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

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

https://recapd.com/w-35e8ea

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

Writing for Content Area Learning

March 22, 2018

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Agenda
1. Consider a Research-based Framework for Writing
2. Think About Visual Learners
3. Teach Students How to Learn by Writing
   • Write summaries of a text
   • Answer questions about a text in writing, or create written questions about a text
   • Write notes about a text
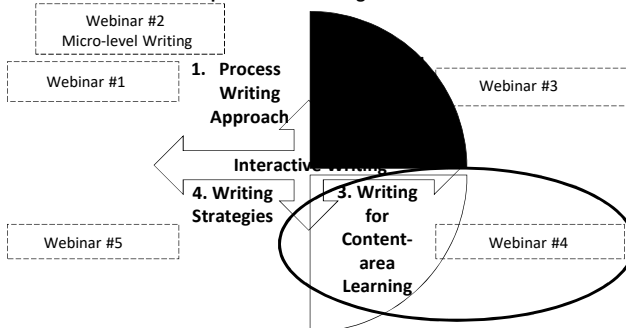   • Respond to a text in writing
4. Pull it All Together

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1. Consider a Research-based Framework for Writing

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Comprehensive Writing Instruction

Webinar #2
Micro-level Writing

Webinar #1

1. **Process Writing Approach**

Webinar #3

Interactive Writing

4. **Writing Strategies**

3. **Writing for Content-area Learning**

Webinar #5

Webinar #4

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Webinar Series

1. The Writing Process — **Macro-level**
2. Micro-level Writing — **Micro-level**
3. Genre and Discipline Specific Writing — **Macro-level**
4. Writing for Content Area Learning — **Macro-level**
5. Writing Strategies — **Macro-level**

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Content Area Learning

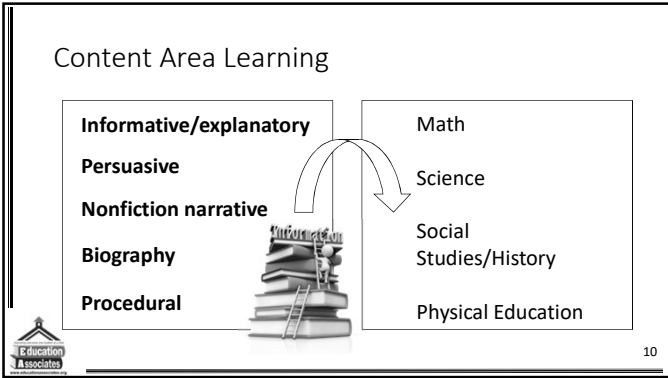Information =
Communicating or
Receiving Knowledge

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Content Area Learning

Informative/explanatory

Persuasive

Nonfiction narrative

Biography

Procedural

(Duke, 2014)

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Content Area Learning

Informative/explanatory

Persuasive

Nonfiction narrative

Biography

Procedural

Math

Science

Social Studies/History

Physical Education

10

What Does the Research Say?

Writing to Read – Evidence for How Writing Can Improve Reading (Carnegie Corporation, 2010)

Writing Next - Effective Strategies to Improve Writing of Adolescents In Middle and High Schools (Carnegie Corporation, 2007)

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Writing for Content Area Learning

- Write summaries of a text
- Answer questions about a text in writing, or create written questions about a text
- Write notes about a text
- Respond to a text in writing (writing a personal reaction, writing a report, analyzing and interpreting the text, participating in authentic, writing-to-learn projects)
  - Participate in inquiry-based and collaborative writing projects

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Who Are the Researchers?

Dr. Steve Graham

SiWi Can Do It!

Dr. Kimberly Wolbers

Dr. Hannah Dostal

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Big Idea

Have students write about the texts they read.

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Big Idea

Have students write about the texts they read **(to demonstrate comprehension).**

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Comprehension Conversation

Interactive

Construct Meaning

Extract Meaning

Intentional

Highly Purposeful

Strategically Engaging

(Santoro, Baker, Chard, & Howard, 2007)

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Content Engagement

What's the main idea?

Who? What? Where? When? Why? How?

What are some examples or details?

What does the text say? What do I think about…?

What am I learning? What do I know?

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Writing as Comprehension

I learned that. . .

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2. Think About Visual Learners

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What about Writing for Visual Learners?

- There is the need for deaf students to develop higher order skills and thematic maturity (Musselman & Szanto, 1998).
  - Often students don't provide elaboration when presenting ideas.
  - In content area writing, each idea needs to be carefully woven together instead of existing as a complete piece of information that is independent of what was previously said.

(See research by Kimberly A. Wolbers, Hannah M. Dostal, Steve Graham)   20

Research-based Instruction for Visual Leaners

- Emphasizes a strategic, **interactive** approach
- Instruction within the context of real writing activities for authentic audiences (e.g., content areas)
- Instruction that helps student link and expand ideas through the use of main ideas and details, summarization, and question asking and answering strategies.

(See research by Kimberly A. Wolbers, Hannah M. Dostal, Steve Graham)   21

Pause and Process

- What challenges with genre and discipline specific writing do you notice with your students?
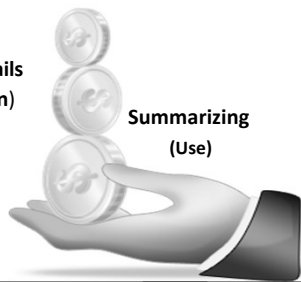
3. Write Summaries of a Text

Main Idea and Summarizing
Two Sides of the Same Coin

Main Idea and Details
(**Identification**)
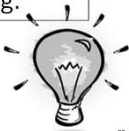
Summarizing

(**Use**)

Main Idea and Details

Why Main Idea Identification?

Identifying the main idea means you've figured out the most important information. Sorting out what's important, and what isn't as important, is essential to learning.

Main Idea and Details Skills Development

For students to be successful, they need to be able to:
- Literally comprehend texts
- Retell stories
- Categorize information

Highlighting

- Framing
  - Level 1 Ideas: Box
  - Level 2 Ideas: Oval
  - Level 3 Ideas: Underline
- Color Coding
  - Level 1 Ideas: Blue
  - Level 2 Ideas: Red
  - Level 3 Ideas: Green

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Highlighting

- Highlighting is hard work because it involves both reading and understanding the text and then choosing the most important words and phrases.
- **Recommendation**: Begin highlighting activities at the sentence level (newspapers and newsmagazines work well). Then, move to more difficult and longer text (textbook pages, photocopied in advance, work well).

(Van Cleave, 2017)

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Outlining

- **Level 1**: Main Idea, Topic
- **Level 2**: Subtopic, Category of Level 1, Detail of Level 1
- **Level 3**: Subtopic or Detail of Power 3

```
1. Place
    2. Human Characteristics
        3. houses
        3. wheat fields
        3. cities

    2. Physical Characteristics
        3. mountains
        3. rivers
        3. deserts
```

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10

Slide 31

1. Human-Environment Interaction
   2. Depend On
      3. living near water
      3. trees for lumbar, paper

   2. Modify
      3. clearing land for farming
      3. grading to create roadways
      3. creating reservoirs

   2. Adapt To
      3. warm clothes in cold climates
      3. building shelter

Look at how an outline helps students link and expand ideas!

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Slide 32

Example 1: Main Idea Chart

Visual Scaffolds

Main Idea Chart

Name:_____   Date:_____

Paragraph Or Section	Details	Main Idea
1	1. Bantu migrated south 2. They fought other tribes 3. They often won 4. Losing tribes joined them	Wars during the Bantu migration resulted in many losing tribes joining the winning tribe.
2		

32

Slide 33

. . .Break it Down Further!

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Main Idea Sentence

Name:_____ Date:_____

| Detail 1 | Detail 2 |
| Detail 3 | Detail 4 |

Main Idea Sentence

Visual Scaffolds

Look at how information is visually linked!

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Main Idea Sentence	Detail 1
	Detail 2
	Detail 3

Visual Scaffolds

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Example 2: Getting the Gist Strategy

1. Naming the subject of the paragraph (who or what the paragraph is mostly about)

2. Telling the most important information about the subject

3. Stating the idea and details in your own words

Gist Strategy

- Naming the subject of the paragraph (who or what the paragraph is mostly about)
- Telling the most important information about the subject
- Stating the main idea in ___ words or less.

Writing gists is a research-based strategy. Typically, students are given a passage and asked to write a summary within certain word count limitations.

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Example 3: RAP Strategy

RAP Strategy

- **Read a paragraph**.
  - Read the paragraph silently. As you read, be sure to think about what the words mean.
- **Ask yourself, "What were the main ideas and details of this paragraph?"**
  - Ask, "What are the main ideas and details?" This question helps you think about what you just read. To help you, you may need to look quickly back over the paragraph and find the main idea and the details that are related to this paragraph.
- **Put the main idea and details in your own words.**
  - Now put the main idea and details in your own words. When you put the information in your own words, it helps you remember the information. Try to give at least two details related to the main idea.

(Schumaker, Denton, & Deshler, 1984)

Putting Main Ideas and Details in Your Own Words

Main Idea: In Your Own Words

✔ Must contain a complete thought
  ☐ Subject
  ☐ Verb
✔ Must be totally accurate
☐ Must have new information
☐ Must make sense
☐ Must contain only useful information
☐ Must be in your own words
☐ Only one general statement per paragraph is allowed

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Let's Practice!

	What the Text Says	In My Own Words
1.		
2.		
3.		
4.		

Pause and Process

A "getting the gist" strategy can require. . .

a) Naming the subject of a paragraph (who or what the paragraph is mostly about)
b) Telling the most important information about the subject
c) Stating the main idea in 10 words or less
d) All of the above

How can students practice main idea and detail identification?

Write Titles

For example. . .

Title:_____

We write to capture a bit of ourselves and a bit of the world that is floating (and occasionally hurtling at incredible speed) past the window of our lives. We write to cap the net over the butterfly that is our very existence.

Excerpt from:
Moore, D. W. (2012). *The mindful writer: Noble truths of the writing life*. Somerville, MA. Wisdom Publications

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Title Matching

Title 1

Main Idea

Title 2
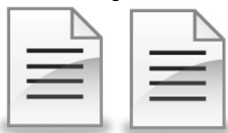
Passages

Details

45

Title Matching

✂

Main Idea | **Title 1**

Sentence Strips from Passages

Details

Headline Matching

✂

Headline 1

Main Idea

Headline 2

Newspaper Articles

Details

Play News Editor

Read each article. Write a headline for each article.
- ☑ Does the headline include who or what the article is mostly about?
- ☑ Does the headline include the most important information about the who or the what?
- ☑ Is the headline written in 10 words or less?

Using the Newspaper or Web-Based Media

- Follow the newspaper mantra:

> **Who? What? When? Where? Why? How?**

- When reading, practice identifying **only** *who*, *what*, *when*, *where*, *why*, and *how*.
- When writing, use the 5Ws + H as a writing framework to help identify main ideas (and details) and summarize.

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Pause and Process

Title matching, headline matching, and applying the "newspaper mantra" (5Ws + H) can help students practice the following:

   a) Main idea and detail identification
   b) Summarizing
   c) Notetaking
   d) Report writing

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Pause and Process

- If your students need practice *identifying* main idea and details, what instructional strategies can you use to help them learn and practice "main idea and details?"

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Summarizing

52

Why Summarizing?

If you can summarize, you *really* know the information.

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Why Summarizing?

Body

Introduction	Key Idea	Details		Conclusion
	Key Idea	Details		
	Key Idea	Details		
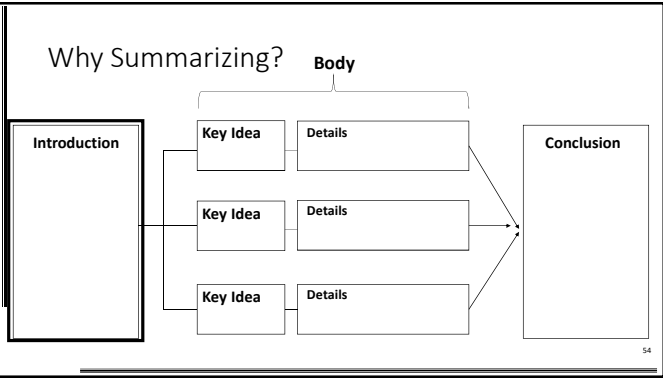
54

Summarization Skills Development

- Teach recognition and use of text enhancements and graphical aids
- Teach signal words and phrases for causal, sequential, conditional, and comparative relations
- Teach common literary aids for word meaning (definition, analogy, synonymy)
- Teach students to identify main ideas!

55

Example 1: Central Ideas

| Central Idea #1 |

Visual Scaffolds

Details

Sentence that summarizes (Main Idea or Gist):

(Collins Education Associates)

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Example 2: Main Idea + Main Idea = Summary

Main Idea Chart

Name:_____ Date:_____

Paragraph Or Section	Details	Main Idea
1	1. Bantu migrated south 2. They fought other tribes 3. They often won 4. Losing tribes joined them	Wars during the Bantu migration resulted in many losing tribes joining the winning tribe.
2		**+** [Main Idea 2]
3		**+** [Main Idea 3]

= → **Summary**

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Summary Chart

Name:_____ Date:_____ Visual Scaffolds

Main Idea	Main Idea	Main Idea

Summary

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Example 2: Summarization Log

Summarization Log

Name:_____ Date:_____

Main Idea #1:
Main Idea #2:
Main Idea #3:

→ 1. Identify 3 or 4 important ideas from the entire passage:

- Does your summary give ONLY important information and key ideas?
- Is your summary brief?
- Does your summary tell the main idea?

→ 2. Write a summary for the entire passage (10 words or less):

3. Generate 3 questions about the important ideas (Use who, what, when, where, why, and how):

4. Create 1 question about the passage that might be on a test!

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Example 4: Sum it Up!

Step 1:
Get a "Sum It Up" Sheet.

Step 2:
Read the entire selection and, as you read, list the main ideas words on the "Sum it Up" Sheet.

Step 3:
Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you only have $2.00 and that each word you use is worth ten cents.

Step 4:
You'll "sum it up" in 20 words!

60

Sum it Up!

Name:_____ Date:_____

Title of Reading Selection:

1. Read the selection and underline the key words and main ideas. Write these words in the blank area where it says "Main Idea Words."
2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have $2.00, and each word you use will cost you 10 cents. See if you can "sum it up" in twenty words.

Main Idea Words:

Sum it Up for $2.00:

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

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Sum it Up!

Name:_____ Date:_____

Title of Reading Selection:

1. Read the selection and underline the key words and main ideas. Write these words in the "Main Idea Words" Box.
2. At the bottom of this sheet, write a summary of the reading using words from the "Main Idea Words" Box.

Main Idea Words:

Summary:

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Summarization Prompt Card   Example

1. Does your summary give ONLY important information and key ideas?
   [ ] Yes   [ ] No
2. Is your summary brief?
   [ ] Yes   [ ] No
3. Does your summary tell the main idea?
   [ ] Yes   [ ] No

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Summarization Prompt Card — Example

- Identify/invent main idea sentences
- Underline important details
- Combine these across paragraphs
- Delete trivial and redundant information
- Substitute superordinate terms for subordinate items (e.g., pigs, cows, and horses = farm animals; kicked the bucket = died) to make generalizations
- Check summary against original text upon completion

64

How can students practice summarizing?

65

Reading Summary

Name:_____   Date:_____

Today's reading_____
_____
_____. One key idea was_____
_____
_____. This is important because_____
_____
_____. Another key idea is_____
_____
_____. This matters because_____
_____
_____. In sum, today's lesson_____
_____
_____
_____.

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Summary Paragraph

Name _____   Date:_____

Main Idea:

Detail 1:

Detail 2:

Detail 3:

Concluding Sentence:

Let's Sort!

Teacher Copy

Copied

In My Own Words

In My Own Words

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Let's Sort!

Original Text Excerpt

In My Own Words

Copied

In My Own Words

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Summarizing

Recommendations

- Use a separate "Informational Text Page" at the sentence, paragraph, or essay levels to help students write effective summarizes.

- Help students generate summarizes as a group. Provide paragraphs, and ask students to help you generate a list of the main ideas. Once the list is generated, help students write a paragraph from that list.

- Teach students to write Gists. Students are given a passage and asked to write a summary within certain word count limitations (e.g., write a summary of the assigned paragraph in 15 words or fewer).

(Van Cleave, 2017)

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Summarizing

If you spend quality instructional time on explicitly teaching students how to summarize, there will be a invaluable return on your investment.

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Summarizing

Good student summaries show an understanding of the information presented in a text. Good student summaries are a reflection of comprehension.

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Pause and Process

Writing a summary requires the use of. . .
a) Details
b) Main ideas
c) Facts
d) Opinions

73

Pause and Process

- How can you incorporate summarizing in your content area and writing instruction?
- What materials will use to teach summarizing?
- How will you scaffold instruction?

74

4. Answer Questions About a Text in Writing, or Create Written Questions About a Text

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Question Prompt Cards

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Set 1 (Green Cards) – Before Reading

- Before reading a text, place the *selected** cards in a pocket chart.
- Touch each card, read it, and, ask students to respond (use partners!).

*NOTE: *Design instruction to match student learning objectives. Not all cards in the set needs to be used initially.*

| What does the title tell me? |
| What do I think I know? |
| What do I want to Learn? |
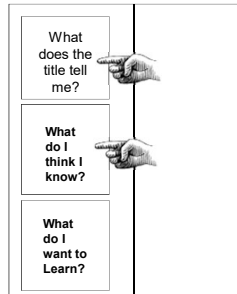
77

Set 2 (Yellow Cards) – During Reading

- Begin reading the text.
- Periodically stop.
- Touch each yellow card, read it, and ask students to respond (use partners!).
- Move the card to the right side of the pocket as each question is answered.

| Who? |
| Where? |
| What? |
| When? |
| Why? |
| How? |
| What do you think will happen next? |
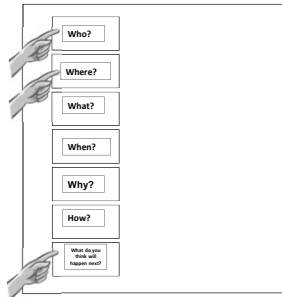
78

Set 2 (Yellow Cards) – During Reading

- When all of the cards have been moved from the left to the right side, students know they have found answers to all of the questions.

| Who? |
| Where? |
| What? |
| When? |
| Why? |
| How? |
| What do you think will happen next? |

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Set 3 (Red Cards) – After Reading

- Put the selected red cards in the pocket chart.
- Touch each red card, read it, and ask students to respond (use partners!).
- Move the card to the right side of the pocket as each question is answered. Remember that some question types might be asked multiple times. See directions under Yellow Cards for ideas on the multiple use of question-types.
- When all of the cards have been moved from the left to the right side, students know they have answered all of the questions.

| Who? |
| Where? |
| What? |
| When? |
| Why? |
| How? |
| What do you think will happen next? |

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Before Reading – Informational Text

What does the title tell me?	**What do the pictures tell me?**
What do I already know about the topic?	**What do I want to learn about_____?**

81

Does the text make sense?	**What have I learned so far?**
What questions do I still have?	

82

What new words did I learn?	**What was the text mainly about?**
What did I learn?	**What else do I want to know about _____?**

83

Question Card Ideas

- Use as student response cards!
- Use as sticky notes to mark the text!
- Have students write questions on blank cards!

84

K-W-L

What You Think You **K**now	What You **W**ant to Know	What You **L**earned

85

K	W	L
What I think I **know**.	What I **want to know**.	What I **learned**.
What do I already know?	What is the passage mostly about?	What was the passage mostly about?
What does the title tell me?	What am I learning?	What did I learn?
What do spiders look like?	What do spiders look like?	What do spiders look like?
What do spiders eat?	What do spiders eat?	What do spiders eat?
Where do spiders live?	Where do spiders live?	Where do spiders live?

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Informational Text
Asking Questions

	Fully (2 point)	Partially (1 point)	Not at All (0 points)
Asks Questions *Before* Reading			
What does the title tell me?			
What do the pictures tell me?			
What do I already know about the topic?			
What do I want to learn about _____.			
Asks Questions *During* Reading			
Does the text make sense?			
What have I learned so far?			
What questions do I still have?			
Asks Questions *After* Reading			
What new words did I learn?			
What was the text mainly about?			
What did I learn?			
What else do I want to know about _____?			
Column Totals			
Overall Total			

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Question-Answer Relationships

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QAR

Question Answer Relationships

In The Book

In My Head

| Right There | Think and Search | Author and You | On My Own |
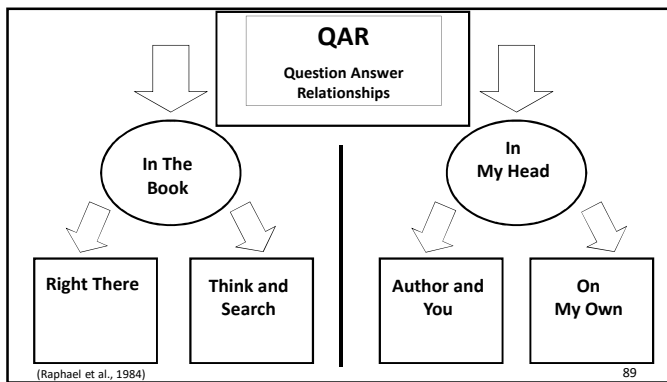
(Raphael et al., 1984)

89

Right There

The answer is right in the text and usually easy to find.

The words used to make up the question and the answer are usually the same.

Question:

What year did the Civil War end?

Answer:

The Civil War ended in 1865.

90

Think and Search

The answer is in the text, but you need to put different parts *together to answer it*.

Words for the question and words for the answer are not usually the same.

Question:

What are the primary organs of the digestive system?

Answer:

The esophagus, stomach and intestines make up the digestive system. 91

Author and You

The answer is not in the text, but the text will be used to find an answer.

Think of what you already know and link it to what you know from the text. See how they fit together.

Question:

Using the graph, explain why you think there was a sharp dip in sales during 1991?

Answer:

I think 1991 sales were down because there was less income made by households that year.

92

On My Own

The answer is not in the text so prior knowledge and experiences must be used.

The question can be answered without having read the text.

Question:

Why is it a good idea to conserve water?

Answer:

I think water should be conserved because...

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In the Book QARs	In My Head QARs
RIGHT THERE *Answer in the text.*	**AUTHOR & YOU** *Answer NOT in the text.*
THINK & SEARCH *Put it together.*	**ON MY OWN** *Don't even have to read the text.*

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Resources to Consider:

Search "QAR" for additional resources. For example:

http://www.readingquest.org/strat/qar.html

(Raphael, T., Highfield, K., Au, K., (2006). *QAR Now: A Powerful and Practical Framework That Develops Comprehension and Higher-Level Thinking in All Students*, New York: Scholastic.)

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Why QAR?

- Students learn to ask and answer questions.
- Students learn to *write* questions.
- Asking and answering questions, is a prerequisite to inquiry-based learning.
- QAR can be incorporated into summarizing!
- QAR can be incorporated into note-taking!

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Summarizing + QAR

- Ask students to produce a one-minute closing paper (on an index card) at the end of each lesson in which they pose a genuine question about the topic that day or develop a question that might be used for a class test.
- Students generate questions in teams for points and then exchange with another group that responds for additional points.
- Questions can be used as a guide for developing a summary/report.

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Where's the Evidence Log			
Question	Answer	Page Number(s) for Answer	Words in Text that Helped Answer Question

How do you help students learn to identify and cite evidence?
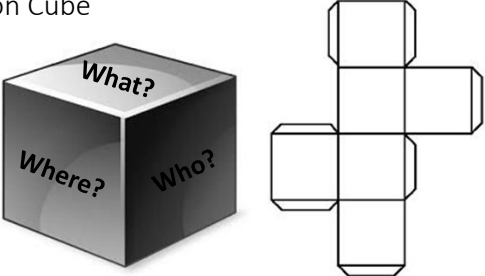
98

How can students practice asking and answering questions?

99

Question Cube

What?

Where? Who?

100

101

Asking, Answering, and Writing Questions

Helps students link and expand ideas.

In content area writing, each idea needs to be carefully woven together instead of existing as a complete piece of information that is independent of what was previously said.

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34
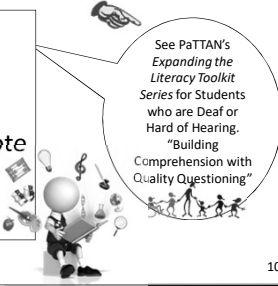
Asking, Answering, and Writing Questions

Questions facilitate the comprehension conversation and promote the development of meaning.

See PaTTAN's *Expanding the Literacy Toolkit Series* for Students who are Deaf or Hard of Hearing. "Building Comprehension with Quality Questioning"

103

Pause and Process

When teaching question-answer-relationships (QAR), which of the following represents when **the answer is in the text, but you need to put different parts together to answer it**?

   a) Right There
   b) Think and Search
   c) Author and You
   d) On Your Own

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Pause and Process

- How can you use question-answer-relationships to teach students how to answer and write questions?
- How can you scaffold instruction (to introduce the QAR strategy in smaller segments)?
- Overall, **how can you increase the use of *written* question asking and answering by students?**

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5. Write Notes About a Text

106

Notetaking

- Main idea and details chart
- Two-column notes
- Top-down topic web

What is the purpose of the notetaking? What do I want students to do with the finished product?

107

Main Idea and Details Chart

108

Take Notes on Main Idea/Details Chart

Visual Scaffolds

Beginning

Introduction:

Middle

Detail 1

Detail 2

Topic/Main Idea

Detail 3

Detail 4

End

Conclusion:

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Two-Column Notes

(Cornell Notetaking Format)

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Topic

First & Last Name
Class Title
Period
Date

Questions,
Subtitles,
Headings,
Etc.

Class Notes

2 1/2"

3 to 4 sentence summary across
the bottom of the **last page** of the day's notes

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Slide 112

Topic:_____

| Questions, Subtitles, Headings, etc. | Class Notes |

Education Associates

112

Slide 113

| Subject: Why take Cornell notes? | Date: 11/20/01 |

PROCESS (output)	Main Ideas (input)
	Can be used to provide an outline of chapter or lecture.
	Organized by main ideas and details.
How can Cornell notes help me organize my ideas?	Can be as detailed as necessary.
	Sequential -- take notes as they are given by instructor or text in an orderly fashion.
	After class, write a summary of what you learned to clarify and reinforce learning and to assist retention.
Which side for diagrams?	Can be used as study tool:
	1. Define terms or explain concepts listed on left side.
	2. Identify the concept or term on the right side.
Why use concept maps?	Can be used to provide a "big picture" of the chapter or lecture.
	Organized by main ideas and sub-topics
	Limited in how much detail you can represent.
	Simultaneous - you can use this method for instructors who jump around from topic to topic.
What are the benefits to me?	After class, you can add questions to the left side
	Can be used as a study tool -- to get a quick overview and to determine whether you need more information or need to concentrate your study on specific topics.

113

Slide 114

| Subject: Notetaking | Date: 11/20/01 |

Summary:

    There are a couple of ways that you can take notes. The Cornell method is best when the information is given in a sequential, orderly fashion and allows for more detail. The semantic web/concept map method works best for instructors who skip around from topic to topic, and provides a "big picture" when you're previewing materials or getting ready to study for a test.

- Summary is added at the end of ALL note pages on the subject.
- Summary added AFTER questions are finished.

114

For example. . .

(Questions about it)	(Diagram copied during lecture)
• How do the ticks find the cattle?	
• Why don't the ticks usually kill their host?	
• How could tick infestations in cattle impact humans?	

115

Anthropods

Ninth Grade
Biology Notes

116

Computerized Notes

- May reflect <u>headings</u> in PowerPoint lectures
- Leave room <u>on the left</u> for questions and diagrams
- Leave plenty of room within the outline for student note-taking

APES NOTES
Chapter 1 – Our Changing Environment

I. What IS Environmental Science?

  A. *Environmental Sustainability* of

    1. Fossil Fuels

    2. Water Resources

    3. Toxins

    4. Population numbers

  B. *Environmental Impacts* are:

    1. Local

    2. Regional

    3. Global

II. The Principle Goals of Environmental Science

III. Representative Current Problems

  A. Human Numbers

  B. Collapse of the Georges Bank Fishery

  C. Declining Bird Populations

  D. Reintroducing Wolves to Yellowstone

  E. Oil Spills in Kuwait

  F. The Introduction of Exotic Species

  G. Damage to the Atmosphere: Stratospheric Ozone Depletion

  H. Global Climate Change and Increasing Carbon Dioxide Levels

117

Top Down Topic Web

118
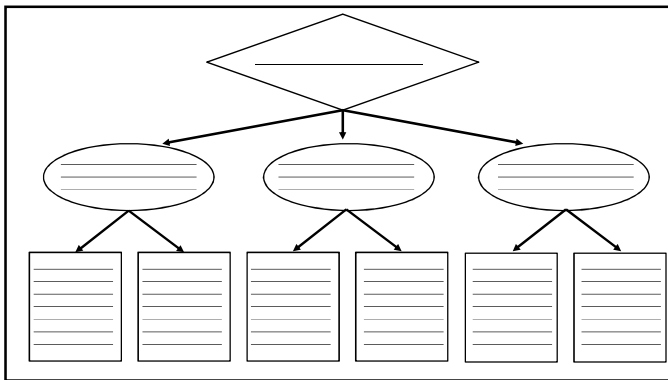
Aligns with Highlighting

Color Coding
- Level 1 Ideas: Blue
- Level 2 Ideas: Red
- Level 3 Ideas: Green

120

Aligns with Outlining

- **Level 1**: Main Idea, Topic
- **Level 2**: Subtopic, Category of Level 1, Detail of Level 1
- **Level 3**: Subtopic or Detail of Power 3

1. Place
   2. Human Characteristics
      3. houses
      3. wheat fields
      3. cities

   2. Physical Characteristics
      3. mountains
      3. rivers
      3. deserts

121

Notetaking

Notetaking *is* thinking. Notetaking *is* studying through the process of writing.

122

Pause and Process

- How can you incorporate student notetaking in content area and writing instruction?
- What materials will you use to teach notetaking?
- How will you scaffold and model instruction?

123

41

6. Respond to a Text in Writing with Inquiry-based and Collaborative Projects

124

What is Inquiry?

- The major goal of inquiry instruction in the context of writing is to help students derive content for a paper via data obtained through observation, experimentation, textual analysis, and presentations.

  Data is information!

125

Research

| Purpose |
| Research |
| Planning |
| Research |
| Organizing |
| Writing |
| Research |
| Editing and Revising |
| Rewriting |

(Duke, 2014)

What is Research?

Question asking and answering!

127

What is Research?

. . .and it includes collecting information and notetaking!

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Problem and Solution in _____

Problem

Solution

https://sites.google.com/a/umich.edu/nkduke/publications/inside-information-downloadables

(Duke, 2014)

129

WWWDOT for Website Evaluation

- **W**ho wrote this? What credentials do they have?
- **W**hy did they write it?
- **W**hen was it written?
- **D**oes this help meet my needs? How?
- **O**rganization of site (You can write and/or draw):
- **T**o-do list for the future"

https://sites.google.com/a/umich.edu/nkduke/publications/inside-information-downloadables

(Duke, 2014)

130

Research Sources for Kids

National Geographic
https://www.natgeokids.com/uk/

Time for Kids
https://www.timeforkids.com

Scholastic Classroom Magazines
https://www.timeforkids.comassroom

131

What is Collaborative Writing?

- Establishing routines that permit students to frequently work with their peers to plan, draft, revise, and/or edit compositions, such as when writing group papers, creates a positive writing environment.

> *Students feel less competitive with one another and learn to seek and value the input of their classmates to improve their written expression.*

132

Collaboration is "Real World"

- Co-planning
- Co-writing
  - Different sentences
  - Different paragraphs
  - Different sections of a paper
- Co-editing and revising

"Author et al."

133

Inquiry

Inquiry is the application of question asking and answering for the purpose of learning and sharing information

134

Pause and Process

Which of the following is considered dynamic, inquiry-based instruction?

a) Collaborative writing
b) Using a procedural facilitator (e.g., plan of action, think sheet, detailed rubric to a specific genre) to <u>discuss feedback</u>
c) Developing and teaching students a process for peer collaboration
d) All of the above

135

Pause and Process

- How can you help students learn to develop content for writing based on inquiry based learning (via information obtained through observation, experimentation, textual analysis, and presentations)?
- Identify a tool/template that students can use as the collect information.

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7. Pull it All Together

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Content Area Learning

Information = Communicating or Receiving Knowledge
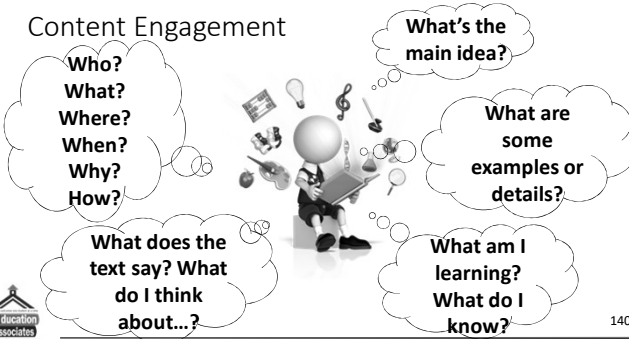
138

Big Idea

Have students write about the texts they read **(to demonstrate comprehension).**

Content Engagement

What's the main idea?

Who? What? Where? When? Why? How?

What are some examples or details?

What does the text say? What do I think about...?

What am I learning? What do I know?

Next Steps

Instructional Application:

(1) Incorporate **main idea-detail identification and/or summarizing** into your content area and writing instruction.

AND

(1) Increase the use of *written* **question asking and answering** by students.

OR

(2) Incorporate student **notetakin**g during your content area and writing instruction.

Next Steps

Follow-up PLC on <u>April 9, 2018</u> for Writing for Content Area Learning

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Check Out!

Post-test
Code:WTW4
https://www.surveymonkey.com/r/webinarMarch22

THANK YOU
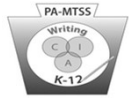
Acknowledgments

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.

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Acknowledgments

PresenterMedia

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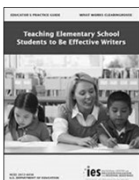
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Resources and References

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From the Bookshelf: Research-based Practice Guides

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

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

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

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

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From the Bookshelf: Resources to Explicitly Teach the Writing Process

Step Up to Writing

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

Paragraph Writing Strategy

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

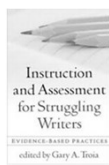Hochman Method – "The Writing Revolution"

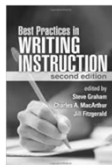http://www.thewritingrevolution.org/method/hochman-method/
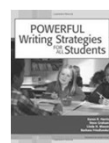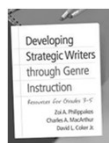

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From the Bookshelf: Research-based Resources on Writing

Discusses research and best practice

Provides research-based classroom application

150

50

From the Bookshelf: Writers Discuss the Writing Process

151

References

- Buss, K., & Karnowski, L. (2002). *Reading and writing nonfiction texts.* Newark, DE: International Reading Association.
- Duke, N. K. (2014). *Inside information: Developing powerful readers and writers of informational text through project-based instruction, K-5.* New York: Scholastic.
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- Duke, N. K., Caughlan, S., Juzwik, M. M., Martin, N. M. (2012). *Reading and writing genre with a purpose.* Portsmouth, NH: Heinemann.
- 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.

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- Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties.* Baltimore: Brookes.
- 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.

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- 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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Pennsylvania Training and Technical Assistance Network

Commonwealth of Pennsylvania
Tom Wolf, Governor

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