

**Effective Writing Practices for the Core:
Best Practices in the Writing Process**

Macro-Level Writing Instruction in Grades 3-12

Harrisburg, PA
January 10, 2017
(Day 1)

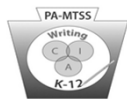
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Lana Edwards Santoro, Ph.D.
Educational Consultant, Education Associates
Research Specialist, University of Connecticut
Lana@LanaSantoro.com



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Acknowledgments



Multi-Tiered System of Supports (MTSS) for "WRITING"

Special appreciation is extended to each of the following committee members who made significant contributions to the development of the MTSS WRITING training and technical assistance materials, in an effort to support dedicated educators across the Commonwealth in the advancement of systems, grade and student level writing outcomes.

Karen Brady, Dr. Wendy Farone, Dr. Cindy Goldsworthy, Marianne Dudek, Deb Fulton, Mary Beth Glover, Dr. Jennifer Lillenstein, Nichole Kopco, Dr. Joseph Kovaleski, Dr. Tim Runge, Ana Sainz de la Pena, Dr. Lana Edwards Santoro, and William Van Cleave

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Agenda

January 10 (Day 1)

1. Review What the Research Says is Effective Core Writing for Grades 6-12
2. Optimize the Relationship Between Language and Writing
3. Build Fluency
4. Define the Writing Process
5. Explicitly Teach the Writing Process
6. Frame Genre-Specific Writing
7. Pull it All Together

Writing
Process

January 11 (Day 2)

1. Review the Big Ideas in Macro-level Writing
2. Teach Discipline-specific Writing
3. Use Writing to Learn
4. Incorporate Writing Strategies into Instruction
5. Pull it All Together



Writing to
Learn

January 12 (Day 3)

- Train the Trainers (ToT)

*Follow-up ToT Webinar:
March 2nd*

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Materials

1. PowerPoint Slides/Handout
2. Activity Booklet
3. Writing Scope and Sequence
4. Writing Next Report

Writing Scope and Sequence



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Agenda

Day 1

1. Review What the Research Says is Effective Core Writing for Grades 6-12
2. Optimize the Relationship Between Language and Writing
3. Build Fluency
4. Define the Writing Process
5. Explicitly Teach the Writing Process
6. Frame Genre-Specific Writing
7. Pull it All Together
 - Scheduling
 - Summative Checklist and Writing Plan



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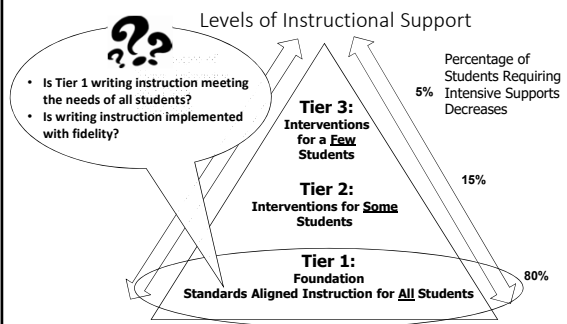
Outcomes

Day 1

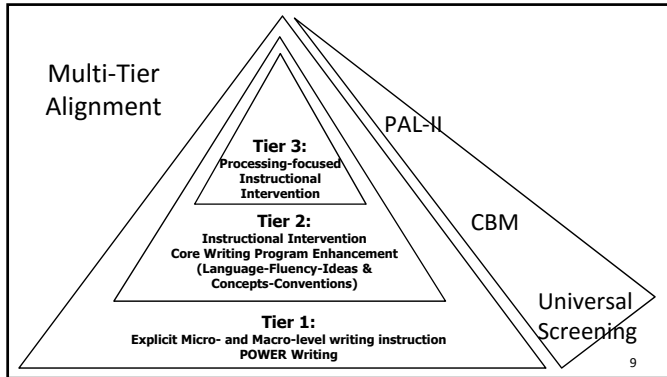
- Identify the “Big Ideas” of Macro-level Writing
- Identify the components of the writing process and establish consistent application of the writing process in practice
- Use explicit instruction to teach all components of the writing process
- Apply the writing process to genre-specific writing instruction and create a Planning Template for narrative, informational/explanatory, and/or opinion/argumentative writing
- Schedule writing instruction effectively within literacy instruction and across content areas
- Conduct a summative reflection of writing practices and identify an action step for classroom practice

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Levels of Instructional Support



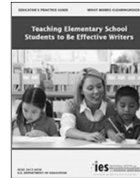
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What Does the Research Say?

- 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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What Does the Research Say?

IES K-6 Recommendations:

- Provide daily time for students to write
- Teach students to understand and use the writing process for a variety of purposes
- Teach students to become fluent with handwriting, sentence construction, typing, and word processing
- Create an engaged community of writings

IES 6-12 Recommendations:

- Effectively teach appropriate writing strategies using a Model-Practice-Reflect Instructional Cycle
 - Explicitly teach appropriate writing strategies
 - Use a Model-Practice-Reflect instructional cycle to teach writing strategies
- Integrate writing and reading to emphasize key writing features
- Use assessments of student writing to inform instruction

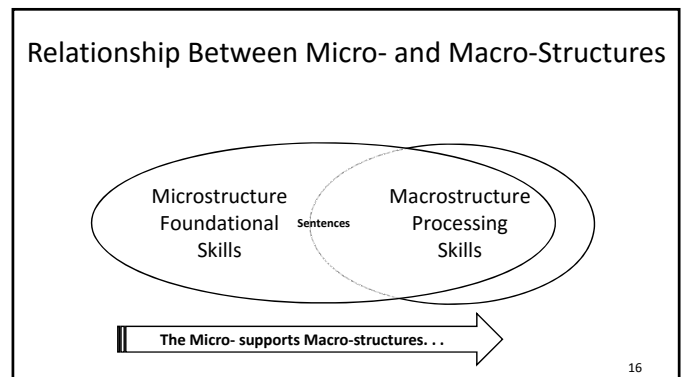
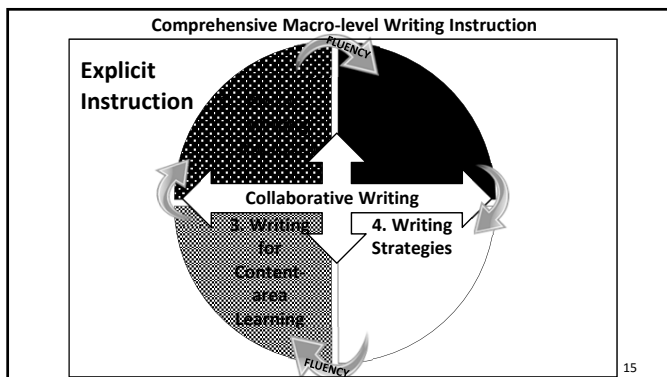
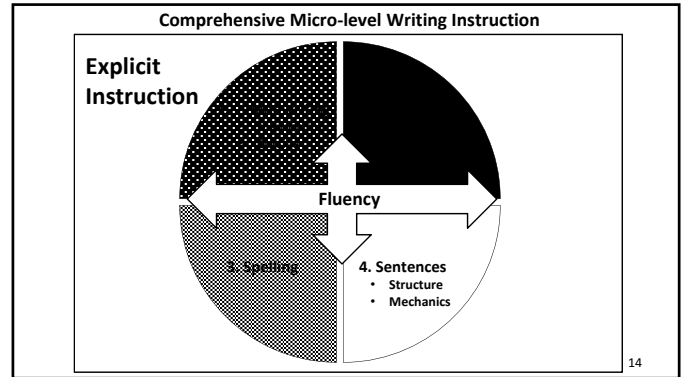
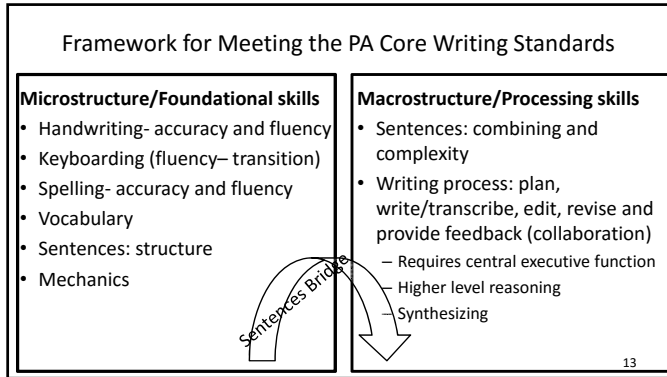
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What Does the Research Say?

- 4-12: Writing Next - Effective Strategies to Improve Writing of Adolescents in Middle and High Schools (Carnegie Corporation, 2007)



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Break Out:
Activity #1 (pages 5-8)



Let's Get Writing!

Use the materials in your Activity Booklet to write an essay for your writing journal on the topic of **"Favorite Vacation Spot."** You'll have a few minutes to discuss, plan, and write!

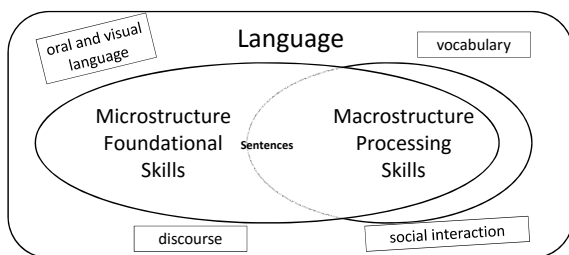
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Optimizing the Relationship Between
Language and Writing



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Relationship Between Language and the Writing Process



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Why Language Matters?

1. Language is the foundation of literacy.
2. Language builds vocabulary, background knowledge and contextual understanding.
3. Language communicates and requires discourse knowledge.
4. Language is social; therefore, writing is also a social process.

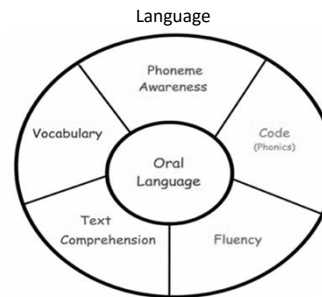
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1. Language is the Foundation of Literacy

- Language is a predictor of later reading and writing ability (Catts, Fey, Tomblin, & Zhang, 2002).
- Children who develop strong oral language skills (*in their native language*) during the preschool years create an important foundation for their later achievements in reading and writing, especially reading and writing comprehension (Storch & Whitehurst, 2002).

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Language is the Foundation of Literacy



Seven functions:

1. Instrumental - to satisfy needs and wants.
2. Regulatory - to control others
3. Interactional - to create interactions
4. Personal - to express thoughts and opinions
5. Imaginative - to create imaginative worlds
6. Heuristic - to seek information
7. Informative - to communicate information



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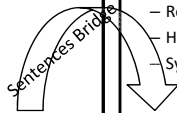
What Does this Mean for Writing?

Microstructure/Foundational skills

- Handwriting- accuracy and fluency
- Keyboarding (fluency- transition)
- Spelling- accuracy and fluency
- Vocabulary
- 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



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2. Language Builds Vocabulary, Background Knowledge and Contextual Understanding

“Words are not just words. They are the nexus – the interface – between communication and thought.”

– Marilyn J. Adams

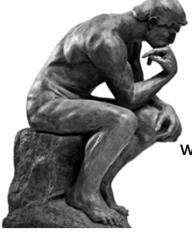

- Language and our knowledge of words determines how we understand texts, define ourselves for others, and define the way we see the world (Bloom, 2001; Pinker, 2007).
- Language and word knowledge builds our thinking (Block, Gambrell, & Pressley, 2002; Block & Pressley, 2002; RAND Study Group, 2002).

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The stuff of thought.
Language as a window into
human nature.

Words and Worlds

words and reality
words and culture
words and community
words and social relations
words and emotions
words and thoughts

(Pinker, 2007)
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“The inability to correctly perceive reality is often responsible for humans’ insane behavior. And every time they substitute an all-purpose, sloppy slang word for the words that would accurately describe an emotion or situation, it lowers their reality orientation, pushes them further from shore, out into foggy waters of alienation and confusion.”

-Tom Robbins, *Skinny Legs and All*

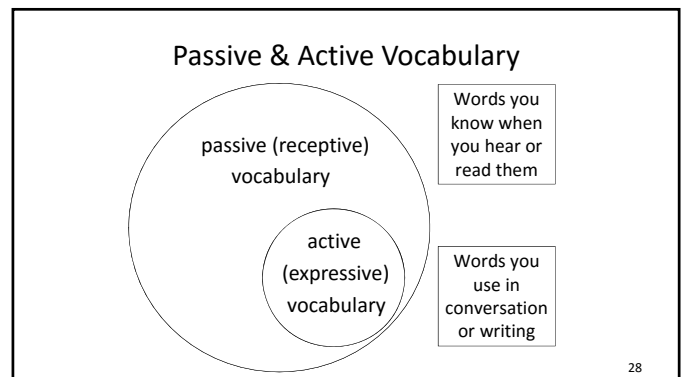
(Bennet, 2014)
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Leafy?!?

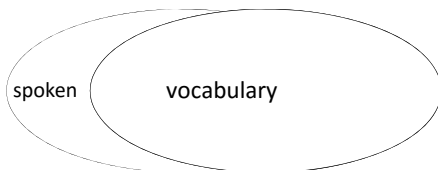
- I dig that dessert, it’s so leafy!
- I love how leafy this restaurant is. . .
- The wine is quite leafy, don’t you think?
- We’re having such a leafy time.
- I just wish the waiter wasn’t so leafy.



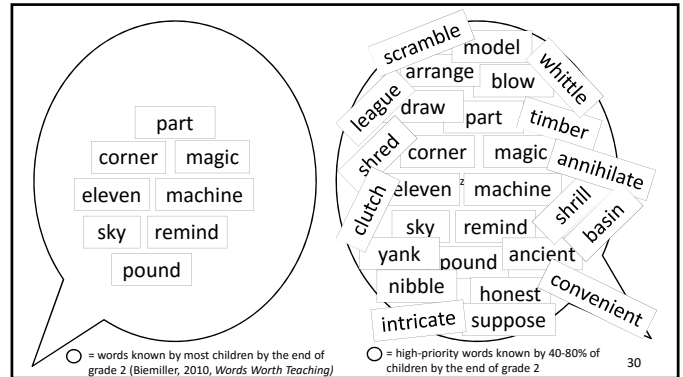
(Bennet, 2014)
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Vocabulary for Writing & Speaking



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For example. . .

Word Bank #1

- agent
- cheap
- neutralize
- stress
- contraption

Word Bank #2

- cat
- mat
- mad
- fan
- Sam

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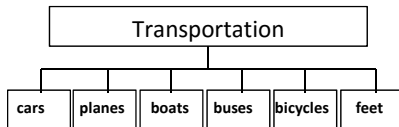
What Does this Mean for Writing?

Teach vocabulary explicitly and require students to use words!

- Both definitional and contextual knowledge.
- The identification and use of morphological patterns (Greek and Latin roots, base words, and frequently used affixes).
- Multiple exposures in words in varieties and authentic contexts.
- Exposure to words in meaningful groups to examine similarities and differences and to build lexical networks.
- Specific strategies and activities for acquiring new vocabulary, such as semantic mapping/webbing, semantic feature analysis, thinking trees, concept ladders, and focus questions.

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Sample Thinking Tree



(Kirby & Kuykendall, 1985; Nagy, 2004)

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Sample Concept Ladder

Concept: _____
 Causes of: _____
 Effects of: _____
 Language associated with: _____
 Word that mean the same as: _____
 Historical examples: _____
 Contemporary examples: _____
 Evidence of: _____
 Literature connections made: _____

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Sample Focus Questions

• Naming Words - Nouns

Person: <ul style="list-style-type: none"> What does the person do? What is the person's job? Where does the person work? Where does the person live? What are some interesting things about the person? 	Animal: <ul style="list-style-type: none"> -What types of animal is a _____? -What does it look like? -What does it eat? -Where does it live? -How does it survive?
Place: <ul style="list-style-type: none"> What does it look like? What do you do there? Where is it? What are the people like? 	Thing: <ul style="list-style-type: none"> What does it look like? What does it feel like? What does it taste like? What do you do with it? Where do you find it?
Idea (e.g., hesitation, confidence): <ul style="list-style-type: none"> How does it feel? What happens when you have _____? 	

Think...
"Writer's
Notebook"



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Naming Words

Naming Words

Naming Words

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Word Categories		
<u>Action Words</u>	<u>Action Words</u>	<u>Action Words</u>

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Word Categories		
<u>Describing Words</u>	<u>Describing Words</u>	<u>Describing Words</u>

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Other Word Categories for Lists	
<ul style="list-style-type: none"> • Animals • Clothes • Color • Food • Groups of People • or Animals • How People Feel • How Something Feels • How things Look • Noises and Sounds • People • People's Actions 	<ul style="list-style-type: none"> • People's Appearance • Places for People, Animals, and Things • Places People Live • Rooms and Furniture • Shapes • Sports and Games • Things We Use • Time • Transportation • Trouble and Safety • Weather • Your Body

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Break Out:	
<p>Activity #2 (pages 9-10)</p> <p>Let's connect deep vocabulary learning and generation-level processing to writing. . .</p> <ul style="list-style-type: none"> • For the purpose of this Activity, you have learned (and mastered) the following vocabulary words: pupa, larva, metamorphosis, insect, nymph, egg • Think about how an author might use these words, then sequence them in the order you think the author might use them in his/or writing. For example, which word will the author use first, second, etc.? • Talk with a partner and modify your list (if you want). 	

(Troia, 2015) 40

Break Out:

Activity #2 (pages 9-10)

Most **insects** completely change their size, shape, and color as they go through their life cycle. These changes are called **metamorphosis**. There are three basic kinds of life cycles in insects. Some have four phases (**egg-larva-pupa**-adult); others have three phases (egg-**nymph**-adult). The four-phase life cycle is usually called complete metamorphosis and the three-phase life cycle is called incomplete or simple metamorphosis. Some insects go through no metamorphosis at all. They hatch from their eggs looking like tiny versions of adults. They simply grow larger over time, shedding their outer skin as it becomes too tight to reveal a new, larger skin underneath.
(Sample from a High School Textbook)

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Break Out:

Activity #2 (pages 9-10)



- Compare your sequence with the sequence of words in the passage. What similarities and/or differences do you notice in how you sequenced your words compared to how the author sequenced his/her words? Why are the two sequences similar and/or different?
- How can you modify and/or expand the use of writing with this activity (while keeping the emphasis on vocabulary)? For example, what follow-up writing activity could be used to help students use the selected vocabulary words in their writing?

(Troia, 2015) 42

3. Language Communicates and Requires Discourse Knowledge

- Expressive language
- Background knowledge
- Vocabulary- depth and breadth
- Syntax
- Spatial/organizational skills
- Linguistic features
- Genre specific text structure



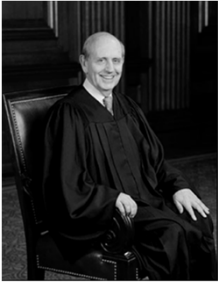
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What Does this Mean for Writing?

- **Language is action!**
- Students will write best from their own experience and interest when telling about things they know.
- Consider the importance of selecting writing prompts that help students communicate their understanding.
- When teaching students how to respond to a writing prompt, explicitly teach students how to connect to their background knowledge (...*what do you know?*) during the planning phase of the writing process.

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What Does this Mean for Writing?



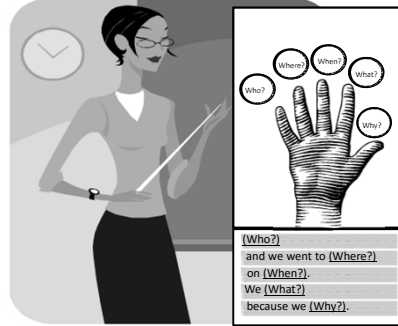
Justice Stephen Breyer

My name is _____.
I am from _____.



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TELLING/RETELLING: MODEL (I DO!)



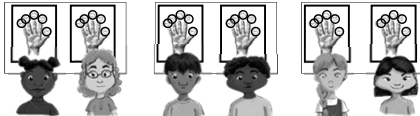
Research from:
Fien, Santoro, et al.
(2011.) See "Read
Aloud Small-Group
Curriculum."
<http://www.intensiveintervention.org/chart/instructional-intervention-tools>
<http://www.intensiveintervention.org/read-aloud-small-group-curriculum>

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TELLING/RETELLING: GUIDE (WE DO!)



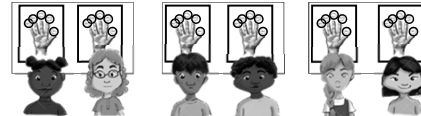
[Who?]
and we went to [Where?]
on [When?].
We [What?]
because we [Why?].



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TELLING/RETELLING: PRACTICE (YOU DO!)



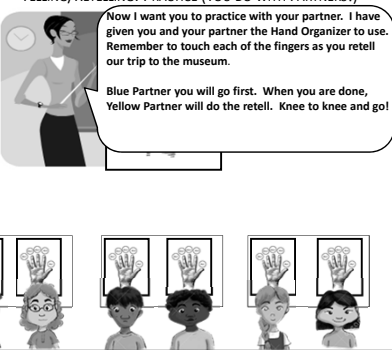
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TELLING/RETELLING: PRACTICE (YOU DO WITH PARTNERS!)

Now I want you to practice with your partner. I have given you and your partner the Hand Organizer to use. Remember to touch each of the fingers as you retell our trip to the museum.

Blue Partner you will go first. When you are done, Yellow Partner will do the retell. Kneel to knee and go!



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Giving Feedback

"Nice job. I like how you shared *where* you went on vacation."


- I Do \Rightarrow We Do \Rightarrow You Do

"Think about whether your partner said everything he or she was supposed to. If they included the *who*, *where*, *when*, *what*, AND *why*, tell them they did a good job. If your partner didn't share one or more of those things, you need to tell him or her they should do so the next time."

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Break Out:


- How can you incorporate the more structured use of "telling/retelling" into your writing routines?
- In other words, how can you help make the language-to-writing connection through "talk" (e.g., use of spoken English or ASL) prior to writing?



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4. Language is Social/Writing is Social

Writing is a social process for English language learners (ELLs), just as it is for any other writer. Teaching English language learners to be successful writers depends on the quality of the instructional process, practices, and classroom climate for learning.



Aida Walqui, Ph.D.
Understanding Language: Language and the Common Core State Standards

- <http://ell.stanford.edu/papers/language>

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English Language Learners

Recent research reveals emerging promising practices on how meaningful, standards-based writing instruction can be attained through four key principles:

- Writing can be taught earlier than once believed.
- Explicit instruction in writing mechanics and composition is necessary for writing success.
- Vocabulary and oral language development are an integral part of writing.
- Culturally responsive instruction includes topics, styles and cultural knowledge into the writing themes.

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What Does this Mean for Writing?

WIDA Performance Definitions Speaking and Writing, Grades K-12

WIDA

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce:

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Range
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, coherent, and coherent sentences of ideas 	<ul style="list-style-type: none"> A range of grammatical structures needed to produce and clearly convey use of concepts, including for effect A broad range of sentence patterns characteristic of academic content areas 	<ul style="list-style-type: none"> Individual and domain content area language Words and expressions with precise meaning related to content area topics
Level 4 Expanding	<ul style="list-style-type: none"> Short, repeated, and some complex sentences Organized sequence of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures and generally consistent use of conventions Language patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content area language Words and expressions with multiple meanings or various connotations and allusions across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some repeated sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Expansive grammatical structures with occasional omissions and emerging use of conventions Language patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions (including content-specific registers) Words or expressions related to content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Basic grammatical structures and mostly use of conventions Expansive phrase and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions (including common registers) Some and occasional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to express ideas 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., compound, RV, sentence, declarative) Basic sentence structures with common words and functional structures 	<ul style="list-style-type: none"> General content-related words Simple and occasional words and familiar expressions

...within instructional contexts for language use.

<https://www.wida.us/>

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6-8

By the end of each of the given levels of English language proficiency, English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts
WRITING	<ul style="list-style-type: none"> Producing labeled illustrations of content-related information Producing simple sentences in response to a prompt Representing words and phrases related to content in response (e.g., matching responses) 	<ul style="list-style-type: none"> Producing simple sentences in response to a prompt Representing words and phrases related to content in response (e.g., matching responses) 	<ul style="list-style-type: none"> Producing simple sentences in response to a prompt Representing words and phrases related to content in response (e.g., matching responses) 	<ul style="list-style-type: none"> Producing simple sentences in response to a prompt Representing words and phrases related to content in response (e.g., matching responses) 	<ul style="list-style-type: none"> Producing simple sentences in response to a prompt Representing words and phrases related to content in response (e.g., matching responses) 	<ul style="list-style-type: none"> Producing simple sentences in response to a prompt Representing words and phrases related to content in response (e.g., matching responses)

Target for Level 6, for which there is no ceiling

https://www.wida.us/standards/CAN_DOS/

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6-8

By the end of each of the given levels of English language proficiency, English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts 	<ul style="list-style-type: none"> Identifying explicit content in written texts or oral discourse Identifying main ideas in graphic, charts, and informational texts
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Target for Level 6, for which there is no ceiling

https://www.wida.us/standards/CAN_DOS/

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6-8 By the end of each of the given levels of English language proficiency, English language learners can...

	SLP Level 1 Entering	SLP Level 2 Emerging	SLP Level 3 Developing	SLP Level 4 Expanding	SLP Level 5 Bridging	SLP Level 6 Reaching
READING	Process arguments by <ul style="list-style-type: none"> Identifying words or phrases associated with topic-related issues Classifying new from like those presented 	Process arguments by <ul style="list-style-type: none"> Discussing facts from opinions in text Identifying features associated with common related ideas 	Process arguments by <ul style="list-style-type: none"> Identifying claims and the reasons for each claim Identifying opposing points of view 	Process arguments by <ul style="list-style-type: none"> Identifying evidence to support analysis of what was said (e.g., previous papers) Classifying pros and cons of claims and evidence presented within various texts 	Process arguments by <ul style="list-style-type: none"> Identifying evidence presented to support a claim Developing a stance in favor of or against claims presented within common related text 	Process arguments by <ul style="list-style-type: none"> Identifying specific evidence to support analysis of common issues Discussing opposing facts, reasoned judgments, and speculation in text
WRITING	Argue for <ul style="list-style-type: none"> Connecting words and phrases that represent opinions (e.g., "I think...") Making lines of topic chains with point 	Argue for <ul style="list-style-type: none"> Using opinions using evidence language related to common (e.g., "I agree. There is...") Connecting simple sentences to form common related ideas 	Argue for <ul style="list-style-type: none"> Substantiating opinions with common related examples and evidence Providing feedback to peers on language used for claims and evidence 	Argue for <ul style="list-style-type: none"> Crafting persuasive pieces (e.g., editorial) with a series of substantiated common related ideas Comparing topics with paragraphs and paragraphs 	Argue for <ul style="list-style-type: none"> Presenting opinions in persuasive ways to support backed by common related research Developing ideas using multiple sources 	Argue for <ul style="list-style-type: none"> Introducing claims and supporting claims along with their associated reasons and evidence Using words connecting sentences or paragraphs that support claims

* Sample for Level 4, for which there is no ceiling

* https://www.wida.us/standards/CAN_DO/

57

So... Why Does Language Matter?

- Language is the foundation of literacy.
 - Instruction must include both micro- and macro-level skills in writing.
- Language builds vocabulary, background knowledge, and contextual understanding.
 - Teach both vocabulary definitional knowledge and use.
- Language communicates and requires discourse knowledge.
 - Optimize the relationship between oral language and writing.
- Language is social; therefore, writing is also a social process.
 - Focus on what students can do!

58

"When one is highly alert to language, then nearly everything begs to be a poem."

James Tate

"What crazies we writers are, our heads full of language like buckets of minnows standing in the moonlight on the dock."

Hayden Carruth

"To me the greatest pleasure of writing is not what it's about, but the music the words make."

Truman Capote

What Writers Say About Language

59

Creating a Conceptual Framework for Comprehensive Macro-Level Writing Instruction



What Are the "Big Ideas" in Writing?

60

Writing Next



“Writing well is not just an option for young people –it is a necessity. . .This report offers a number of specific teaching techniques that research suggests will help 4th- to 12th-grade students in our nation’s schools. The report focuses on all students, not just those who display writing difficulties. . .”

61

Effect Sizes

- Effect sizes report the average difference between a type of instruction and the comparison condition. They indicate the strength of the effect.
- The following guidelines make these numbers more meaningful:
 - 0.20 = small or mild effect
 - 0.50 = medium or moderate effect
 - 0.80 = large or strong effect

62

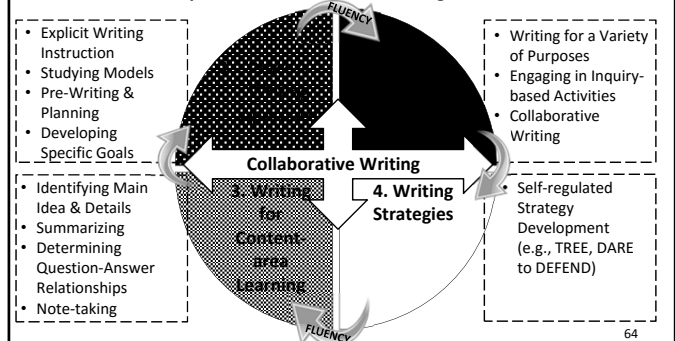
Break Out: Activity #3 (pages 11-12)



- Briefly scan the *Writing Next* report.
- After your scan, complete the K and W columns on the K-W-L-H + Chart in your Activity Booklet.
 - K: What do you think you know about evidence-based writing practices for students in grades 3-12?
 - W: What do you want to learn about evidence-based writing practices for students in grades 3-12?

63

Comprehensive Macro-level Writing Instruction



64

Break Out: Activity #4 (page 13)



- Review the Effective Elements to Improve Writing Achievement in Grades 4 to 12 on page 11 of the *Writing Next* report (also listed in your Activity Booklet). Compare the list to the conceptual framework provided to facilitate this presentation. Think about the conceptual organization and the sequence we'll be using to discuss the Effective Instructional Elements from this report.

65

Effective Core Writing Requires Instructional Dedication

- Writing involves the integration of several skills if written communication is going to be effective, and learning how to express ideas and communicate takes time.
- Therefore, **writing requires the consistency of dedicated time each school day.**

"Short writing often – Not just long writing seldom."
-Anita Archer

66

Writing Isn't the "Flip-Side" of Reading

- **There is no evidence to suggest that the best path to becoming an effective writer is through the improvement of reading skills alone.**
- Improvements in writing can't be explained simply by combining reading and writing together or by replacing one with the other.
- Therefore, students must receive instruction in both reading and writing so that writing development will be influenced by reading instruction and reading development will be influenced by writing instruction.

67

A Daily Schedule for Writing Must Specify. . .

1. When explicit writing instruction will occur,
2. When students will practice writing, and
3. How writing will be integrated across the curriculum.

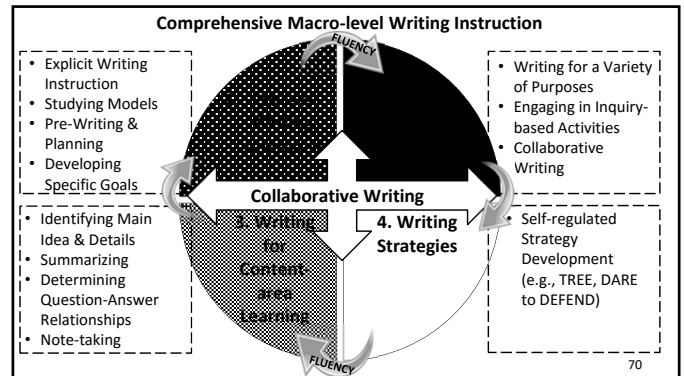


68

Building Fluency



69



Break Out: Activity #5 (pages 14-17)



Let's Get Writing!

Use the materials in your Activity Booklet to write an essay for your writing journal on the topic of **"School Lunches."** You'll have a few minutes to discuss, plan, and write!

71

Daily Writing



Level?

- Handwriting
- Keyboarding
- Spelling
- Vocabulary
- Sentences
- Paragraphs
- Multi-paragraphs

How?: 3-10 minutes

- Writing Warm-ups (Skill-based)
- Daily Writes
- Free Writing
- Journaling
- CBM Assessment (timed writing probe)*

**Set expectations appropriately.*

Daily Writes

- Write what you hear
 - Don't be concerned with grammar, punctuation, consistency, logic, fairness, eloquence. . .
- Listen to what you write
- Be ready to ask, "What do I mean by _____?"



(Metcalfe & Simon, 2002)

73

Break Out:



Read the passage from Natalie Goldberg's *Writing Down the Bones: Freeing the Writer Within* (2010) on the next slide.

- How can you use the ideas she expresses to implement a daily "Writer's Warm-up" as part of your classroom instructional routines?



74

Guidelines from Natalie Goldberg:

The basic unit of writing practice is the timed exercise. You may time yourself for ten minutes, twenty minutes, or an hour. It's up to you. At the beginning you may want to start small and after a week increase your time. It doesn't matter. What does matter is that whatever amount of time you choose for that session, you must commit yourself to it and for that full period:

1. Keep your hand moving. (Don't pause to reread the line you have just written. That's stalling and trying to get control of what you're saying.)
2. Don't cross out. (That is editing as you write. Even if you write something you didn't mean to write, leave it.)
3. Don't worry about spelling, punctuation, grammar. (Don't even care about staying within the margins and lines of the paper.)
4. Lose control.
5. Don't think. Don't get logical.
6. Go for the jugular. (If something comes up in your writing that is scary or naked, dive right into it. It probably has lots of energy.)

These are the rules. . . First thoughts have tremendous energy.

75

Comprehensive Macro-level Writing Instruction

"Writing is not a McDonald's Hamburger." -Natalie Goldberg

Writing is not . . .

- fast food.
- achievement-centered.

Writing is . . .

- continuous practice.
- a process.

76

Defining the Writing Process



77

Big Idea #1

- There are different ways to frame the stages of writing process.
- **The bottom line:** Explicitly teach a structured, sequential, and cumulative approach to writing that includes planning/pre-writing, drafting/outlining, revision, and publishing (when appropriate).



78

Defining the Writing Process

- **Getting Ready**
 - Critical features
 - Present examples and non-examples
 - Telling/Retelling
 - **Pre-writing**
- **POWER**
 - Plan
 - Organize
 - Write
 - Edit/Revise
 - Rewrite
- **Publish**

Writing Process

(POWER Writing Strategy: Englert et al., 1988, 1991, 1992)

79

Defining the Writing Process

- **Pre-writing**
- **Drafting/Outlining**
- **Revision**
- **Publishing (optional stage)**

80

Defining the Writing Process

- **Pre-writing**
- **Rough Draft**
- **Revising**
- **Editing**
- **Final Copy**
- **Publishing (optional stage)**

81

Break Out: Activity #6 (pages 18-21)



Review the POWER strategy and examples of the stages of the Writing Process included with this Break Out Activity (Example 1 – page 10; Example 2 – page 11; Example 3 – page 12).

- How will you define the stages of writing for your students?
What steps will you teach in the writing process?
- How will you visually display the stages of the writing process in your classroom?

82

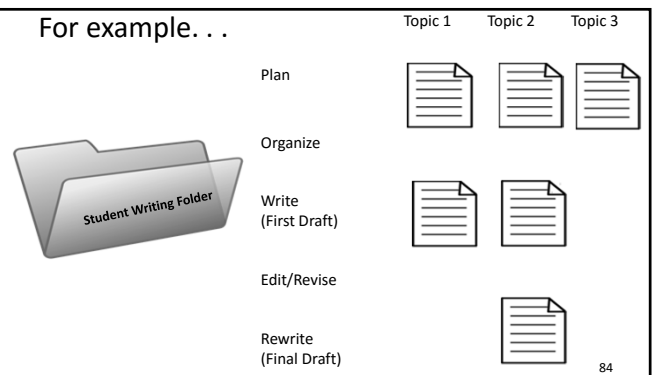
Big Idea #2

- When teaching the writing process, all phases must be explicitly taught, **but** not all writing samples need to be developed through each phase of the writing process.



83

For example. . .



84

Big Idea #3

- When using graphic organizers to teach the writing process, don't overuse graphic organizers! Keep materials focused, streamlined, and aligned with the purpose of instruction.
- In other words, *use a couple of graphic organizers purposefully and strategically.*



85

Getting Ready + **POWER** Strategy

Plan, Organize, Write, Edit/Revise, Rewrite

- Designed to make the writing process visible to students.
- Provides a structural framework for carrying out the thinking and organizational processes involved in each phase of writing.
- Helps frame the “self-talk” used by writers.

(e.g., Englert, Raphael, Anderson, Anthony, Fear, & Gregg, 1988)

86

Effective Writing Instruction

- Getting Ready
 - Critical features
 - Present examples and non-examples
 - Pre-writing & retelling
- POWER

– <u>P</u> lan	<div style="border: 1px solid black; width: 40px; height: 15px; display: inline-block;"></div>	Think Sheet
– <u>O</u> rganize	<div style="border: 1px solid black; width: 40px; height: 15px; display: inline-block;"></div>	Draft Paper
– <u>W</u> rite	<div style="border: 1px solid black; width: 40px; height: 15px; display: inline-block;"></div>	Edit/Revise Sheet
– <u>E</u> dit/Revise	<div style="border: 1px solid black; width: 40px; height: 15px; display: inline-block;"></div>	Final Paper
– <u>R</u> ewrite	<div style="border: 1px solid black; width: 40px; height: 15px; display: inline-block;"></div>	Special Formatting
- Publish

87

Use Think Sheets and Edit/Revise Sheets

- Think sheets and edit/revise sheets are. . .
 - Graphic aids.
 - Prompted note-taking tools that help remind students of the thinking strategies and dialogue that good writers use.

These tools will look different depending on instructional purpose and grade level.

88

Sample Think Sheets

Topic:

Main Idea:

Detail:

Detail:

Main Idea:

Detail:

Detail:

89

Sample Think Sheets

Topic Sentence:

Key Idea:

Key Idea:

Key Idea:

Conclusion:

Topic Sentence:

Key Idea:

Detail:

Key Idea:

Detail:

Conclusion:

Sample Think Sheets

Looking at Both Sides of an Issue

NO	Question	YES
	<div>REASONS</div>	
	Conclusion	

91

Sample Think Sheets

Figure 3. Highly Prompted Note Sheet

? Story Note Sheet ?

Setting - where and when the story took place.

Main Character (protagonist) - the person or persons whom the problem/conflict revolves around.

Character Clues - appearance, actions, dialogue, comments of others, thoughts.

Problem/Conflicts

Attempts - how the characters try to solve the problem.

Resolution - how the problem gets solved or does not get solved.

Figure 4. Prompted Writing Sheet

Story Grammar Components

Setting	Problem	Conclusion
Main Character	Attempts	Theme
Character Clues	Resolution	

(Dickson, Chard, Simmons, 1993)

92

Sample Edit/Revise Sheets

Figure 5. Prompted Edit/Revise Checklist

✓ Check 1: Are major ideas included in my writing?		✓ CHECK BOX/OK	
	Self Check	Partner Check	
1. Setting	<input type="checkbox"/>	<input type="checkbox"/>	
2. Main Character	<input type="checkbox"/>	<input type="checkbox"/>	
3. Character Clues	<input type="checkbox"/>	<input type="checkbox"/>	
4. Problem/Conflict	<input type="checkbox"/>	<input type="checkbox"/>	
5. Attempts	<input type="checkbox"/>	<input type="checkbox"/>	
6. Resolution	<input type="checkbox"/>	<input type="checkbox"/>	
7. Conclusion	<input type="checkbox"/>	<input type="checkbox"/>	
8. Theme (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	

✓ Check 2: Order-Organization Does Order make sense? Self Check: ✓ CHECK BOX/OK if organization is not OK, put a (?) next to the rough draft where order does not make sense.	✓ Check 3: Grammar, punctuation, spelling and teacher's choice. Self Check: ✓ CHECK if everything is OK if not OK, circle things in the rough draft that you need to change.
--	--

Revise - How can I improve my paper? You and your partner decide the parts you need to change and fix below.

(Dickson, Chard, Simmons, 1993)

93

Sample Edit/Revise Sheets

Story Writing Check List

Does the story include all the parts? Yes or Fix

Main Character Yes Fix

What Happened-First Yes Fix

What Happened-Next Yes Fix

What Happened-End Yes Fix

Does each sentence go with the story? Yes Fix

Are the sentences in order? Yes Fix

Does the writing show "personality"? Yes Fix

Does each sentence begin with a capital? Yes Fix

Does each sentence end with an endmark? Yes Fix

Story Writing Check List

Does the story include all of the parts of a good story?

Author	You	Partner or Teacher
Main Character	Yes	Fix
Character Clues	Yes	Fix
What Happened-First	Yes	Fix
What Happened-Next (Middle)	Yes	Fix
What Happened-End	Yes	Fix
Does each sentence name something and tell more?	Yes	Fix
Does each sentence go with the story?	Yes	Fix
Are the sentences in the right order?	Yes	Fix
Does the writing show "personality"?	Yes	Fix
Editor		
Does each sentence begin with a capital?	Yes	Fix
Does each sentence end with an endmark?	Yes	Fix
Are words spelled correctly?	Yes	Fix
Is the writing neat?	Yes	Fix

Something you like:

Something to make the story better:

94

Sample Edit/Revise Sheets

Rubric-Summary	Student Rating	Teacher Rating
1. Did the author state the topic and the main idea in the first sentence?	Yes Fix up	Yes No
1. Did the author focus on the important details?	Yes Fix up	Yes No
1. Did the author combine details in some of the sentences?	Yes Fix up	Yes No
1. Is the summary easy to understand?	Yes Fix up	Yes No
1. Did the author correctly spell words, particularly the words found in the article?	Yes Fix up	Yes No
1. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	Yes Fix up	Yes No
1. Did the author use punctuation including a period at the end of each sentence?	Yes Fix up	Yes No

95

Materials Alignment

- Align materials with purpose of instruction, critical writing features, and instructional language.
 - Examples and Non-Examples
 - Think Sheets (for planning and organizing)
 - Revision Sheets (for editing and proofreading)
 - Focused on content and structure
 - Assessment and Scoring Rubrics
 - Analytic (e.g., PA Writing Rubric)
 - Primary Trait (Rubrics specific to genre and critical features)

96

Break Out: Activity #7 (page 22)



Conduct an audit of the materials you use for writing instruction.

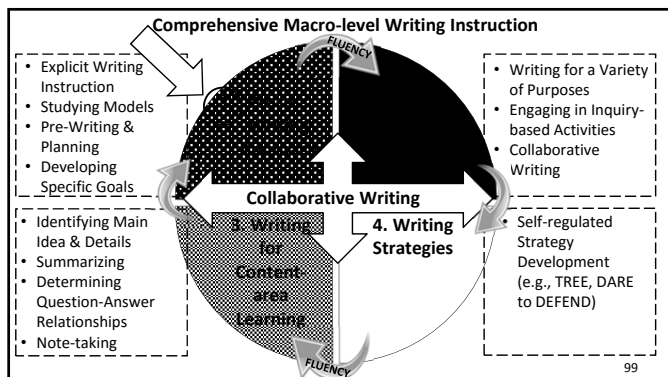
- What materials are you currently using? Describe Think Sheets and Edit/Revise Sheets.
- How can you improve the alignment of your materials? Consider aligning your materials to the Writing Scope and Sequence, your instructional language, scoring rubrics, etc.)
- How can you coordinate the use of writing materials within and across grades?

97

Explicitly Teaching the Writing Process



98



Break Out: Activity #8 (pages 23-26)



- Participants will be assigned to one of four expert groups. Each group will be assigned one of the effective instructional elements from the *Writing Next* report to study in more detail. Groups will complete a Proposition/Support frame to help summarize their review.
 - Group #1: Studying Models (WN, page 20)
 - Group #2: Pre-Writing (WN, page 18)
 - Group #3: Specific Product Goals (WN, page 17)
 - Group #4: Process Writing Approach (WN, pages 19-20)

100

Let's examine a few research-based instructional strategies for teaching the writing process. . .

- Studying Models
 - Pre-writing
 - Developing Specific Goals
 - Explicitly Teaching the Writing Process (Plan-Organize-Write-Edit-Revise)
- Getting Ready**

101

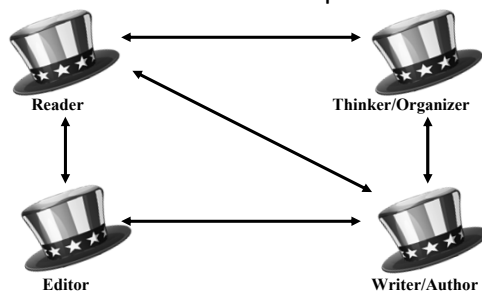
Big Idea #4

- Having students write and telling students to write is not explicit writing instruction.
- To prepare for explicit instruction, be ready to demonstrate writing. Writing live in the classroom requires practice and preparation.



102

Writers Wear Multiple Hats



103

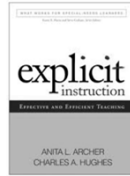
What Challenges Do Students Have with the Writing Process?

- **Students don't know what written compositions should "look like."** Therefore, student writing is often short, poorly organized, and weak in overall quality.
- **Students have difficulty executing and regulating the processes involved in writing,** especially planning and revising.
- **Students don't know what content to include in their compositions.** Therefore, student writing can often contain irrelevant, unfocused information.
- **Students are not fluent with micro skills (e.g., handwriting, spelling, mechanics).** Therefore, the process of composition is slow and laborious. Students may also make mechanical and grammatical errors that render texts less readable.

104

How Do We Address Student Challenges? ...Explicit Instruction!

- A structured, systematic, and effective methodology for teaching academic skills
 - Unambiguous and direct approach
 - A series of supports or scaffolds
 - Instruction is made of clear statements about the purpose and rationale for learning a new skill
 - Clear explanations and demonstrations of the instructional target
 - Practice with feedback until independent mastery
- (Archer & Hughes, 2011)



105

Explicit Instruction

- I Do!
–Model/Demonstrate
- We Do!
–Lead/Guide
- You Do!
–Independent Application

106



- **Getting Ready**
 - Critical features
 - Present examples and non-examples
 - Pre-writing
 - Telling/Retelling
 - Goal Setting
- **POWER**
 - Plan
 - Organize
 - Write
 - Edit/Revise
 - Rewrite
- **Publish**

107

Getting Ready

- Highlight critical features.
- Explicitly teach and guide students to identify and apply critical features.
- Present examples/non-examples.
- Highlight key vocabulary/phrases to help students learn what a specific genre “sounds like.”
- Pre-writing and idea generation
- Telling/Retelling

108

Getting Ready: Critical Features

109

Critical Features: Informative/Explanatory ("Fact") Writing

- 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.

110

Critical Features

- | | | |
|--|-------|----|
| • Does it have more than one sentence? | • YES | NO |
| • Does the first sentence tell the topic? | • YES | NO |
| • Are all the other sentences about the topic? | • YES | NO |
| • Do the sentences tell about facts, not opinions? | • YES | NO |
| • Does it have the most important information? | • YES | NO |

111

- # Getting Ready:
- Studying Models
 - Examples and Non-Examples

Look for Critical Features and “Sameness” Across Touchstone Sources or Mentor Texts

- Information writing informs and tells facts.
 - *Bats* by Gail Gibbons
 - A book about how to make chocolate
 - A movie about different kinds of weather (rain, hurricanes, tornadoes)
 - Books about animals
 - Newspaper articles

113

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.

114

Non-Example

The only materials you need are fabric dye, rubber bands, and a white T-shirt. For the cost of only a few cents and an hour’s time, you can learn to tie-dye. Fabric painting is fun too, but you need a special kind of paint. When you tie-dye, you wrap a rubber band around part of the T-shirt and dip it in the dye. Every shirt turns out different. When you tie-dye, no one else will have a shirt just like yours.

115

Non-Example

One out of every ten kids is left-handed. Many years ago, kids were not allowed to eat and write with their left hand. But now parents and teachers let kids use the hand they feel more comfortable using. Kids who are right-handed throw the ball with their right hand. Kids that are left-handed are better than kids who are right handed.

116

Break Out – Your Choice: Activity #9 (page 27)



- Read the two sample passages in your Activity Booklet. What quality writing feature(s) can be highlighted if these passages are used as sample touchstone texts during writing instruction?

117

Break Out – Your Choice: Resources to Consider



There is a wealth of material on the internet; you must sift through it and determine what works for you and your students. Sometimes you might need to create your own models (or use writing samples from former students –with student permission or with names removed). Some sites that may be helpful for finding models include:

<http://www.ereadingworksheets.com/writing/persuasive-essay-topics/>

<http://homeworktips.about.com/od/essaywriting/a/100-Persuasive-Essay-Topics.htm>

<http://www.buzzle.com/articles/persuasive-essay-topics-for-5th-grade.html>

<http://www.writingprompts.net/persuasive/>

118

Getting Ready: Pre-Writing and Idea Generation

For example. . .

List generation!

- things that are bright
- places where you should whisper
- fruits/vegetables
- breakfast/lunch/dinner foods
- things that can/cannot fit in your pocket
- things that are cold/hot
- things that are shorter/taller than you
- things that make loud noises

- Places you'd like to visit on vacation
- Things to do in _____ (town/city)
- Insects/mammals/amphibians/reptiles
- Important inventions
- Characters in _____
- Modes of transportation
- Favorite video games
- Things to take camping/to the beach
- People you admire
- Favorite restaurants
- Famous people (living/dead) you'd like to meet

(Van Cleave, 2015, wvced.edu, wvancleave@wvced.com)

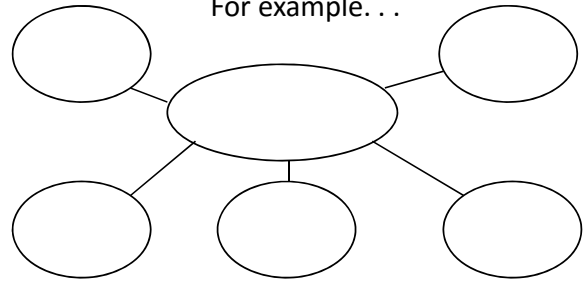
For example. . .

Word Bank!

sea turtle
reptile
swallow
species
migrate



For example. . .



122

K-W-L-H+

What We <u>K</u> now	What We <u>W</u> onder	What We <u>L</u> earned & Still Need to <u>L</u> earn	How We Know What We Learned & <u>H</u> ow to Learn More

Categories of Information:

- _____
- _____
- _____

Summary of What We Learned and Still Need to Learn:

Character Map

(1) Description:

(For example: What's the character's name? What does he/she look like? What style of clothes does he/she like to wear? Where does he/she live, work, play...?)

(2) Actions:

(For example: What does he/she like to do? What does he/she dislike doing? What challenges does he/she face?)

(3) Personality Traits:

(For example: What are the character's personality traits? List some describing words.)

124

Break Out: Activity #10 (pages 28-29)



- We're going to develop a character for a story!

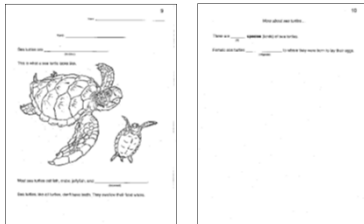
- How does this pre-writing activity help get you ready to write a story?

125

Getting Ready: Telling/Retelling

126

Let's practice retelling before we write our summaries. . .



Santorio, L. E., Howard, L., Baker, S. K., Fien, H., Chard, D. (2015). *Read Aloud!: Developing narrative and scientific literacy – whole group curriculum*. Eugene, OR: Center on Teaching and Learning.
<https://dibels.uoregon.edu/market/movingup/readaloud>

128

Getting Ready: Goal Setting

Developing Specific Goals

- Setting goals enhances attention, motivation, and effort and facilitates strategic behavior through the valuation of goal attainment. In other words, if a goal is sufficiently important, a student will do all that is necessary to attain it.
- For goals to have the most beneficial impact on writing behavior and performance, they should be challenging, proximal, concrete, and self-selected or collaborate established.



Troia, G. (2014). *Evidence-based practices for writing instruction* (Document No. IC-5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configuration/>

129

Sample Process Goals

- Complete a planning sheet/graphic organizer using words or short phrases before writing.
- Revise at least three times, once with a checklist, once with a peer, and once during a conference with a teacher before turning in the paper.
- Use the spell checker on the computer plus backward read aloud to correct spelling mistakes, followed by use of a peer editor.

130

Sample Product Goals

- Increase content score by two points → include 5 main ideas in an informational text with at least two supporting details for each main idea
- Increase word choice by two points → include at least 15 action helpers, descriptive words, or transition words per page
- Increase conventions score by one point → have no more than 3 errors per page on the final copy

131

General and Elaborative Goals for Writing a Persuasive Essay

General Goal:

- Take a position on the assigned topic and write a paper that persuades the reader that you are right.

Elaborated Goals:

- A statement that says why you believe .
- Two or three reasons that support your belief .
- Examples or supporting information for each reason.
- Two or three reasons why others might disagree.
- A statement about why these reasons are wrong.

Adapted From *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*, by S. Graham and K. R. Harris, p. 146. Copyright 2005 Paul H Brookes Publishing Co., Inc.

132

Break Out: Activity #11 (page 30)



- What materials or instructional preparation will you need for the “Getting Ready” segment of your explicit writing instruction? Put together a “to do” list or resource list.
- How will you sequence instruction or divide instruction across lessons?
- What are your action planning goals for preparing the “Get Ready” segment of writing instruction? For example, do you need to collect or prepare examples/non-examples (or locate additional Touchstone or Mentor texts)?

133

- **Getting Ready**
 - Critical features
 - Present examples and non-examples
 - Pre-writing
 - Telling/Retelling
 - Goal Setting



• **POWER**

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

• **Publish**

134

Step 1: Plan

- Use a Think Sheet aligned with the purpose for writing to plan and generate ideas.
 - Brainstorm
 - Generate lists
 - Obtain information if needed
 - Consider other sources of information if applicable

135

Step 1: Plan

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

Think Sheet (2)

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.

136

What Writers Say About Planning. . .

- "...You always start in the dark."
— Charles Baxter
- "For me, writing starts with a line, or some imagination, or some notion, and I just go with it as far as I can. And you know how this works, this idea that you sort of set yourself afloat on the language. And you think, I'll see how far it can take me before this little raft I've cobbled together falls apart and everybody understands that I'm really just a fraud, or drowning—whichever comes first."
— Thomas Lynch

137

- **Getting Ready**
 - Critical features
 - Present examples and non-examples
 - Pre-writing
 - Telling/Retelling
 - Goal Setting

- **POWER**

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

- **Publish**

138

Step 2: Organize

- Review the ideas on the Think Sheet used for planning and organize your thinking.
 - Cross out ideas you won't use.
 - Connect ideas that go together.
 - Number the ideas in the order you want to write about them.

...cluster, group, and categorize ideas!

139

Step 2: Organize

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

Think Sheet (2)

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.

140

What Writers Say About Organizing. . .

- *"Catch yourself thinking."*
– Allen Ginsberg
- *"Vision without action is a daydream. Action without vision is a nightmare."*
– Writer Unknown

141

- **Getting Ready**
 - Critical features
 - Present examples and non-examples
 - Pre-writing
 - Telling/Retelling
 - Goal Setting

- **POWER**

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

- **Publish**



142

Step 3: Write

- Students use their Think Sheets as guide for writing a first draft.
- **Tips!:**
 - Use a blank sheet of lined, colored paper, instead of white, to remind students that this is not the final draft.
 - Approach writing as drafting. Encourage students to write **"flash drafts"** or **"sloppy copies"** to help diminish reluctance to revise.

143

Step 3: Write

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

Writing Sheet 1

Name: _____ Date: _____

Title: _____ Topic: _____

Goal: _____

Sea turtles are reptiles. . .

144

What Writers Say About Writing. . .

- *"Almost all good writing begins with terrible first efforts, you need to start somewhere."*
— Anne Lamott
- *"When I face the desolate impossibility of writing five hundred pages, a sick sense of failure falls on me and I know I can never do it again. This happens every time. Then gradually I write one page then another."*
— John Steinbeck
- *"Convince yourself that you are working in clay, not marble; on paper, not eternal bronze: let the first sentence be as stupid as it wishes."*
— Jacques Barzun

145

Break Out: Activity #12 (page 31)



- **Think about how you can break down writing instruction (Steps 1-3: Planning, Organizing, and Writing) into a series of lessons ("short writing often").** Consider how to make writing instruction more manageable in terms of time. For example, *can modeling be divided into 1 or 2 lessons? How can student independent application be scheduled during time for writing practice (vs. time for explicit writing instruction)? Overall, how can you sequence the model-lead-independent practice phases across multiple lessons?*

146

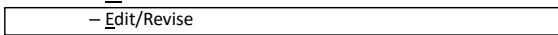
• Getting Ready

- Critical features
- Present examples and non-examples
- Pre-writing
- Telling/Retelling
- Goal Setting

• POWER

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

• Publish



147

Edit/Revise

Big Idea: Revision is NOT editing, but editing IS part of revision.



148

Edit/Revise

- **Revision (. . . is the process)**
 - Conceptual, “big picture,” often relates to content
 - Making changes to the text based on self-evaluation and feedback from others
- **Editing**
 - Specific, focused on surface details like punctuation, spelling, mechanics
 - Making changes to ensure that the text correctly adheres to the conventions of written English

149

Edit/Revise

. . . both revision and editing are part of a reflection phase in the writing process.



Evaluation

150

Step 4: Edit/Revise

- | | |
|--|---|
| <ul style="list-style-type: none"> • Use an Edit /Revise Sheet to: <ul style="list-style-type: none"> – Edit/Revise at the content and structure levels. – Proofread at the mechanics, spelling, and conventions levels. | <ul style="list-style-type: none"> • Set reasonable, achievable goals for revisions.
For example. . . <ul style="list-style-type: none"> – Something irrelevant you can cross out. – Wording you can change. – Something missing that would make the sentence or paragraph clearer or more interesting. |
|--|---|

151

Goals

Process Goals

- Revise at least three times, once with a checklist, once with a peer, and once during a conference with a teacher before turning in the paper.
- Use the spell checker on the computer plus backward read aloud to correct spelling mistakes, followed by use of a peer editor.

Product Goals

- Increase content score by two points
→ include 5 main ideas in an informational text with at least two supporting details for each main idea
- Increase word choice by two points
→ include at least 15 action helpers, descriptive words, or transition words per page
- Increase conventions score by one point
→ have no more than 3 errors per page on the final copy

152

Step 4: Edit/Revise

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

Name: _____ Title: _____

1 - Edit/Revise Sheet

Topic: _____

Informational Writing Checklist

Does your writing include all of the important parts?

	Yes	No
* A sentence that states or teaches the reader		
* A beginning that tells the topic or main idea		
* A middle where all of the sentences are the same about the topic		
* Sentences in the beginning and middle that are the same about the topic		
* Do you end your writing in a close?		
Are all of the parts organized with ideas that go together?		
Does each sentence begin with a capital?		
Does each sentence end with an endmark?		

Something you like:

Something to make your writing more interesting:

153

Practice, Practice, Practice!

- Practice editing together!
- Have students edit their own paragraphs using the edit/revise think sheet.
- Find opportunities for teacher feedback
 - As you circulate during partner work
 - In individual writing conferences with students
 - By focusing on critical features
- Incorporate peer editing and discussion.

154

Peer Feedback

- For example: **Read another student's paper and identify your favorite sentence and favorite word in the paper.**
 - Identifying a favorite sentence or word supports the writer on the kinds of sentences and word choices that he or she should continue to make. This type of peer response emphasizes the importance of offering specific feedback.

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



What Writers Say About Editing and Revising. . .

- *"My page one can end up a year later as page two hundred, if it's even still around."*
— Philip Roth
- *"Kill your darlings."*
— William Faulkner
- *"In a writer there must always be two people—the writer and the critic."*
— Leo Tolstoy

156

Step 5: Rewrite Final Proofreading

- Model a strategy for proofreading the final draft and correcting mechanical errors (word order, spelling, capitalization, and punctuation)
- Use an overhead of a final draft with a variety of errors
- Have students proofread sentences and make corrections on their final drafts.

...Keep final proofreading simple when rewriting the final copy. Correct any glaring spelling, punctuation, and grammar errors. Final proofreading gives writing its polish and correctness.

161

What Writers Say About Rewriting. . .

"Writing is rewriting. A writer must learn to deepen characters, trim writing, and intensify scenes. To fall in love with the first draft to the point where one cannot change it is to greatly enhance the prospects of never publishing."

— Richard North Patterson

162

Break Out: Activity #14 (page 15)



See if you can figure out which draft was written first, second, or third!

Write a number 1, 2, or 3 in the space provided to identify whether the draft is the first, second, or third. List some reasons why you think the drafts are sequenced in this order.

163

- **Getting Ready**
 - Critical features
 - Present examples and non-examples
 - Telling/Retelling
 - **Pre-writing**
- **POWER**
 - Plan
 - Organize
 - Write
 - Edit/Revise
 - Rewrite



- **Publish**

164

Step 6: Publish

- Decide what will be published –typed, made in book form, displayed on a bulletin board, assembled into a yearbook or class literacy journal, etc.
- Consider if other media can be incorporated – technology, art, music, drama, etc.



Not all work needs to be published!

165

What Writers Say About Publishing. . .

"I still encourage anyone who feels at all compelled to write to do so. I just try to warn people who hope to get published that publication is not all that is cracked up to be. But writing is. Writing has so much to give. . .The act of writing turns out to be its own reward. . .The problem that comes up over and over again is that people want to get published. They kind of want to write, but they really want to be published. You'll never get to where you want to be that way, I tell them. There is a door to walk through, and writing can help you find it and open it."

— Anne Lamott

166

Break Out – Your Choice: Activity #15 (pages 35-36)



Reflection Questions and Next Steps:

- Determine the steps of the Writing Process. How will Writing Process be consistently implemented within and across grades? How will the Writing Process be visually displayed?
- Conduct a "Materials Audit."
- Consider how explicit instruction is applied to each stage of the Writing Process. For example, are all stages of the Writing Process taught explicitly?
- Include a 3 to 10-minute fluency component every day (and review schedule to ensure optimal time for writing instruction and practice).
- . . .Then, consider the quality of instruction for genre and discipline-specific writing.

167

Break Out – Your Choice: Resources to Consider



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>

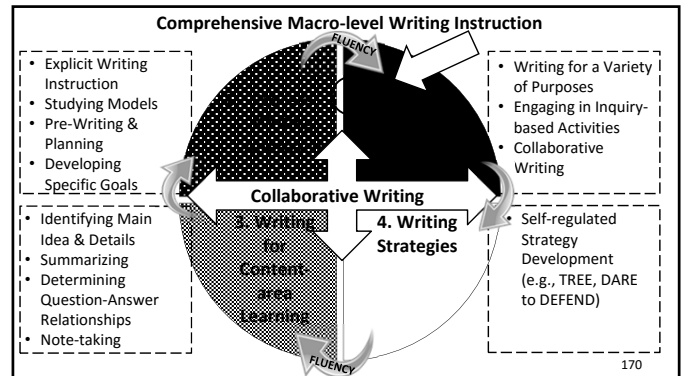


168

Framing Discipline-Specific Writing



169



Planning:

Determining the Purpose for Writing

Review the Writing Scope and Sequence and Pennsylvania Standards.

- Are students expressing ideas at the word, sentence, paragraph, or multi-paragraph level?
- What genre of writing is being taught?
 - Narrative
 - Informative/Explanatory
 - Opinion/Argumentative
- What quality features of writing are emphasized?
 - Focus
 - Content
 - Organization
 - Style
 - Conventions



171

Discipline-Specific Writing

1. Narrative
2. Informational/Explanatory
3. Opinion/Argumentative

172

Break Out: Activity #16 (page 37)



- Use the Scope and Sequence to identify the target areas of instruction for each of the following quality features of writing: focus, content, organization, and style. What target areas are introduced (beginning), reinforced (developing), or secured in third grade?
- How do these quality features of writing apply *generically* (universally) to narrative, informational/explanatory, and opinion/argumentative genres of writing? In other words, even though each genre has a different text structure, how does quality apply somewhat similarly across all genres?

177

Narrative



178

Connecting to the Scope and Sequence and PA Standards

Narrative

CC.1.4.K.M: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events

CC.1.4.1.M, CC.1.4.2.M, CC.1.4.3.M :: Write narratives to develop real or imagined experiences or events.

***See standards CC.1.3.K-3.N, O, P, Q, and R for Focus, Content, Organization, Style, and Conventions.**

179

Connecting to the Scope and Sequence and PA Standards

Grades

Narrative

4-6

Elaborated episode structure (goals & plans, coordinated setting, plot, and character traits) with *somewhat* more literature language style

7-12

Sequential, interactive, and nested episodes with multiple characters, competing goals, and figurative language

180

Discourse Knowledge Narrative Writing

- A written product that conveys real or imagined experiences. Time is used as the primary structure.
- **Purpose:**
 - To entertain
 - To tell a story
 - To inform
 - To instruct
 - To persuade
- **Types:** fictional stories, memoirs, anecdotes, autobiographies
- **Academic language:** beginning-middle-end, first-next-last, character(s), plot (*what happened?*), setting (*where?*), theme, problem, solution/resolution, real narrative vs. imagined narrative

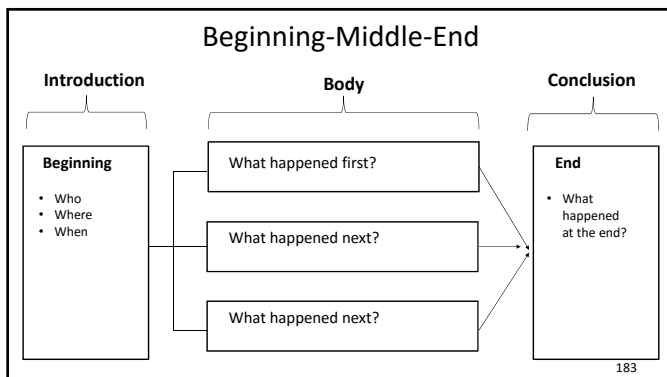
181

Sample Critical Features Narrative Writing

- Tells about one event, usually personal.
- Usually tells a story in chronological order.
- Uses linking words to show passage of time.
- Includes elements of story grammar (e.g., setting, character, problem, resolution).

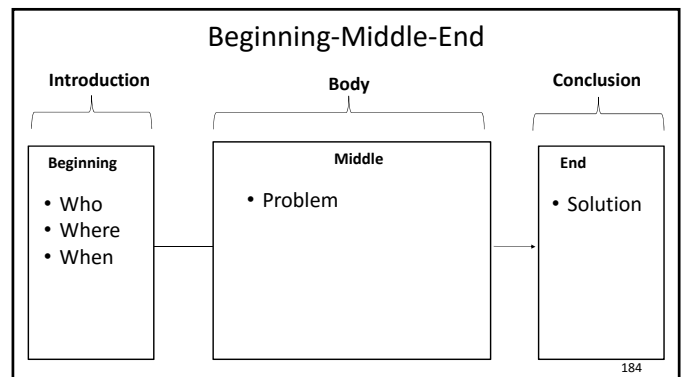
182

Beginning-Middle-End



183

Beginning-Middle-End



184

Sample Edit/Revise Sheets

Rubric-Summary	Student Rating	Teacher Rating
1. Did the author state the topic and the main idea in the first sentence?	Yes Fix up	Yes No
1. Did the author focus on the important details?	Yes Fix up	Yes No
1. Did the author combine details in some of the sentences?	Yes Fix up	Yes No
1. Is the summary easy to understand?	Yes Fix up	Yes No
1. Did the author correctly spell words, particularly the words found in the article?	Yes Fix up	Yes No
1. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	Yes Fix up	Yes No
1. Did the author use punctuation including a period at the end of each sentence?	Yes Fix up	Yes No

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Break Out: Activity #17 (pages 38-41)



- Review and complete the Narrative Planning Template.

... Just for fun, check out the following web-based resources for narrative writing:

www.Storyjumper.com

www.Storybird.com

www.Scribblepress.com

www.Mystorybook.com

190

Informational/Explanatory



191

Connecting to the Scope and Sequence and PA Standards

Informative/Explanatory

CC.1.4.K.A: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

CC.1.4.1.A: Write informative/ explanatory texts to examine a topic and convey ideas and information.

CC.1.4.2.A, CC.1.4.3.A : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***See standards CC.1.3.K-3.B, C, D, E, and F for Focus, Content, Organization, Style, and Conventions.**

192

Connecting to the Scope and Sequence and PA Standards

Grades

Expository

4-6

Facts and details organized around major themes/qualities (marked in text) based more on source materials

7-12

Relationships between themes/qualities are elaborated and information is based on vetted sources with citations

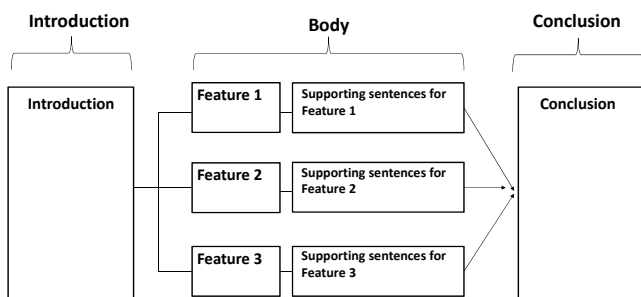
193

Discourse Knowledge Informative/Explanatory

- Text that conveys information accurately.
- Purpose:
 - To increase a reader's knowledge
 - To help a reader understand a procedure or process
 - To provide a reader with enhanced understanding of a concept
- Types: summaries, reports, literary analysis, comparisons, instructions, manuals, memos, resumes
- Academic language: topic, focus, main idea/key ideas, details, information/informational, fact, report, text, nonfiction, summary, conclusion

194

Beginning-Middle-End



195

Sample Critical Features Informative/Explanatory ("Fact") Writing

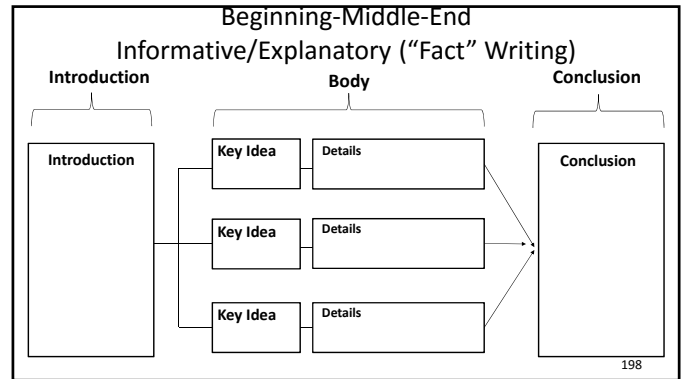
- A fact paragraph has more than one sentence.
- The first sentence tells the topic.
- All the other sentences are about the topic.
- The sentences tell facts, not opinions.
- It includes the most important information.

196

Sample Critical Features

- | | | |
|--|-------|----|
| • Does it have more than one sentence? | • YES | NO |
| • Does the first sentence tell the topic? | • YES | NO |
| • Are all the other sentences about the topic? | • YES | NO |
| • Do the sentences tell about facts, not opinions? | • YES | NO |
| • Does it have the most important information? | • YES | NO |

197



Sample Think Sheets

Topic: _____

Main Idea: _____

Detail: _____

Detail: _____

Main Idea: _____

Detail: _____

Detail: _____

199

Sample Think Sheets

Topic Sentence: _____

Key Idea: _____

Key Idea: _____

Key Idea: _____

Conclusion: _____

Topic Sentence: _____

Key Idea: _____

Detail: _____

Key Idea: _____

Detail: _____

Conclusion: _____

200

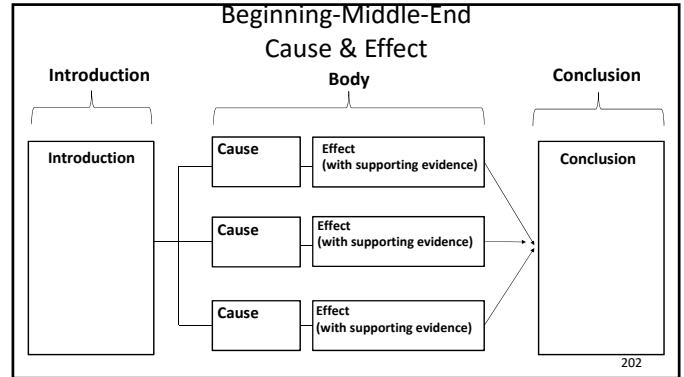
Text Structure	Explanation	Signal Words	Graphic Organizers
Cause and Effect	Ideas, events, or facts are presented as causes in conjunction with the resulting outcomes or effects	<ul style="list-style-type: none"> accordingly consequently may be due to so thus 	<ul style="list-style-type: none"> because for the reason nevertheless therefore as a result ... then since the last to
Compare and Contrast	Similarities and differences are presented between two or more topics or concepts	<ul style="list-style-type: none"> although but either ... or in common similar to as opposed to compared with even though however in contrast nevertheless yet as well as different from however not only 	
Description	Provides information about a topic	<ul style="list-style-type: none"> a number of characteristics in addition a list to describe appears to be for example in fact looks like as in for instance including such as 	
Problem and Solution	Problem is presented followed by one or more solutions	<ul style="list-style-type: none"> a problem because in order to one reason for steps involved a solution for the reason happened to once the last to accordingly if ... then may be due to so that thus 	
Question and Answer	Question is posed and then followed by answers	<ul style="list-style-type: none"> how one may conclude when why how many the last estimate where it could be that what who 	
Sequence	Events are described in numerical or chronological order	<ul style="list-style-type: none"> after before last initially next on (side) past today when afterward during following later not long after preceding soon then until when at last finally immediately meanwhile next second third when 	

(fcrr)

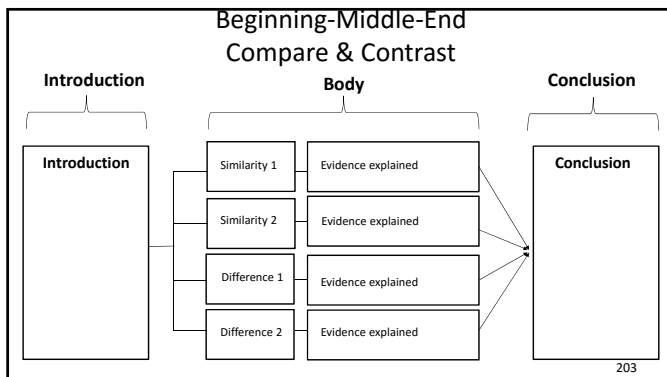
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201



202



203

Beginning-Middle-End: Compare & Contrast

- **Beginning**
 - Topic: Is it clear what is compared and contrasted?
 - Purpose: Why are the topics compared and contrasted?
- **Middle**
 - Similarity 1: Is the 1st category of similarities clear to the reader?
 - Evidence: Is the evidence clear and accurate? Is the evidence explained?
 - Similarity 2 and more: Is the 2nd and the rest of the categories clearly stated?
 - Evidence: Is the evidence clear and accurate? Is the evidence explained?
 - Difference 1: Is the 1st category of differences clear to the reader?
 - Evidence: Is the evidence clear and accurate? Is the evidence explained?
 - Difference 2 and more: Is the 2nd and the rest of the categories of differences clear to the reader?

(Philippakos, MacArthur, Coker, 2015) 204

Beginning-Middle-End: Compare & Contrast

- End
 - Restate Purpose: Did the writer restate why the topics are compared and contrasted?
 - Think: Did the writer leave the reader with a message to think about?
- Other Considerations!
 - Is there a title that clearly refers to the information in the paper that restates the purpose?
 - Are there appropriate transition words used throughout the paper?
 - If the writer used sources, are ideas and details appropriately drawn from the text?
 - If the writer used sources, are they accurately referenced at the end of the paper?

(Philippakos, MacArthur, Coker, 2015) 205

Compare & Contrast Point-by-Point

- Living expenses
 - In the city
 - More expensive
 - More temptation
 - In the country
 - Less expensive
 - Less temptation
- Living environment
 - In the city
 - Crowded
 - Polluted
 - In the country
 - Spacious
 - Quiet

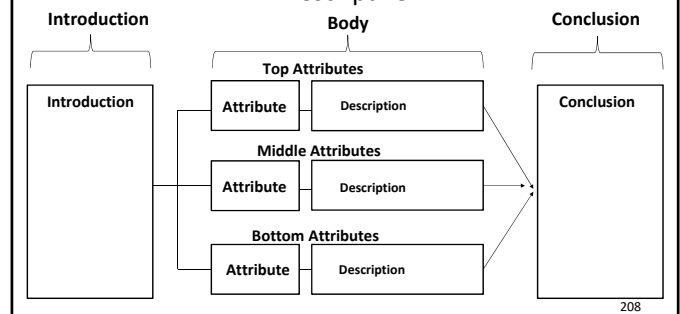
206

Compare & Contrast Block Method

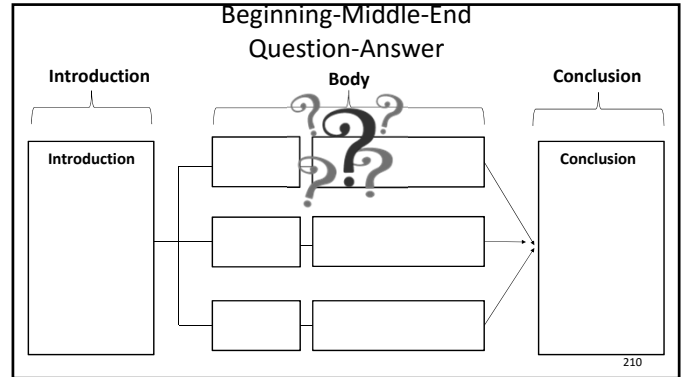
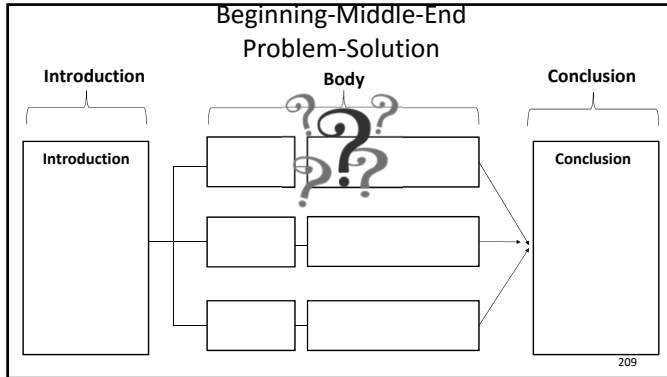
- Living in the City
 - Living Expenses
 - Facilitates
 - Living Environment
- Living in the Country
 - Living Expenses
 - Facilitates
 - Living Environment

207

Beginning-Middle-End Descriptive



208



**Break Out:
Activity #18 (pages 50-56)**



Review the Expository Text Structure Activity from the Florida Center for Reading Research (FCRR, <http://www.fcrr.org/>) on pages 51-56.

- How can you incorporate this Activity into your writing instruction?
- What modifications and/or enhancements can you make so this activity can work for your students?

211

Opinion/Argumentative



212

Connecting to the Scope and Sequence and PA Standards

Opinion/Argumentative

CC.1.4.K.G: Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

CC.1.4.1.G: Write opinion pieces on familiar topics.

CC.1.4.2.G, CC.1.4.3.G : Write opinion pieces on familiar topics or texts.

***See standards CC.1.3.K-3.H, I, J, K, and L for Focus, Content, Organization, Style, and Conventions.**

213

Connecting to the Scope and Sequence and PA Standards

Grades

Opinion/Argumentative

4-6

Opinions with reasons (experiential, emotional, and minimal factual/logical) through often no markers of negotiation (counterarguments)

7-12

True persuasion with factual/logical appeals that are related and focused with supporting data & counterarguments

214

Discourse Knowledge Opinion/Argumentative Writing

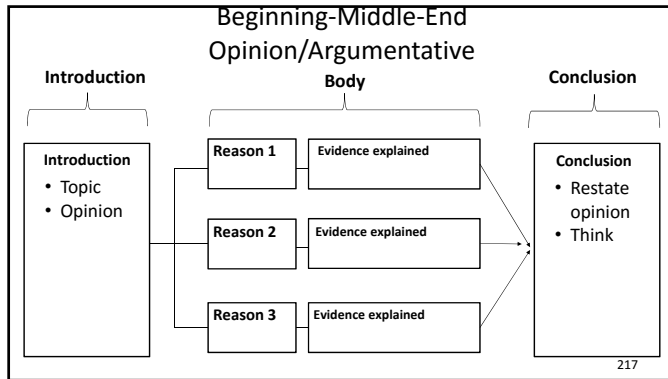
- A reasoned, logical argument that demonstrates the writer's position, belief, or conclusion is valid.
- Purpose:
 - To change the reader's point of view
 - To bring about some action from the reader
 - To ask the reader to accept the writer's explanation
- Types: essay, editorial, letter
- Academic language: opinion, support, reasons, explain/explanation, conclusion

215

Sample Critical Features Opinion/Argumentative

- Discusses a single topic.
- Tells what you think about the topic. Tells your opinion.
- Gives reasons why you have your opinion (I think_____ *because*. . .).
- Includes a concluding, sum-up sentence.

216



Beginning-Middle-End: Opinion/Argumentative

- **Beginning**
 - Topic: What is the topic and why should the reader care about it?
 - Opinion: Is the writer's opinion clear?
 - **Middle**
 - Reason 1: Is the 1st reason connected to the opinion and is it clear and convincing to the reader?
 - Evidence: Is there enough evidence to support the reason? Is the evidence explained?
 - Reason 2: Is the 2nd reason connected to the opinion and is it clear and convincing to the reader?
 - Evidence: Is there enough evidence to support the reason? Is the evidence explained?
 - Reason 3: Is the 3rd reason connected to the opinion and is it clear and convincing to the reader?
 - Evidence: Is there enough evidence to support the reason? Is the evidence explained?
- (Philippakos, MacArthur, Coker, 2015) 218

Beginning-Middle-End: Opinion/Argumentative

- **End**
 - Restate Opinion: Did the writer restate his or her opinion?
 - Think: Did the writer leave the reader with a message to think about the topic?
- **Other Considerations!**
 - Is there a title that clearly refers to the information in the paper?
 - Is the paper's tone appropriate for the audience? Was the writer respectful to the reader?
 - Are there clear and appropriate transition words used throughout the paper?

(Philippakos, MacArthur, Coker, 2015) 219

Transition Words

Beginning – for writer's opinion

- I think that ____ should/should not ____
- From my perspective ____
- It is important for ____ to ____

Middle – for reasons

- One reason that ____
- A first reason that supports ____
- A second reason ____
- An additional reason ____

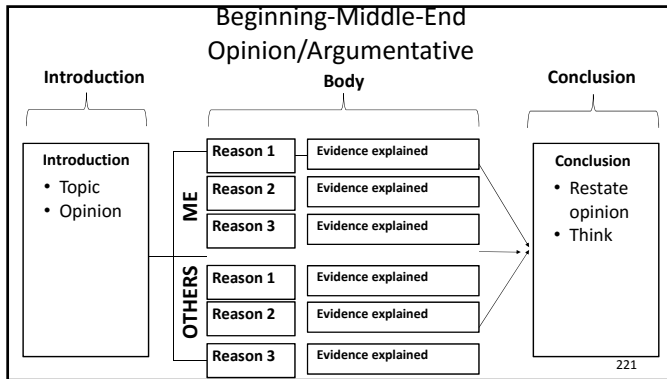
Middle – for added information

- Also, ____
- In addition, ____
- Furthermore, ____

End – for conclusion

- In conclusion, ____

220



Beginning-Middle-End: Opinion/Argumentative

- **Beginning**
 - **Topic:** What is the topic and why should the reader care about it?
 - **Opinion:** Is the writer's opinion clear?
 - **Middle**
 - ME**
 - **Reasons (two to four):** Are the reasons connected to the opinion and are they clear and convincing to the reader?
 - **Evidence:** Is there enough evidence to support the reasons? Is the evidence explained?
 - OTHERS**
 - **Opposing Position:** Is there a clear opposing position that states what others who do not agree with the writer think?
 - **Reasons and Evidence:** Are the reasons connected with the opposition position and are they clear?
 - **Rebuttal:** Does the rebuttal prove that what others say is wrong and the writer is right? (Philippakos, MacArthur, Coker, 2015)
- 222

Beginning-Middle-End: Opinion/Argumentative

- **End**
 - **Restate Opinion:** Did the writer restate his or her opinion?
 - **Think:** Did the writer leave the reader with a message to think about the topic?
- **Other Considerations!**
 - Is there a title that clearly refers to the information in the paper?
 - Is the paper's tone appropriate for the audience? Was the writer respectful to the reader?
 - Are there clear and appropriate transition words used throughout the paper?

(Philippakos, MacArthur, Coker, 2015) 223

Transition Words

Middle – for opposing position

- On the other hand, ____
- Others suggest/claim/think/believe
- On the other side of the controversy, X suggests that ____

Middle – for opposing reason

- A first reason ____
- One reason, ____

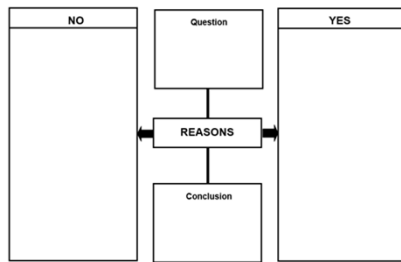
Middle – for rebuttal

- Even though X is ____, this suggestion is not ____, because
- This is an interesting/important perspective/idea/suggestion; however, it is ____

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Sample Think Sheets

Looking at Both Sides of an Issue



225

Organizer for Opinion Essay Name _____

Your opinion statement: _____

Your opinion statement: _____

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Opinion/Argument Rubric

Example #18

Purpose - To Convince

Author _____

Essay Topic _____

Question	Student or Partner Rating	Teacher Rating
INTRODUCTION		
1. Does the introduction grab the reader's attention?	Yes No	Yes No
2. Does the introduction tell the topic of the essay?	Yes No	Yes No
3. Does the introduction state the author's position on the topic?	Yes No	Yes No
4. Does the introduction provide the reasons for the position?	Yes No	Yes No
BODY		
5. Does the body include at least three major reasons that support the author's position?	Yes No	Yes No
6. Does the author elaborate on and explain each of the major reasons using logical arguments, evidence, and examples?	Yes No	Yes No
7. Did the author acknowledge and respond to the opposing side's view?	Yes No	Yes No
8. Are the paragraphs well-organized and easy to understand?	Yes No	Yes No
9. Are transition words and phrases used to connect ideas within and between paragraphs?	Yes No	Yes No
CONCLUSION		
10. Does the conclusion summarize the author's position?	Yes No	Yes No
11. Does the essay have a definite conclusion that wraps up the topic?	Yes No	Yes No
CONVENTIONS		
12. Did the author correctly spell words?	Yes No	Yes No
13. Did the author use correct capitalization?	Yes No	Yes No
14. Did the author use correct punctuation?	Yes No	Yes No
CONTENT		
15. Did the essay hold the reader's attention from beginning to end?	Yes No	Yes No
16. Is the essay clear and easy to understand?	Yes No	Yes No
17. Did the author use relevant facts from the same position throughout the paper?	Yes No	Yes No

(Archer)

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Break Out: Activity #19 (pages 57-59)



Compare the sample essays on pages 32 and 33 from Philippakos, MacArthur, and Coker (2015, Guilford Press), *Developing Strategic Writers through Genre Instruction: Resources for Grades 3-5*.

- Which essay is Compare-Contrast (Informational/Expository)? Which essay is Opinion/Argumentative?
- When reading both essays, review the BME Charts provided. How is the text structure **similar**?
- When considering the similarities in text structure, how can you help students "bridge" and transition from one genre to another? What could you do instructionally to help students bridge between these genres?

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Break Out - Your Choice:



- Review and complete the Planning Templates for Informational/Explanatory Writing (pages 42-45) and/or Opinion/Argumentative Writing (pages 46-49).
- Explore the following resource:
Word Generation
<http://wordgen.serpmedia.org/>



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Pull it All Together



230

What Writers Say About Developing Routines. . .

- *"Every morning between 9 and 12, I go to my room and sit before a piece of paper. Many times, I just sit for three hours with no ideas coming to me. But I know one thing: If an idea does come between 9 and 12, I am there ready for it."*
— Flannery O'Connor

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Establishing Instructional Routines for Writing

A major step in implementing strong writing instruction is establishing routines for. . .

- Fluency Practice/Free Writing (3-10 minutes)
- Writing Lesson (35-40 minutes, model/demonstration and guided practice phases)
 - Micro-level and Macro-level
- Check-in (5 minutes)
- Independent Practice and Conferencing (10-20 minutes)
 - Micro-level and Macro-level
- Sharing (10-minutes)

232

Several tools can help maintain the integrity of this lesson structure:

- Writing Notebooks
- Writing Folders
- Visual Displays/Charts to Keep Track of “Check In” Status
- Personal Journal



233

Break Out - Your Choice:
Scheduling
(Appendix, pages 61-63)



Use the sample schedules and writing framework on pages 49-51 to think about how writing can be scheduled. After you review the materials, complete the scheduling plan on page 52.

- How are you scheduling Micro- and Macro-level writing instruction?
- What does your schedule look like?
- How are you integrating both Micro- and Macro-level instruction into a cohesive writing program?

234

Break Out – Your Choice:
Summative Checklist and Writing Plan
(Appendix, pages 64-71)



- Please use the questions listed in Activity Booklet and the **Summative Checklist** (pages 66-71) to help you develop a **Writing Plan** (page 65) focused on goals and next steps.
- The purpose of the Summative Checklist is to help you review effective practices for teaching the writing process. Are there any items listed on the checklist that help you think about tasks/action items to include as next steps when implementing Tier 1 Writing Instruction?

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Break Out – Your Choice:
Classroom Snapshot
(Appendix, pages 72-73)



- Review the “Attributes of High Quality Writing Instruction” checklist (Troia, 2015). Self-reflect and consider whether these attributes are present in your classroom.

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Break Out – Your Choice: Community of Writers (Appendix, pages 74-77)



Think about how you will establish a “community of writers” at student- and staff-levels within your school and/or district.

- Who can teach something about writing?
- What components of comprehensive writing instruction are taught? (*Process, Strategies, Writing for Content-Area Learning, Discipline-specific Writing*)
- What specific process elements, strategies (writing & content area learning) and discipline-specific writing will be taught?
- When will writing instruction occur? (*Daily and Across the Yearly Curriculum*)

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Break Out – Your Choice: Scope and Sequence



Review the Writing Scope and Sequence.

- What Macro-level structures are taught at your grade level of instruction?
 - Purpose of Writing
 - Quality of Writing
- How are those Macro-level structures currently taught?
- Is any curriculum enhancement required? If so, in what areas?

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What Are the
“Big Ideas” in
Writing?

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Framework for Meeting the PA Core Writing Standards

Microstructure/Foundational skills

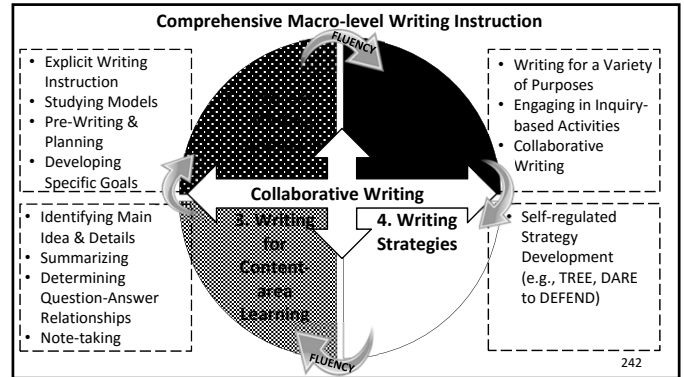
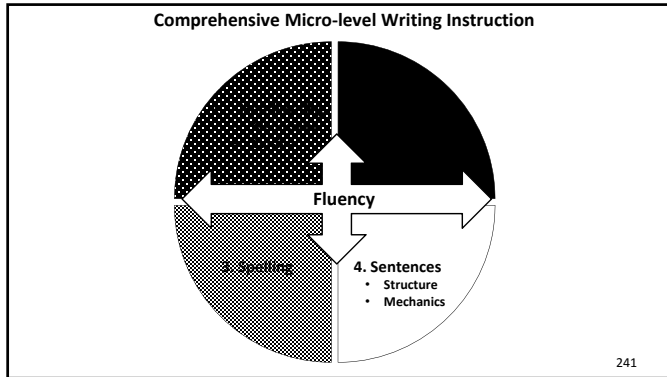
- Handwriting- accuracy and fluency
- Keyboarding (fluency- transition)
- Spelling- accuracy and fluency
- Vocabulary
- Sentences: structure
- Mechanics

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



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What Writers Say About Writing. . .

"A writer is a writer not because she writes well and easily, because she has amazing talent, because everything she does is golden. In my view, a writer is a writer because even when there is not hope, even when nothing you do shows any sign of promise, you keep writing anyway."

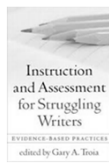
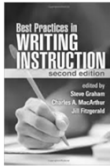
— Junot Diaz

From the Bookshelf: Writers Discuss the Writing Process

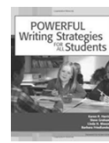
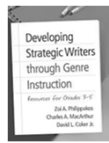


From the Bookshelf: Research-based Resources on Writing

Discusses research and best practice



Provides research-based classroom application



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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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What are some resources about the writing process we can share with parents?

- Teaching Writing Webcast with Drs. Steve Graham, Louisa Moats, and Susan Neuman:
 - <http://www.readingrockets.org/webcasts/3001>
- Interviews with Dr. Steve Graham:
 - <https://www.youtube.com/watch?v=-SAo9KKpbfs>
 - <https://www.youtube.com/watch?v=jp4l-oBbgXQ>
 - https://www.youtube.com/watch?v=WHYT-tUD9_o&list=PLLxDwKxHx1yJr3yJBP0TqCEW9h4alf3Ga&index=7



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Commonwealth of Pennsylvania
Tom Wolf, Governor

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