

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

Macro-Level Writing Instruction in Grades 3-12

Harrisburg, PA
January 11, 2017
(Day 2)

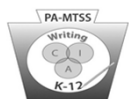
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Acknowledgments



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

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

January 12 (Day 3)

- Train the Trainers (ToT)

*Follow-up ToT Webinar:
March 2nd*



Writing
Process

Writing to
Learn

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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



Writing Next Report

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Agenda

Day 2

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



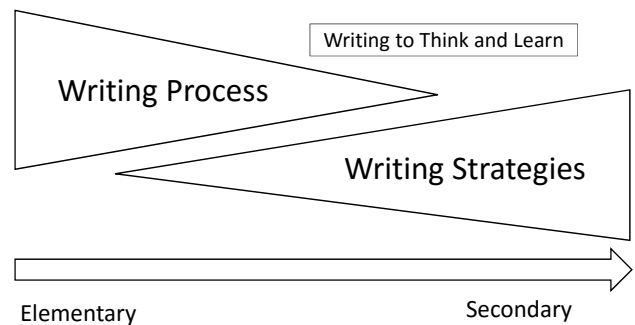
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Outcomes

Day 2

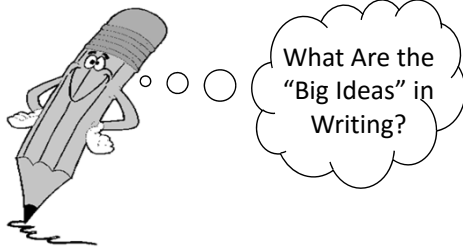
- Identify the “Big Ideas” of Macro-level Writing
- Write from and design genre-specific Think Sheets for the purpose of aligning materials with instructional goals
- Consider how to enhance discipline-specific writing with inquiry-based learning and collaboration
- Understand how to teach students to respond to text with writing by emphasizing how main idea and details, summarizing, question asking, and note-taking are linked instructionally
- Conduct a summative reflection of writing practices and identify an action step for classroom practice
- Schedule writing instruction effectively within literacy instruction and across content areas

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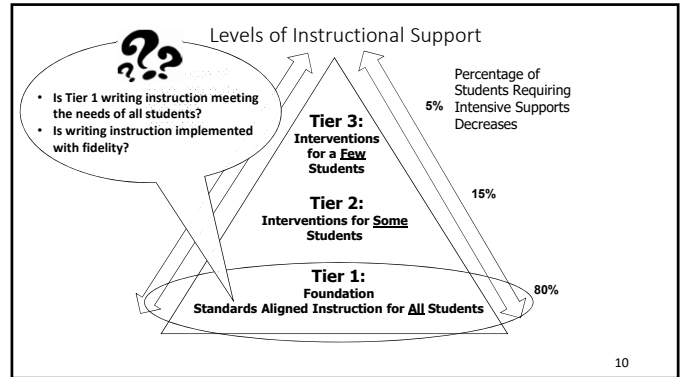


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Let's Review. . .



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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?id=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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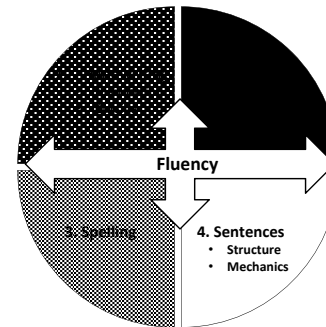
What Does the Research Say?

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



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Comprehensive Micro-level Writing Instruction



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Comprehensive Macro-level Writing Instruction



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Break Out: Activity #1 (page 64-65)

Participants will be divided into small groups for this activity. Each group will be assigned a form of writing to think about with more focus and depth.

- Group WE DO: Narrative Writing – Problem/Solution (pages 40-45)
- Group 1: Informative/Explanatory Writing – Main Idea and Details (pages 46-51)
- Group 2: Informative/Explanatory Writing – Summary (pages 52-57)
- Group 3: Informative/Explanatory Writing – Compare/Contrast (pages 58-63)
- Group 4: Opinion/Argumentative (pages 64-69)

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Break Out: Activity #1 (page 64-65)

First, read the article about "Sharks" by Susanna Batchelor.

Next, each small group will use the materials provided to write as "student writers." When working in groups, you will:

1. PLAN. Plan writing using the Think Sheet provided.
2. WRITE. Use your Think Sheet to write a short paragraph!
3. REFLECT. Reflect on "what worked well" and "what didn't work as well" with your Think Sheet. Based on your experience planning and writing, design a Think Sheet that will help students in grades 3-12 plan and write your assigned form of writing. Sketch a potential Think Sheet that you think will work with your students.

**There are also some additional bonus ("if you have time") questions listed in your Activity Booklet.*

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Break Out: Activity #1 (page 64-65)

When we discuss this Activity as a whole group, we'll review writing and reflections from each of the small groups. Here are some things to think about when we have our group discussion:

- Does the writing entertain, inform, or persuade?
- How does each Think Sheet focus on **critical writing features** and **help develop discourse knowledge about writing**?
- How do **critical features** evolve across genres and forms of writing?

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I DO/WE DO Narrative Writing Problem/Solution (pp 40-45)

- Plan a story featuring a shark as a character.

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Narrative Writing Problem/Solution		
Problem	<div>Who</div> <div>What</div> <div>Where</div> <div>When</div> <div>Why</div> <div>How</div>	
Solution	<div>Attempted Solutions</div> <div>1.</div> <div>2.</div>	<div>Results</div> <div>1.</div> <div>2.</div>
Results	<div>Results</div>	

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Group 1:
Informative/Explanatory Main Idea and Details
(pp 46-51)

- Plan a report that tells what you learned about Susanna Batchelor and her work on sharks.
(Hint: Think about reporting who the author is, where she works, what she studies, etc.).

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Informative/Explanatory Writing
Main Idea and Details

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Group 2:
Informative/Explanatory Summary
(pp 52-57)

- Plan a summary that tells what you learned about Susanna Batchelor and her work with sharks.
(Hint: Think of your summary as a burger. Figure out how your bun –main idea and conclusion– can hold and connect all of the ingredients, or parts, in your burger – details).

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Informative/Explanatory Writing
Summary



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Group 3:
Informative/Explanatory Compare and Contrast
(pp 58-63)

- Plan an essay that tells what you learned about Hammerhead and Whale sharks. Compare and contrast!

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Informative/Explanatory Writing
Compare and Contrast

Concept #1	Concept #2
How Alike?	
How Different?	

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Group 4:
Opinion/Argumentative
(pp 64-69)

- Plan an essay that tells which shark (Hammerhead or Whale Shark) you want to learn more about and why.
 - First, decide which shark you want to study.
 - Second, find the best shark facts to support your reasons.
 - Third, explain your reasons.
- ...be sure to use facts about Hammerhead and Whale sharks to explain why you would study the shark you chose and not the other shark.*

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Opinion/Argumentative Writing

My opinion (the shark I want to study is):		
Because... (my reasons for choosing this shark):		
List at least 2 strong reasons why you choose _____.	Explain Hammerhead shark facts that support your reason.	Explain Whale shark facts that support your reason.

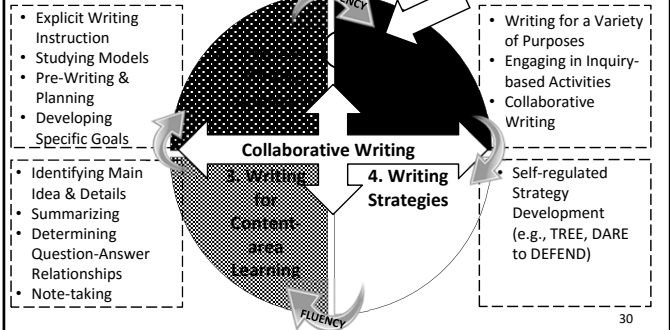
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Teaching Discipline-Specific Writing



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Comprehensive Macro-level Writing Instruction



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Disciplinary-Literacy

Disciplinary-literacy includes:

- Building prior knowledge, building specialized vocabulary, learning to deconstruct complex sentences, using knowledge of text structure and genres to predict main and subordinate ideas, mapping graphic (and mathematical) representations against explanations in the text, posing discipline-relevant questions, comparing claims and propositions across texts, using norms for reasoning within the discipline (i.e., what counts as evidence) to evaluate claims.

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Science and Technical Subjects

- Focus on analysis of investigations and determining what is and is not known.
- Teach note-taking strategies that apply to science and technical subjects.
- Demonstrate and discuss how the text provides knowledge that allows predictions about how the world works.
- Teach the knowledge required to develop full understanding about experiments and processes.
- Show students the close connections between and among prose, graphs, charts, and formulas (alternative representations of constructs).
- Focus on reading and writing strategies related to corroboration and transformation.
- Explicitly teach how to use signs of meaning in reports and textbooks (e.g., abstracts, section headings, figures, tables, diagrams, maps, drawings, photographs, and reference lists and endnotes).

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Science and Technical Subjects

- Explicitly teach specialized vocabulary: Words with Greek roots (cosm, hypo, derm), words used in everyday discourse that have a highly specialized subject area meaning (fruit, nursery), modifiers of words that are used in ordinary discourse (saturated fat, dark matter), and common terms used in specialized ways (catabolic pathway, lipoprotein cholesterol).
- Show students how taxonomic reasoning works.
- Analyze syntax: Embedded clauses (“an invisible gas called water vapor” and nominal apposition (“animals that eat plants, herbivores, may be found. . .”).
- Explicitly teach text structure: cause and effect, sequencing, extended definitions, problem-solution.

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Sample: Chemistry Note-taking

Substances	Properties	Processes	Interactions	Atomic Expression

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History/Social Studies

- Consider the author of the history text (compare the author’s point of view, or how an author makes claims, or refines vocabulary, meaning, etc.).
- Contextualize (place the document/information from text within its historical period).
- Corroborate (evaluate information across sources).
- Demonstrate and discuss the interpretative nature of history and how authors and sourcing are central in interpretation (consideration of bias and perspective).
- Explicitly teach how narrative and argument is used (e.g., may often seem that narrative is without purpose and argument is without explicit claims). Show students how history works as an argument based on partial evidence and narratives are more than facts.

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History/Social Studies

- Use multiple texts. Single texts are problematic. No corroboration.
- Explicitly teach frameworks for understanding (e.g., explorations of enduring themes about how people organize themselves in societies and how they manage their internal and external relationships).
- Demonstrate and discuss how to weigh and analyze conflicting evidence within texts (e.g., reconstructing accounts from the past as a means of understanding the present) and across texts (e.g., question asking, searching in relevant texts, summarizing content).
- Explicitly teach how to read historic documents. Discuss complex sentence structure and arcane vocabulary.

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Sample: History Events Chart

TEXT	WHO?	WHAT?	WHERE?	WHEN?	WHY?
(1)					
Relation:					
(2)					
Relation:					
(3)					
Relation:					
Main Point:					

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English/Language Arts

- Explicitly teach the story grammar related to plot (e.g., plot configurations, character types, scenarios of human goals).
- Discuss the implications of scripts (e.g., oral narratives, narratives in other media, written texts).
- Teach how to identify themes and layers of symbolism.
- Explicitly teach students how to identify patterns within a text and across texts: Patterns based on knowledge (intertextuality, author, literacy tradition, historical context) and situated perspective of the reader (black aesthetic, feminist, reader response, new criticism, Marxist, post-structuralist, deconstructionist).
- Show students how to “reject the literal” (e.g., notice, signify, configure, build coherence) by expanding/extrapolating (e.g., fables, allegories, symbolism) and negating/contrasting/conflicting (e.g., irony, satire, unreliable narrator).

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English/Language Arts

- Map literature as a domain: Archetypal themes (e.g., loss of innocence, relationships with nature, truth, freedom, conflict, good vs. evil), interpretive problems (e.g., symbolism, irony, problems with point of view), plot configurations (e.g., magical realism, coming of age, science fiction, fable, mystery), character types (e.g., trickster, detective, mythic hero, epic hero, picaresque hero, tragic hero).
- Explicitly teach how to decode symbolism (e.g., detection, manifestation, function, sources of knowledge for interpretation).
- Consider literacy reasoning as a cultural practice (e.g., demonstrate a willingness to attend to language play as an end to itself, follow the assumption that details form a coherent whole even when they appear not to do so, use analogical reasoning, construct warrantable associations between the text and other traditions).

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Sample: Character Change Chart

What is the main character like at the beginning of the story?	What is the main character like at the end of the story? How has he or she changed?
Given this character change, what do you think the author wanted you to learn?	

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Let's examine a few research-based instructional strategies for using discipline-specific writing. .

- Inquiry Activities (. . .and asking questions!)
- Collaborative Writing

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Break Out: Activity #2 (page 38-39)



- Participants will be assigned to one of two 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: Inquiry Activities (page 19)
 - Group #2: Collaborative Writing (page 16)

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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.

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Defining Instructional Features for Inquiry-Based Writing Opportunities

- Authentic student-centered questions that drive inquiry activities
- Collaborative and cooperative learning approaches to inquiry
- Application of inquiry findings to real-world problems
- Integration of the scientific process into inquiry activities
- Purposeful teacher facilitation and guidance to achieve specific learning objectives



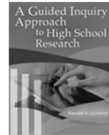
Troia, G. (2014). *Evidence-based practices for writing instruction* (Document No. IC-5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configuration/>

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Resources to Consider:



- See Randell K. Schmidt's *Guided Inquiry Series*:
 - Teaching the Scientific Literature Review
 - Teaching the Humanities Research Project
 - Teaching High School Research



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Break Out: Activity #3 (pages 40-41)



- Review the sample materials provided in your Activity Booklet from a writing program that teaches students in Grades 11-12 to write a scientific literature review.
- Examine the scope and sequence of lessons. How do the lessons reflect discipline-specific writing?
- Examine the Student Brainstorming Worksheet. How does this activity and program emphasize inquiry-based writing?
- Finally, what discipline-specific, inquiry based writing project can you implement in your classroom? How can collaborative writing be included in this activity/writing project?

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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.



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/>

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Collaboration is “Real World”

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

“Author et al.”

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Why Peer Collaboration?

- Not enough time for teacher conferences.
- Promotes the social and communicative aspect of writing (“partners in constructing meaning,” Raphael & Englert, 1990).
- Peers can provide helpful feedback, but they need training!
 - Strategies for providing descriptive feedback
 - Group process skills for working cooperatively with peers

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What the Research Says. . .

- Peer training is essential (Beach & Friedrich, 2006).
 - Without training, students can be highly judgmental or negative OR provide only praise out of concern for jeopardizing their social relationships.
- Trained students are better able to provide constructive feedback that leads to substantive revisions (Berg, 1999; Straub, 1997).

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For Example:

Explicitly Teach Peers How to Help Revise

- **Teach** the Peer Revising Strategy (**MODEL IT! ROLE PLAY!**)
- Emphasize/Model that Feedback and Suggestions Need to be Delivered in a Positive Manner
- As students apply the strategy, make sure all students get a chance to be the writer and editor.
 - ** At first, teachers may need to provide the editor with considerable help in responding to the partner’s paper, providing hints as to what portions of the paper are unclear or lacking detail, or even modeling the process again for the pair.*

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Peer Revising Strategy

(MacArthur, Schwartz, & Graham, 1991)

- Revising
 - Step 1: Listen and read along as the writer reads the paper.
 - Step 2: Tell what the paper is about and what you liked best.
 - Step 3: Read the paper and make notes:
 - Is everything clear?
 - Can any details be added?
 - Step 4: Share your suggestions with the writer.

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Peer Revising Strategy

- Editing
 - Step 1: Check the writer's paper for errors in:
 - Sentences
 - Capitals
 - Punctuation
 - Spelling
 - Step 2: Share your suggestions with the writer.

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Peer Editing

- Sentences
 - Read each sentence. Is it complete?
- Capitals
 - Are first letters of each sentence capitalized?
- Punctuation
 - Is there punctuation at the end of the sentence?
- Spelling
 - Circle words you are not sure of. Check spelling with your word list, spelling checker, or dictionary.

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Break Out:



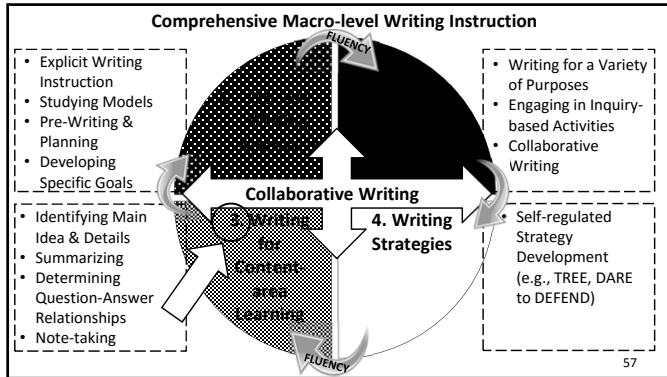
- How can you incorporate more peer collaboration into your writing instruction?
- What phase of the writing process can you incorporate peer collaboration?
 - Planning?
 - Writing?
 - Revising?

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Using Writing to Learn



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Break Out:
Activity #4 (pages 42-43)



- Participants will be assigned to one of two 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: Writing for Content-area Learning (pages 20-21)
 - Group #2: Summarizing (page 16)

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Let's examine a few research-based instructional strategies for using writing to learn in the content areas. . .

- Writing for Content Area Learning
- Main Idea and Details
- Summarizing
- Question-Answer Relationships
- Note-taking

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Writing for Content Area Learning

Topic: _____

(Based on the passage about how cloth is made.)
Making cloth is an interesting process.

The first part of the process is _____.

The next step in the process is _____.

The third step of the process is _____.

It is interesting to learn how cloth is made.

What we LEARN to know	What we LEARN to know	What we LEARNED

9-2-1

Name: _____ Date: _____

3 Things you learned (main ideas):

2 Interesting things (details):

1 Question you still have:

Summary Chart

Name: _____ Date: _____

Main Idea	Main Idea	Main Idea
Summary		

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: _____

Don't Forget to Integrate the Use of Written Responses Too!

- Gauge the length of the written response to avoid “voids” in the lesson’s pace.
 - Make the response fairly short
 - Have students write responses on paper, post-its, graphic organizers, journal pages, logs, slates, etc.



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Break Out: Activity #5 (page 44)



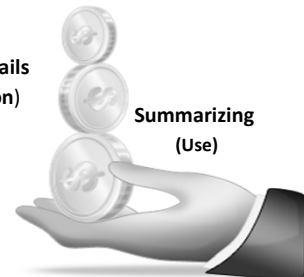
- Brainstorming! . . .How many ways can you identify for integrating writing in reading instruction and content area instruction?
- How are you currently using written responses during reading and content area instruction?
- How can you increase the use of written responses during instruction?

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Main Idea and Summarizing Two Sides of the Same Coin

**Main Idea and Details
(Identification)**

**Summarizing
(Use)**









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Main Idea and Details



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Getting Ready For Main Idea and Summarizing: Selective Underlying and/or Highlighting

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

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

1. Place
2. Human Characteristics
3. houses
3. wheat fields
3. cities
2. Physical Characteristics
3. mountains
3. rivers
3. deserts

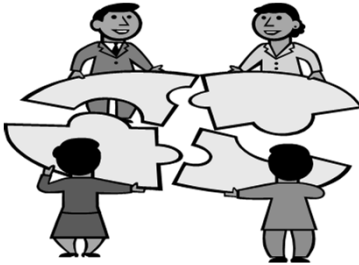
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Example 1: Main Idea Chart

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		

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...Break it Down Further!



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Main Idea Sentence

Name: _____ Date: _____

Detail 1

Detail 2

Detail 3

Detail 4

Main Idea Sentence

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Main Idea Sentence

Detail 1

Detail 2

Detail 3

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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 Log

Name: _____ Date: _____

1. Who or what is the paragraph mostly about?

2. What is the most important thing about the who or what?

3. Write the gist/main idea in a complete sentence.

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How can students practice main idea and detail identification?

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Title Matching



Title 1

Main Idea

Title 2

Details

Passages



74

Title Matching



Main Idea

Title 1

Details

Sentence Strips from Passages

75

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 planning.

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Headline Matching



Main Idea


Details

Headline 1

Headline 2

Newspaper Articles



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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?

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Break Out: Activity #6 (pages 45-46)


- Part 1: Write a title for the passages in your Activity Booklet.
- Part 2: Circle sentences that best match the title that is listed.

Bonus Question: Did you learn anything about the writing process? If so, what?



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Summarizing



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Summarization: Prerequisite Skills Development

Expository Structure

- 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!

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Example 1: Central Ideas

Central Idea #1

Details



Sentence that summarizes (Main Idea):

(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: _____	
Main Idea	Main Idea	Main Idea	
Summary			

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Example 2: Summarization Log

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

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

Summarization Log

Name: _____ Date: _____

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

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!

Sum it Up!

Name: _____ Date: _____

Title of Reading Selection:

- Read the selection and underline the key words and main ideas. Write these words in the blank area where it says "Main Idea Words."
- 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:

- Read the selection and underline the key words and main ideas. Write these words in the "Main Idea Words" Box.
- 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? <input type="checkbox"/> Yes <input type="checkbox"/> No 2. Is your summary brief? <input type="checkbox"/> Yes <input type="checkbox"/> No 3. Does your summary tell the main idea? <input type="checkbox"/> Yes <input type="checkbox"/> No	

89

Summarization Prompt Card	Example
<ul style="list-style-type: none"> • 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 	

90

How can students practice summarizing?

91

3-2-1	
Name: _____	Date: _____
3	Things you learned (main ideas):
2	Interesting things (details):
1	Question you still have:

92

Spider Map

Fishbone Map

93

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 _____

94

Summary Paragraph

Name _____ Date: _____

Main Idea:

Detail 1:

Detail 2:

Detail 3:

Concluding Sentence:

Break Out: Activity #7 (pages 47-48)

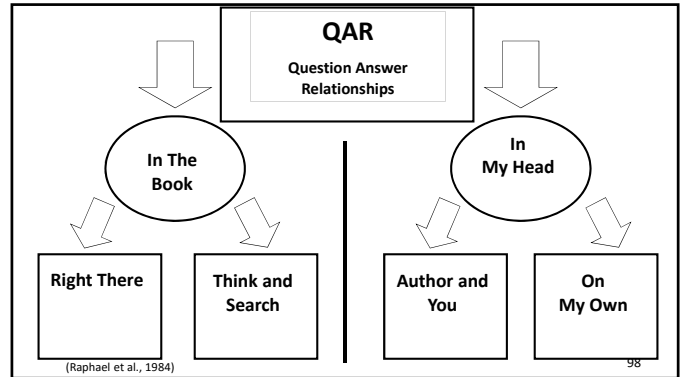
- Review the description of the story impressions method (McGinley & Denner, 1987), and exchange-compare approach (Wood, 1986), for cooperatively writing summaries.
- We'll give it a try! . . . Work with a partner and write a summary using the words and phases listed on page 60. After you write your summary, compare it with the passage on page 61.

96

Question-Answer Relationships



97



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.

99

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.

100

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.

101

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...

102

In the Book QARs

RIGHT THERE

Answer in the text.

THINK & SEARCH

Put it together.

In My Head QARs

AUTHOR & YOU

Answer NOT in the text.

ON MY OWN

Don't even have to read the text.

103

Wilson's Evidence Log

Question	Answer	Page Number(s) for Answer	Words in Text that helped answer Question

104

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.)

105

Break Out: Activity #8 (pages 49-51)

- Use the QAR framework for asking and answering questions and write the following types of questions for *The Three Little Pigs*:
 - Right There
 - Think and Search
 - Author & You
 - On Your Own
- Provide answers for each of your questions too.

106

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!

107

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 studies 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.

108

Break Out:



- How can you use QAR?
- How can you connect the use of QAR to content area learning (and writing)?

109

Note-taking



110

Topic

Questions,
Subtitles,
Headings,
Etc.

First & Last Name
Class Title
Period
Date

Class Notes

← 2 1/2" →

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



111

Subject: Why take Cornell notes? Date: 11/20/01	
PROCESS (output)	Main Ideas (Input)
How can Cornell notes help me organize my ideas?	Can be used to provide an outline of chapter or lecture. Organized by main ideas and details. 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. Can be used as study tool:
Which side for diagrams?	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. After class, you can add questions to the left side
What are the benefits to me?	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.

112

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 (not page)
- Summary added **AFTER** questions are finished
- Summary should **answer the problem** stated in the subject.

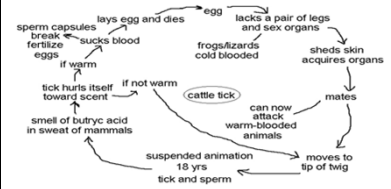
113

For example. . .

(Questions about it)

- How do the ticks find the cattle?
- Why don't the ticks usually kill their host?
- How could tick infestations in cattle impact humans?

(Diagram copied during lecture)



114

Ninth Grade Biology Notes

Arthropods	
John G. Student Biology 101 April 1, 2000	
Phylum: subphylum	Arthropods
Chelicerata	Chelicerata
2 parts:	prosoma (first pair of appendages for feeding)
examples:	scorpions, spiders, mites, ticks
Prosoma	sensory, feeding, and locomotor tagma
Opisthoma	
Cheliceræ	• pincerlike or chelate
	• used for feeding
	• first pair of appendages
Pedipalps	• second pair of appendages
	• used for sensory purposes
	feeding locomotion reproduction
Phylum arthropods is made up of subphylum chelicerata. Subphylum chelicerata is characterized by two parts called prosoma and opisthoma. The prosoma and cephalothorax are sensory, feeding, and locomotor tagma. The cheliceræ is the first appendage and refers to the pincerlike. The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes, feeding, locomotion, and reproduction.	

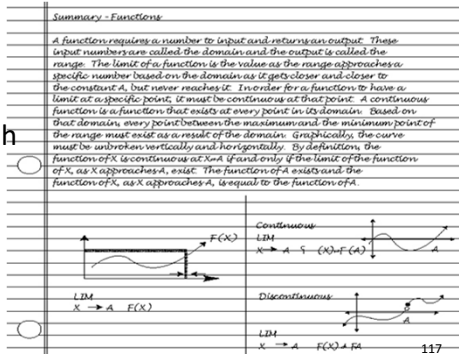
115

College Physics Notes

Sample Cornell Notes: Example II	
10/01/2000	
Questions	A. 3 Ways to solve thevenin's equation
1. Name the three formulas for solving thevenin's theorem?	1. Without dependent sources
2. In Fig. F1, which source is removed for proper solving procedure?	Fig. F1
3. What is the formula for V_{oc} ?	$V_{oc} = (10 \times 0 + 40 \times 20) / (E \sin(E))$
4. What is the formula for V_{oc} ?	$V_{oc} = (10 \times 0 + 40 \times 20)$
5. What is the formula for V_{oc} ?	$V_{oc} = (10 \times 0 + 40 \times 20)$
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Summary with Diagrams



Computerized Notes

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

WES 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 Health

- A. Collapse of the Georges Bank Fishery
- B. Declining Bird Populations
- C. Reintroducing Wolves to Yellowstone
- D. Oil Spills in Kuwait
- E. The Introduction of Exotic Species
- F. Damage to the Atmosphere: Stratospheric Ozone Depletion
- G. Global Climate Change and Increasing Carbon Dioxide Levels

Break Out: Activity #9 (pages 52-56)



Review the Jigsaw Content Learning activity in your Activity Booklet and specifically look at how to use a Double-Journal. Discuss the following questions:

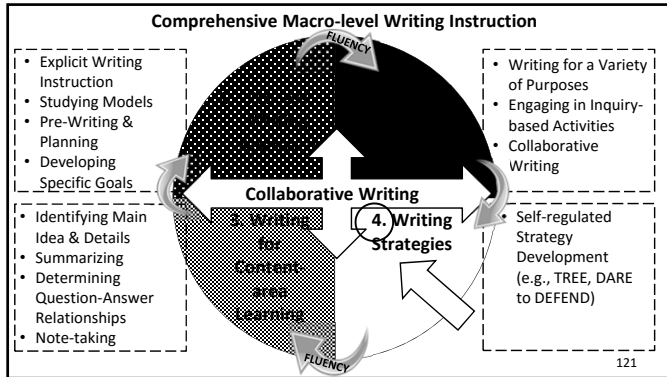
- How does the activity target main idea and detail identification?
- How does the activity use summarizing?
- How does the activity use note-taking?
- How does the activity use question asking/answering?

119


Incorporating Writing Strategies into Instruction



120



Break Out:
Activity #10 (page 57)



- Review the Writing Strategies section (pages 15-16) in the *Writing Next* report and complete the Proposition/Support frame to help summarize your review.


122

What Writers Say About Writing. . .

- *“Writing a book is a horrible, exhausting struggle, like a long bout of some painful illness. One would never undertake such a thing if one was not driven on by some demon whom one can neither resist nor understand.”*
– George Orwell
- *“The first four months of writing the book, my mental image is scratching with my hands through granite. My other image is pushing a train up the mountain, and it’s icy, and I’m in bare feet.”*
– Mary Higgins Clark


123

Break Out:
Activity #11a (pages 58-60)

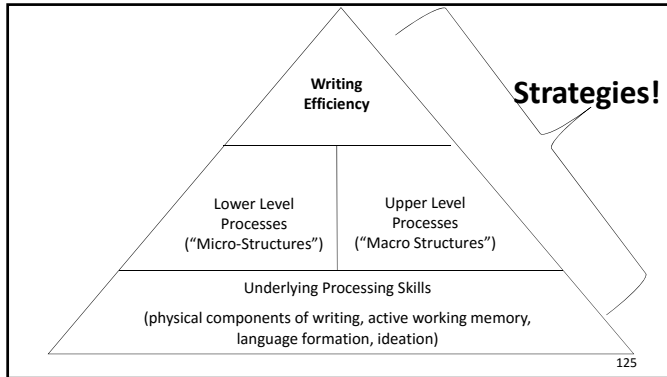


- How do you feel about writing? (attitudes)
- How do you feel about yourself as a writer? (self-efficacy)

Let’s view a video clip of Dr. Steve Graham, educational researcher at Arizona State University, discuss his own attitudes about writing and his view of himself as a writer:
<https://www.youtube.com/watch?v=ip4l-oBbgXQ>



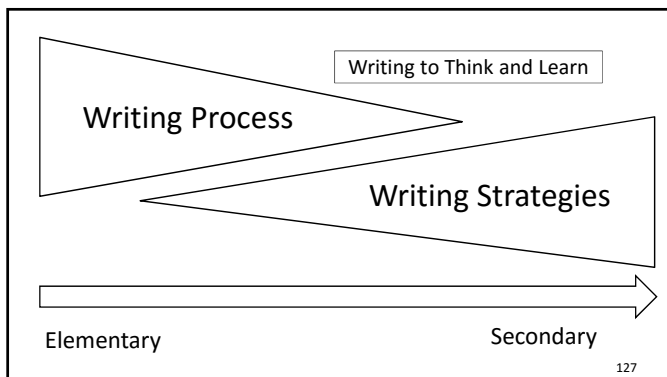
124



Strategy Instruction

- An instructional approach in which students are explicitly and systematically taught (through modeling and guided practice with feedback) one or more strategies for planning, drafting, revising, and/or editing text with the goal of independent strategy use.

126



Self-Regulated Strategy Development (SRSD)

The following develop in tandem:

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

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

128

Basic Self-Regulation Components

- Goal-setting
- Self-monitoring (Self-assessment/Self-recording)
- Self-instruction
- Self-reinforcement

Additional Components:

- Managing the writing environment
- Imagery

129

Self-Statements

- Problem Definition: “What is my purpose for writing?”
- Focusing Attention & Planning: “I have to concentrate and think of the steps. I need to make a plan.”
- Strategy: “First, I’ll write down my essay strategy.”
- Self-Evaluating & Error Correcting: “Have I used all my story parts? Let me check. Oops, I missed one; That’s okay, I can revise.; Am I following my plan?”
- Coping & Self-Control: “I’m not going to get mad, mad makes me bad.; Okay, I need to go slow and take my time. I can do this.”
- Self-Reinforcement: “Hurray! I’m done!; I’m getting better at this!”

130

Writing Strategies are Task Specific

For example:

- Planning strategies based on text structure
- Revising strategies based on evaluation criteria

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

See pages 9-14.



131

POW (Planning and Organizing)

- **P**: Pull Apart the Prompt (or Pick My Idea)
- **O**: Organize My Notes
- **W**: Write and Say More!

any genre

132

Pull Apart the Prompt

Prompt:

Explain why Abraham Lincoln's election in 1860 made southern states want to secede. Use text evidence from the passage. Support your answer with knowledge from class.

	Do	What
1. Explain		-Why Abe Lincoln's election in 1860...
2. Use		-Text evidence from the passage
3. Support		-Knowledge from class

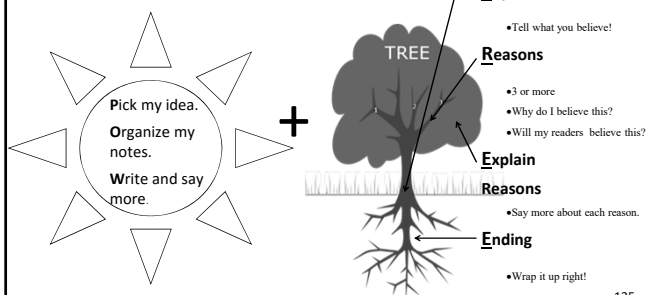
133

3 Step with TREE (Planning and Organizing)

- **Step 1. Think**
 - Who will read my paper?
 - Why am I writing this paper?
- **Step 2. Plan what to say using TREE**
 - **T**: Note topic sentence: _____
 - **R**: Note reasons: _____
 - **E**: Examine each reason above – Will by reader believe this?
 - **E**: Note ending: _____
 - Number which idea will go first, second, third, and so on.
- **Step 3. Write and say more**

opinion/argumentative writing 134

POW + TREE



135

Additional Prompts Embedded in TREE

- “Catch” the reader with your opening
- Use “million dollar words”
- Use an ending that “wraps it up right”
- Use good transition words
- Use description
- Add detail
- Consider your reader
- ...and so on (individualize for your students!)

136

DARE
(Writing)

- Develop a topic statement to support your thesis as you write.
- Add supporting ideas to support your thesis.
- Reject possible arguments from the other side.
- End with a conclusion.

opinion/argumentative writing 137

COPS
(Editing)

- Have I Capitalized the first word of sentences and proper names?
- How is the Overall appearance?
- Have I put in commas and end Punctuation?
- Have I Spelled all words correctly?

any genre 138

SCAN
(Revising)

1. Read the first draft of your essay.
2. Find the sentence that tells what you believe. Is it clear?
3. Add to more reasons why you believe it?
4. SCAN each sentence and ask:
 - S: Does it make sense?
 - C: Is it connected to my belief?
 - A: Can I add more?
 - N: Note errors?
5. Make changes

opinion/argumentative writing 139

STAR
(Revising)

- Reread your essay and code any necessary corrects with **S, T, A, or R** as follows:
 - Substitute overused words with precise words, weak verbs with strong verbs, weak adjectives with strong adjectives, and common nouns with proper nouns.
 - Take out unnecessary, irrelevant information, or information that bellows elsewhere.
 - Add details, descriptions, new information, figurative language, clarification of meaning, or expanded ideas.
 - Rearrange information for a more logical flow.
- Then, make revisions accordingly.

any genre 140

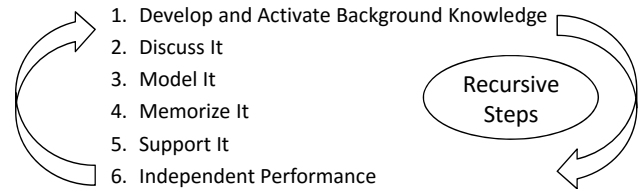
WIRMI (Revising)

- After composing an essay, write a “**What I Really Mean Is. . .**” statement and keep a copy of it. Have a partner read the draft and write a “**What I Think You Really Meant to Say Was. . .**” statement in response to the essay. Compare your WIRMI statement to your peer’s response to determine with the paper communicates effectively. Make revisions accordingly.

any genre

141

Steps for Teaching Writing Strategies



(Santangelo, Harris, & Graham, 2007)

142

End Goal: Student Strategy Selection!

- What goals do I need to set and accomplish to write for this audience or purpose?
- What writing strategies do I know work well when writing for this audience or purpose?
- What do I know about this assignment that would help inform my strategy selection?
- When do I use this strategy? When I am planning? Drafting? Revising?

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

143

Implementation Considerations

- Teach a few strategies intensively
- Coordinate across teachers, grades, subjects
- Coordinate with process approaches that emphasize social context
- Integrate with content area instruction
- Fit into a curriculum based on genre or purposes for writing (e.g., to persuade)

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Challenges

- Getting from single strategies to strategic learners is a long term process
- Demanding approach for teachers
 - Explicit explanation and modeling
 - Appropriate support
 - Evaluation of strategy use and results
 - Teaching to individual mastery in a group setting
- Demands on schools
 - Coordinated approach across classes and grades

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Break Out Activity 11b (pages 61-65)



Review the information on SRSD in your Activity Booklet. As you review the **DARE to DEFEND strategy for persuasive writing**, **reflect on the following**:

1. What is the purpose of the strategy (e.g., is it for planning, revision, or both)?
2. When/how could this strategy be used during writing instruction?
3. How does the strategy promote “good writing self-talk?”
4. How is goal setting incorporated in the strategy?

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Break Out – Your Choice : Activity 13 (pages 66-67)



Review the survey from Harris and Graham’s *POW+TREE+TWA for Writing Persuasively from Source Text: Lesson Plans, Materials, and Tips* in your Activity Booklet. How can you use this tool to help define the quality of SRSD writing instruction?

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Break Out – Your Choice :



- Check out the free SRSD resources from Project Write: <http://kc.vanderbilt.edu/projectwrite/>
- See the SRSD Online Videos (search YouTube). For example: <https://www.youtube.com/watch?v=SkdJYqezAOs>
- Other Resources:



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Pulling it All Together



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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)

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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



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Break Out - Your Choice:
Scheduling
(Appendix, pages 69-71)



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?

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Break Out – Your Choice:
Summative Checklist and Writing Plan
(Appendix, pages 72-79)



- Please use the questions listed in Activity Booklet and the **Summative Checklist** (pages 59-64) to help you develop a **Writing Plan** (page 58) 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 80-81)



- 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 82-85)



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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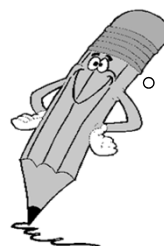
Break Out – Your Choice: Scope and Sequence



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?

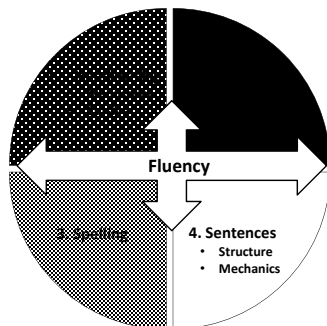
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What Are the
“Big Ideas” in
Writing?

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Comprehensive Micro-level Writing Instruction



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Comprehensive Macro-level Writing Instruction



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Love the writing, love the writing, love the writing. . .the rest will follow.

—Jane Yolen



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From the Bookshelf: Writers Discuss the Writing Process



162

From the Bookshelf: Research-based Resources on Writing

Discusses research and best practice

Provides research-based classroom application



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- 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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- 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=PLLDwKxHx1yJr3yJBp0TgCEW9h4lf3Ga&index=7

 For parents!

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