YES | NO |
| • Are all the other sentences about the topic? | <input checked="" type="radio"/> YES | NO |
| • Do the sentences tell about facts, not opinions? | <input checked="" type="radio"/> YES | NO |
| • Does it have the most important information? | <input checked="" type="radio"/> YES | NO |



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It's In Your Head



Big Ideas for the Writing Process



4. Steps in the writing process must be defined and taught explicitly. Instructional language and think alouds must be consistent.
5. All steps of the writing process must be explicitly taught, but not all writing samples need to be developed through each phase.
6. Use a few (not many) graphic organizers purposefully and strategically.
7. Help students see that the steps of the writing are uniquely different. Show how each component is different by strategically differentiating visual scaffolds.

Defining the Writing Process

- **POWER**

- Plan
- Organize
- Write
- Edit/Revise
- Rewrite

- **Publish**

Think
Alouds



Instructional Mantra

*“Short writing often – Not just
long writing seldom.”*

-Anita Archer

What Time Should be Scheduled for Tier 1 Writing Instruction (K-3)?



1. A consistent daily minimum of 35 to 40 minutes of explicit writing instruction during Tier 1, core reading instruction by . . .
 - Including devoted time to explicit writing instruction that is integrated within the literacy block (if the literacy block is 120 minutes)

OR

- If the literacy block is not 120 minutes, setting aside time for explicit writing instruction that is in addition to, and distinctly different from Tier 1, core reading instruction.

AND

2. Daily integration of writing and reading opportunities in Tier 1, core reading instruction.

AND

3. Daily integration of writing instruction in content areas (e.g., Social Studies, Science).

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What Time Should be Scheduled for Tier 1 Writing Instruction (4-12)?



- Students in grades 4-12 should spend *at least one hour* engaged in writing-specific instruction and writing practice each day.
- The one hour daily recommendation can be distributed across secondary classes if content area classes deliberately schedule and coordinate how writing time is focused across classes.

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Sample Schedule

Sample Schedule for Writing Instruction (Grades 3-5) (Modified from Cocker & Ritchey, 2015)			
Time	Activity	Teacher-Managed Group (rotating small groups)	Student-Managed Work (independent practice)
10 minutes*	Spelling – Whole Class Instruction		
5-10 minutes*	Spelling	Group A (Days 1 and 4) Group B (Days 2 and 5) Group C (Day 3)	Independent Spelling Activities
10-15 minutes	Handwriting and Sentence Instruction – Whole Class Instruction		
5-10 minutes	Handwriting or Sentence Instruction	Group A (Days 1 and 4) Group B (Days 2 and 5) Group C (Day 3)	Independent Handwriting and Sentence Activities
15-20 minutes	Composing – Whole Class Instruction (includes fluency practice)		
15 minutes	Composing	Group A (Days 1 and 4) Group B (Days 2 and 5) Group C (Day 3)	Independent Composing Activities

Note that for each instructional component, Group A needs the most support, Group B needs some support, and Group C needs less support. Teachers should vary small-group instruction to balance the amount of support students receive in daily, small-group instruction.

* Included in core reading instruction.

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Sample Schedule

Components of a Writing Lesson for Macro-Level Instruction (Grades 4-12) (Modified from Troia, 2015)		
Writer's Warm-up (Fluency)	3-10 minutes	Fluency practice focused on writing words lists, sentences, or journaling.
Writing Lesson	15-20 minutes	A teacher-directed lesson on writing skills, composition strategies, and craft elements (e.g., writing quality traits, character development, dialogue, leads for exposition, literacy devices), which are demonstrated and practiced through direct modeling using the teacher's writing or others' work (e.g., shared writing, literature, student papers).
Check-in	5-minutes	Students indicate where they are in the writing process (i.e., planning, drafting, revising, editing, publishing). The teacher asks students to identify how they plan to use what was taught during the lesson in their writing activities for that day.
Independent Writing and Conferring	30-minutes	Students are expected to be writing or revising/editing, consulting with a peer, and/or conferencing with the teacher during this time.
Sharing	10-minutes	Students identify how they used what was taught during the mini-lesson in their own writing and what challenges arose. The teacher may discuss impressions gleaned during student conferencing. The students share their writing (it does not have to be a complete paper and may, in fact, only be initial ideas for writing) with the group or partner, while others provide praise and constructive feedback. Students discuss next steps in the writing assignment.

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2. Discuss What Works



Assignment

- Follow-up PLC on November 20, 2017 for The Writing Process Webinar

Instructional Application:

1. Use examples and non-examples to help get students ready for writing.
2. Define/clarify the writing process. Make it visual!
3. Review materials used for writing. Are they clear and aligned with instructional focus? Do they help differentiate the steps in the writing process? How do they visually provide scaffolding?
4. Have fun teaching writing!



Discuss What Works

- Please type and submit a short description of something you tried that worked well.



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3. Ask and Answer Questions



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Discuss Questions You Still Have

- If you have any questions, or tried something that didn't work as well, please type and submit your question or a short description of something you tried that didn't work as well.



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Instructional Mantra

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-Anita Archer



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Hope to See you Soon

The Writing Toolkit for Students who are Deaf or Hard
of Hearing:

Micro-level Writing

Webinar – Tuesday, December 19

PLC – Tuesday, January 23

THANK
YOU

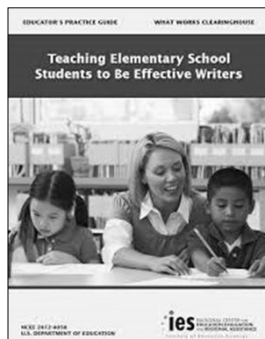


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From the Bookshelf: Research-based Practice Guides

- K-6: Teaching Elementary School Students to be Effective Writers (IES Educators Practice Guide, June 2012)

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17>



- 6-12: Teaching Secondary Students to Write Effectively (IES Educators Practice Guide, November 2016)

http://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_secondary_writing_110116.pdf



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From the Bookshelf: Resources to Explicitly Teach the Writing Process

Step Up to Writing

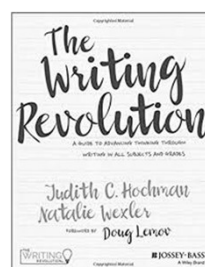
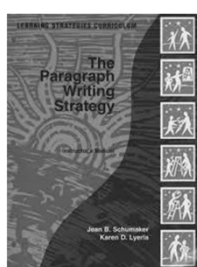
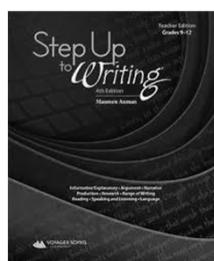
<http://www.voyagersopris.com/curriculum/subject/literacy/step-up-to-writing-fourth-edition/overview>

Paragraph Writing Strategy

<http://sim.kucrl.org/products/details/paragraph-writing-strategy>

Hochman Method – “The Writing Revolution”

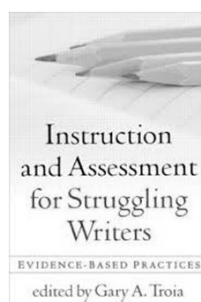
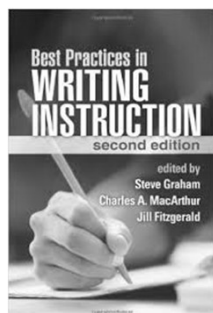
<http://www.thewritingrevolution.org/method/hochman-method/>



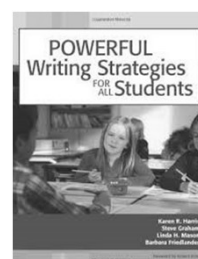
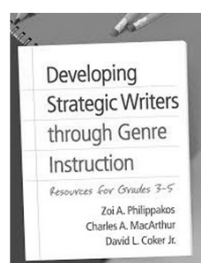
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From the Bookshelf: Research-based Resources on Writing

Discusses research and best practice



Provides research-based classroom application



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From the Bookshelf: Writers Discuss the Writing Process



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References

- Buss, K., & Karnowski, L. (2002). *Reading and writing nonfiction texts*. Newark, DE: International Reading Association.
- Englert, C. S., Raphael, T. E., Fear, K. L., & Anderson, L. M. (1988). Students' metacognitive knowledge about how to write informal texts. *Learning Disability Quarterly*, 11, 18-46.
- Graham, S., Bollinger, A., Olson, C. B., D'Aoust, C., MacArthur, C., McCutchen, D., Olinghouse, N. (2012). *Teaching Elementary School Students to be Effective Writers: IES Practice Guide*. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences.
- Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore: Brookes.

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References

- Graham, S., McArthur, C. A., & Fitzgerald, J. (Eds.) (2013). *Best practices in writing instruction*. New York: Guilford Press.
- Harris, K. R., & Graham, S. (1996). *Making the writing progress work: Strategies for composition and self-regulation*. Cambridge, MA: Brookline.
- Harris, K. R., & Graham, S. (2008). *POWERFUL writing strategies for all students*. Baltimore: Paul H. Brookes.
- MacArthur, C. A., Graham, S., Fitzgerald, J. (Eds.) (2006). *Handbook of writing research*. New York: Guilford Press.
- Troia, G. A. (Eds.) (2009). *Instruction and assessment for struggling writers: Evidence-based practices*. New York: Guilford Press.



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Websites for Writing

- ELA/Literacy Scoring Rubrics
 - <http://www.parcconline.org/ela-literacy-test-documents>
- Explicit Instruction with Anita Archer: Demonstration of summary frame with 1st graders
 - <http://explicitinstruction.org/video-elementary/elementary-video-6/>
- FCRR (Florida Center of Reading Research) Expository Text structure
 - <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>
- Instructional Strategies Online: Graphic Organizers
 - <http://olc.spsd.sk.ca/DE/PD/instr/strats/graphicorganizers/index.html>
- Iris Center for Improving Student Writing Performance
 - <http://iris.peabody.vanderbilt.edu/module/pow/>
- PaTTAN: videos, resources
 - <http://www.pattan.net/category/Educational%20Initiatives/Reading>



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Websites for Writing

- Project Write
 - <http://kc.vanderbilt.edu/projectwrite/>
- Performance Task Writing Rubrics
 - <http://www.smarterbalanced.org/practice-test/>
- West Virginia Department of Education
 - <https://wvde.state.wv.us/strategybank/GraphicOrganizersforWriting.html>
- Write Away! A Student Guide to the Writing Process
 - <http://cuip.uchicago.edu/~mmanning/2001/graphicorganizers.htm>
- Write Design Online: Graphic Organizers
 - <http://www.writedesignonline.com/organizers/>



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