pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

Welcome
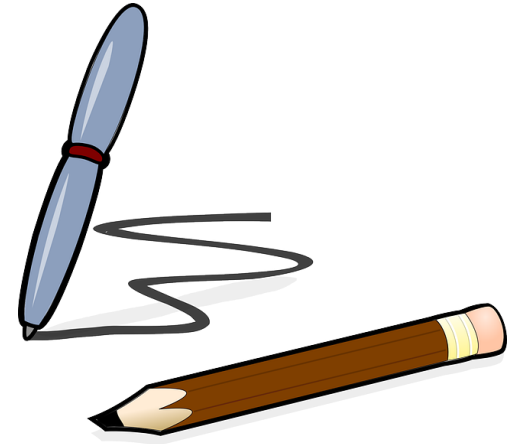The PLC will begin shortly. For Live Captioning please go to:

https://recapd.com/w-777c6f

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

Writing Strategies
PLC Guide

May 17, 2018

Agenda

1. Review "Big Ideas"

2. Discuss What Works

3. Ask and Answer Questions (and Problem Solve Potential Challenges)

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1. Review "Big Ideas"

What is a Strategy?

A strategy is a set of operations or actions that a person consciously undertakes to accomplish a goal.

Good Writers Use Strategies!

- The ultimate goal of strategy development is for students to **deliberately** and **independently** activate taught strategies when writing.

- Over time, strategies for planning, writing, editing, and revising, will, in essence, become the "invisible knowledge" that students carry in their heads while engaging in writing tasks.

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For example. . .

I'm going to teach you a "trick" that will help you with your writing. You will learn a strategy, or trick, that good writers use for. . .

Writing Strategies

Self-**R**egulated	**S**trategy **D**evelopment

(SRSD)

(See research by Graham, Harris, Troia, De la Pez)

Self-Regulated Strategy Development (SRSD)

The following develop in tandem:

- Powerful writing strategies and critical strategies for self-regulation of the writing process
- Self-efficacy for writing, motivation, and adaptive attributions

Strategies for Self-Regulation

- Self-monitoring Checklists
- Self-statement Charts
- Reward Statement Charts
- Goal Setting (i.e., visualizing)

Strategies for Writing

Task Specific

- Planning and Organizing
- Writing
- Editing
- Revising

AND

Genre

- Narrative
- Informational / Explanatory
- Opinion / Argumentative
OR
- Any Genre

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Critical Instructional Features

- Explicit and systematic instruction
  - 6 recursive steps for teaching writing strategies
- Highly prompted materials
- Visual scaffolds and graphic organizers
- Strategies that outline specific steps (e.g., Step 1, Step 2, Step 3…)
- Mnemonics to help students remember the strategy

Student Outcomes

- What goals do I need to set and accomplish to write for this audience or purpose?

- What writing strategies do I know work well when writing for this audience or purpose?

- What do I know about this assignment that would help inform my strategy selection?

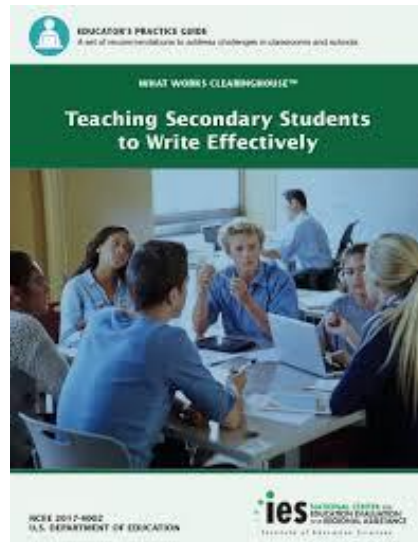- When do I use this strategy? When I am planning? Drafting? Revising?

(IES Practice Guide, *Teaching Secondary Students to Write Effectively, 2016)*

Resources to Consider

- Check out the free SRSD resources from Project Write: http://www.thinksrsd.com/free-materials/
  - "Think SRSD"

- See the SRSD Online Videos (search YouTube). For example: https://www.youtube.com/watch?v=SkdJYqezAOs
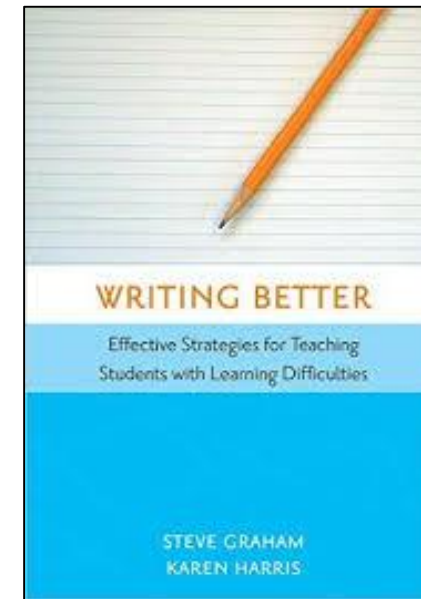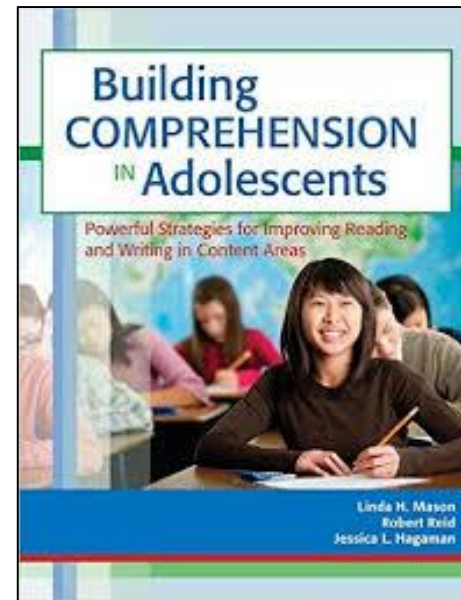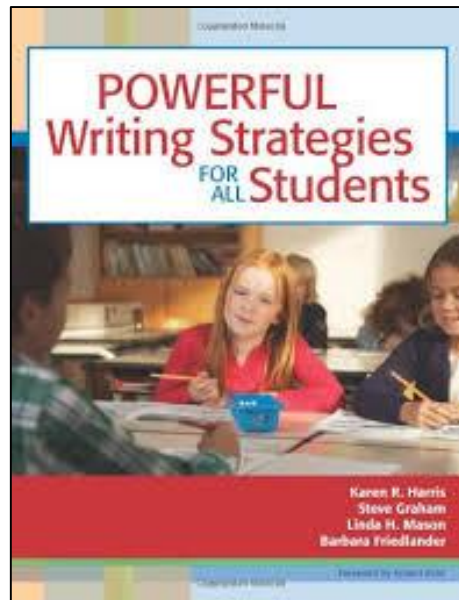
More Resources to Consider

Teaching Secondary Students to Write Effectively - 6-12 (IES Educators Practice Guide, November 2016, see pages 9-14)

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

Even More Resources to Consider

POWERFUL Writing Strategies FOR ALL Students

Karen R. Harris
Steve Graham
Linda H. Mason
Barbara Friedlander

Building COMPREHENSION IN Adolescents

Powerful Strategies for Improving Reading and Writing in Content Areas

Linda H. Mason
Robert Reid
Jessica L. Hagaman

WRITING BETTER

Effective Strategies for Teaching Students with Learning Difficulties

STEVE GRAHAM
KAREN HARRIS

Next Steps

Instructional Application:

1. Select and explicitly teach a writing strategy in an area of student writing need.

2. Promote student self-regulation, self-efficacy, and a growth-based mindset during the writing process.

3. Celebrate your success with writing instruction!

2. Discuss What Works

Discuss What Works

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

3. Ask and Answer Questions

Discuss Questions You Still Have

- If you have any other questions, please type and submit your questions.

- Some questions, I'll address:
  - How do you teach students not to copy (or plagiarize)?
  - When teaching informational and opinion writing, how to you help students differentiate between **examples** and **reasons**?
  - When students have very concrete thinking, and they have a hard time stepping outside of their concrete thinking, how to help them state what THEY think or feel?

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Other Questions?

Thank you for participating in this webinar series!

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Commonwealth of Pennsylvania

Tom Wolf, Governor