EFFECTIVE WRITING PRACTICES FOR THE CORE

Macro-level Writing Instruction Grades K-2
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ACKNOWLEDGEMENTS
PaTTAN’s MTSS for Writing Committee
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Agenda

Part 1:
- What does the research say about macro-level writing instruction for K-2?

Part 2:
- How do you help students identify their purpose for writing?
- What materials and instructional routines help students prepare to write narratives, descriptions (information with main idea and details) and opinions?

Part 3:
- How do you transition from an “evaluation” phase of instruction to a “writing” phase of instruction?
- What are some concluding take-aways?
Recommended Reading


PART 1

- What does the research say about macro-level writing instruction for K-2?
The Write Stuff!: A Developmental Progression

Writing as Drawing
Writing as Letters and Words
Writing as Communication
Writing as the Writing Process

What Does the Research Say?

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

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

Microstructure/Foundational Skills
- Handwriting – accuracy and fluency
- Keyboarding – accuracy and fluency
- Spelling – accuracy and fluency
- Sentences – structure
- Mechanics

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

The Micro- Supports Macro-Structures
Macro-level Writing

- Write for a variety of purposes
  - Narrative
  - Informative/Explanatory
  - Opinion
- Write with quality
  - Focus
  - Content
  - Organization
  - Style
  - Conventions

Key Elements for Each Genre by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Narrative</th>
<th>Informative/Explanatory</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>• Single or multiple events</td>
<td>• Name of topic</td>
<td>• Topic (or name of book)</td>
</tr>
<tr>
<td></td>
<td>• Described in order</td>
<td>• Some information</td>
<td>• Opinion</td>
</tr>
<tr>
<td></td>
<td>• Reaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
<td>• Two or more sequenced events</td>
<td>• Name of topic</td>
<td>• Topic (or name of book)</td>
</tr>
<tr>
<td></td>
<td>• Details</td>
<td>• Facts about topic</td>
<td>• Opinion</td>
</tr>
<tr>
<td></td>
<td>• Temporal words for order</td>
<td>• Sense of closure</td>
<td>• Reasons</td>
</tr>
<tr>
<td></td>
<td>• Sense of closure</td>
<td></td>
<td>• Closure</td>
</tr>
<tr>
<td>Second Grade</td>
<td>• Detailed or sequence of events</td>
<td>• Name of topic</td>
<td>• Topic (or name of book)</td>
</tr>
<tr>
<td></td>
<td>• Details describing thoughts, feelings, actions</td>
<td>• Facts or definitions about topic</td>
<td>• Opinion</td>
</tr>
<tr>
<td></td>
<td>• Temporal words for order</td>
<td>• Concluding statement or section</td>
<td>• Reasons supporting opinion</td>
</tr>
<tr>
<td></td>
<td>• Sense of closure</td>
<td></td>
<td>• Linking words connecting reasons</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Concluding statement or section</td>
</tr>
</tbody>
</table>

(Cocker & Ritchey, 2015)
Instructional Tip:
Teach Academic Language and Vocabulary

Simple Linking Words
- first
- because
- also
- next
- second
- third
- finally
- last

Beginning
- to begin
- first

Middle
- because
- therefore
- also
- too
- next
- in addition
- for example
- according to
- second
- third

End
- in closing
- finally
- in conclusion
- last

Teaching Genre-Specific Writing

<table>
<thead>
<tr>
<th>Phases of Instruction</th>
<th>What Students Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1: Learning about the genre</td>
<td>• Purpose of the genre</td>
</tr>
<tr>
<td></td>
<td>• Important elements of the genre</td>
</tr>
<tr>
<td>Phase 2: Learning to evaluate the genre</td>
<td>• Components of a good text</td>
</tr>
<tr>
<td></td>
<td>• Identifying missing components</td>
</tr>
<tr>
<td>Phase 3: Learning to write the genre</td>
<td>• Planning and using a graphic organizer</td>
</tr>
<tr>
<td></td>
<td>• Evaluating the plan</td>
</tr>
<tr>
<td></td>
<td>• Writing from the plan</td>
</tr>
<tr>
<td></td>
<td>• Writing independently</td>
</tr>
</tbody>
</table>

(Cocker & Ritchey, 2015)
Teaching Genre-Specific Writing

**Phase 1** Learning About Genre
- Understanding features and purpose of the genre
- Identifying genre parts
- Distinguishing target genre from other texts

**Phase 2** Learning to Evaluate Genre
- Using Checklist/Graphic Organizer to evaluate the genre
- Applying the Checklist/Graphic Organizer to student telling/retelling
- Applying the Checklist/Graphic Organizer to a sentence or text structure sort

**Phase 3** Learning to Write Genre
- Planning with a Graphic Organizer
- Writing with a Graphic Organizer
- Using a Checklist/Graphic Organizer to evaluate writing

(Cocker & Ritchey, 2015; Santoro et al., 2008, 2016)

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**Instructional Mantra**

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

-Anita Archer
...with something else to remember:

“I stop every day at the point where I feel I can write more.”
-Haruki Murakami

PART 2
• How do you help students identify their purpose for writing?
• What materials and instructional routines help students prepare to write narratives, descriptions (informative) and opinions?
Phase 1: Learning About the Genre

- “...students who are knowledgeable about and/or follow the author’s structure in their attempts to recall a text remember more than those who do not. Second, more good than poor readers follow the author’s text structure in their attempt to recall a text” (Pearson & Fielding, 1991, p. 827).

Is this Text a Story, Information, or Opinion?

Is this a story, information, or opinion book?...How do you know?
Short Writing Often, Not Long Writing Seldom

“I’m going to write an “I” on the top of my Graphic Organizer to help me remember we’re reading an information book.”

Lana Santoro’s Book Review on Stellaluna

Where Can you Find Opinion Texts?

- Look at the passages and videos used in the Word Generation-Elementary Program (Gr 4-5)
  - [http://wordgen.serpmedia.org/elementary.html](http://wordgen.serpmedia.org/elementary.html)
- Spaghetti Book Club – Book reviews written by kids for kids
  - [http://www.spaghettibookclub.org/](http://www.spaghettibookclub.org/)
- Learning At the Primary Bond – List of mentor texts by genre
Let’s Look at Phase 2 Instruction

- Learning to Evaluate Genre
  
  …by thinking about texts (during student reading or teacher read alouds),
  
  …and considering how an author writes and structures the text.

Learning to evaluate genre helps “front load” instruction required for the Edit/Revise phase of the writing process.

Phase 2 Instruction Requires “Author Talk”

- What is the author trying to say?
- What is the author’s message?
- What is the author talking about?
- That’s what the author says, but what does it mean?
- How does that connect with what the author already told us?
- How does that fit in with what the author already told us?
- What information has the author added here that connects to or fits in with_________________.
- Does that make sense?
- Is that said in a clear way?
- Did the author explain that clearly? Why? Why not?
- What’s missing? What do we need to figure out or find out?
- Did the author tell us that?
- Did the author give us the answer to that?

Why “Author Talk?”

When learning to write, students start to define themselves as writers. “Author Talk” helps students develop a “Writer’s Voice” (and students learn what to think about when writing).

Phase 2 Instruction Requires Classroom Discourse

- Teacher Read Alouds
- Teacher Think Alouds
- Student Partner Discussions

... of course instructional routines can be used during reading instruction too!
Phase 2 Instruction Includes . . .

- Materials
  - Graphic Organizer
  - Checklist

- Instruction
  - Read Alouds
  - Telling and Retelling
  - Sentence or Text-Structure Sorting

NARRATIVE
Narrative Writing

- Storytelling
- Personal narratives
  - “It’s all about me!”

Phase 2: Evaluating the Genre – Graphic Organizer

(Santoro et al., 2014)
### Phase 2: Evaluating the Genre - Checklist

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>- Introduces the topic and/or character</td>
</tr>
</tbody>
</table>
| **Event 1** | - Has sequencing word (e.g., first, when)  
- Describes what happened |
| **Event 2** | - Has sequencing word (e.g., then, next, also)  
- Describes what happened |
| **Closing** | - Has a strong closing  
- Tells what happened at the end |

*Cocker & Ritchey, 2015*

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### Phase 2: Evaluating the Genre – Read Alouds

*Stellaluna* by Janell Cannon

"Let’s use our Graphic Organizer to take notes while we read. We want to find out who the story is about, what happened first, next, and at the end."

*Instruction*
Phase 2: Evaluating the Genre – Telling/Retelling

Display a large class-size Graphic Organizer to refer to during the personal recounts lesson.

TELLING AND RETELLING: MODEL (I DO!)

(Who?) We (What?) on (When?). and we went to (Where?) because we (Why?).

(Santoro et al., 2014)
TELLING AND RETELLING: GUIDE (WE DO!)

(Who?)
and we went to (Where?)
on (When?).
We (What?)
because we (Why?).

(Santoro et al., 2014)

TELLING AND RETELLING: PRACTICE (YOU DO!)

(Santoro et al., 2014)
Giving Feedback

- I Do  ➔  We Do  ➔  You Do

“Listeners, 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 say one or more of those things, you need to tell him or her they should do so the next time.”

(Santoro et al., 2014)

K-2 Students Can Work in Partners!
Phase 2: Evaluating the Genre – Telling/Retelling

Sample Pacing Schedule

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARTIAL RETELL</strong></td>
<td><strong>PARTIAL RETELL</strong></td>
<td><strong>PARTIAL RETELL</strong></td>
<td><strong>COMPLETE RETELL</strong></td>
</tr>
<tr>
<td>Type of book</td>
<td>What are the characteristics of mammals? What makes a mammal a mammal?</td>
<td>What animals are mammals?</td>
<td>Type of Book</td>
</tr>
<tr>
<td>Topic</td>
<td></td>
<td>One interesting fact about mammals?</td>
<td>Topic</td>
</tr>
<tr>
<td>INFORMATIONAL TEXT</td>
<td><strong>PARTIAL RETELL</strong></td>
<td><strong>PARTIAL RETELL</strong></td>
<td><strong>COMPLETE RETELL</strong></td>
</tr>
<tr>
<td>Personal response (Did you like the story?) and why</td>
<td>What happened next</td>
<td>What – first</td>
<td>Type of book</td>
</tr>
<tr>
<td>Teacher models a complete story retell.</td>
<td>What happened first</td>
<td>What – end</td>
<td>Title</td>
</tr>
<tr>
<td>STORY TEXT</td>
<td></td>
<td></td>
<td>Main character</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What – next</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What – end</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personal response</td>
</tr>
</tbody>
</table>
Phase 2: Evaluating the Genre – Sentence Sort

Finally he walked the balloon dog around the room showing everyone.

We had a clown visit our school. His name was Mr. Pinto Beans and he came to an assembly.

Then he tried to tie the balloon into a shape. At first it didn’t work. He got made and stomped his foot. He got even madder and slapped the balloon. When he did it, it turned into a dog.

All of us laughed and it was the best assembly ever.

The first thing he did was blow up a long balloon. He huffed and puffed and it was real hard for him. Everyone laughed.
Informative/Explanatory

- Main idea and details
- Descriptions

Phase 2: Evaluating the Genre – Graphic Organizer

- Introductory Sentence
- Detail 1
- Detail 2
- Detail 3
- Detail 4
- Topic/Main Idea
- Closing Sentence

Materials
What You Think You Know

What You Want to Know

What You Learned

- What type of animals are bats?
- What do bats look like?
- What do bats eat?
- Do bats drink human blood?
- How do bats see at night?

-Bats are mammals. They have lungs and hair on their bodies. They are warm blooded.
-Bats eat different kinds of food. Some bats eat insects. Others only eat fruit.
-Bats do not drink human blood.
-Bats have large wings, small bodies, and lightweight bones.

(Santoro et al., 2014)

Phase 2: Evaluating the Genre - Checklist

Introduction
- Introduces the topic (and main idea)
- Defines the topic

Detail 1
- Describes something about the topic
- Has linking words

Detail 2
- Describes something about the topic
- Has linking words

Closing
- Has a strong closing

(Materials)

(Cocker & Ritchey, 2015)
Phase 2: Evaluating the Genre

Today we are going to look for the main idea and details in the book *Bats* by Gail Gibbons. As we read, we’ll take notes on our graphic organizer.

Phase 2: Evaluating the Genre – Telling/Retelling

“It’s time to practice retelling the book *Bats* by Gail Gibbons. First we’re going to tell the topic. Then we’re going to tell two or three details, or facts, we learned from the book.
Phase 2: Evaluating the Genre – Text Structure Sort

- **Beginning**: Detail 1:
- **Middle**: Topic/Main Idea:
- **End**: Closing:
  - Detail 2:

**Instruction**
Opinion

- Book reviews!

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Phase 2: Evaluating the Genre – Graphic Organizer

<table>
<thead>
<tr>
<th>Title:</th>
<th>Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion</td>
<td></td>
</tr>
<tr>
<td>Reason 1</td>
<td></td>
</tr>
<tr>
<td>Reason 2</td>
<td></td>
</tr>
<tr>
<td>Reason 3</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
</tbody>
</table>
Phase 2: Evaluating the Genre - Checklist

Introduction
- Introduces the topic
- Has the name of the book
- Has an opinion about the book

Reason 1
- Tells something about the book
- Has linking words

Reason 2
- Tells something about the book
- Has linking words

Closing
- Has a strong closing

(Cocker & Ritchey, 2015)

Phase 2: Evaluating the Genre

“Let’s use our Checklist to review our class book review on the book Stellaluna. Does our book review have all of the parts to make it a good review?”
Phase 2: Evaluating the Genre – Telling/Retelling

**Instruction**

“Let’s practice telling our opinion. First, tell whether you liked the book or not. Next, tell why. Don’t forget to use the word *because* when you tell why you liked or didn’t like the book.”

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Phase 2: Evaluating the Genre – Text Structure Sort

**Instruction**

- **Beginning**
  - Closing:

- **Middle**
  - Topic:
  - Reason 1:
    - Reason 2:

- **End**

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Remember, emphasize language *use* during Phase 2 instruction. . .

. . .and practice, practice, practice!

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PART 3

- How do you transition from an “evaluation” phase of instruction to a “writing” phase of instruction?
- What are some concluding take-aways?
Phase 3 Instruction Includes...

Materials
- Graphic Organizer
- Checklist

Instruction
- Planning from a Graphic Organizer
- Writing from an Organization Frame
- Writing from a Graphic Organizer
- Evaluating Writing with a Checklist/Graphic Organizer

Begin with Organizational Frames

1. "About me and eating......"
   - "My favorite food is BSeto"
   - "And please don't give me any Sosh"

2. "My favorite pet is......"
Organizational Frame: Opinion

The book ________________________________ [title of book], written by
______________________________ [author’s name], is a ___________ [great,
funny, sad, interesting, etc.] book about ______________________ [say
something about who the main character is].

Organizational Frame: Reason

One reason that I _________________ this book was because________________________
________________________________. Another reason that I thought this
book was _________________ was because________________________________
__________________________________________________________.
Bats are unusual animals for several reasons,

First,______________________________________

Second,____________________________________

Third,______________________________________

Finally,______________________________________

As you can see, bats are unique in the animal word. *Illustrate with a picture of what you consider to be the most unusual thing about the bat.*
Resource to Share

- **PaTTAN MTSS Writing Cohort Series** Live Binder – Access Live Binder with Passcode: MTSS-W
  - See Anita Archer’s Writing Resources listed under the Instruction Tab

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Writing with a Graphic Organizer

Butterfly Boy is a story about a boy named Emilio and his grandfather, Abuelo...
Evaluating with a Graphic Organizer/Checklist

**Take-Aways**

- **Short writing often, not long writing seldom!**
  - Integrate “Evaluation of Genre” into reading and writing instruction.
  - Consistently use the same set of Graphic Organizers and Checklists across both reading and writing.
  - Emphasize classroom discourse, and use teacher read alouds, to help students develop “Author Talk” and academic language.
  - Develop instructional routines that help students identify their purpose for reading and writing.
Research-to-Practice Recommendations


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Thank you!

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