



Welcome

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

<https://recapd.com/w-5a8f22>

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

Micro-level Writing

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3

Agenda

1. Consider a Research-based Framework for Writing
2. Think About Visual Learners
3. Know the “What” of Micro-Level Writing
 - Handwriting and Keyboarding
 - Spelling
 - Sentence Structure
 - Vocabulary
4. Teach the “How” of Micro-Level Writing
 - Instructional Warm-ups
 - Organizational Frames
5. Pull it All Together



4

1. Consider a Research-based Framework for Writing



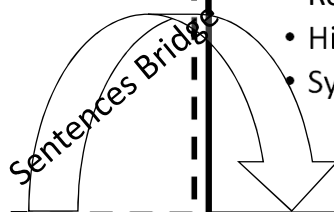
Framework for Meeting the PA Core Writing Standards

Microstructure/Foundational skills

- Handwriting- accuracy and fluency
- Keyboarding (fluency– transition)
- 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



Pause and Process



Which of the following represent micro-level processes of writing?

- a) Handwriting
- b) Spelling
- c) Sentence Structure
- d) All of the above

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 |

Conceptual Framework

What Content and Strategies?

- Handwriting and Keyboarding
- Spelling
- Sentence Structure
- Vocabulary

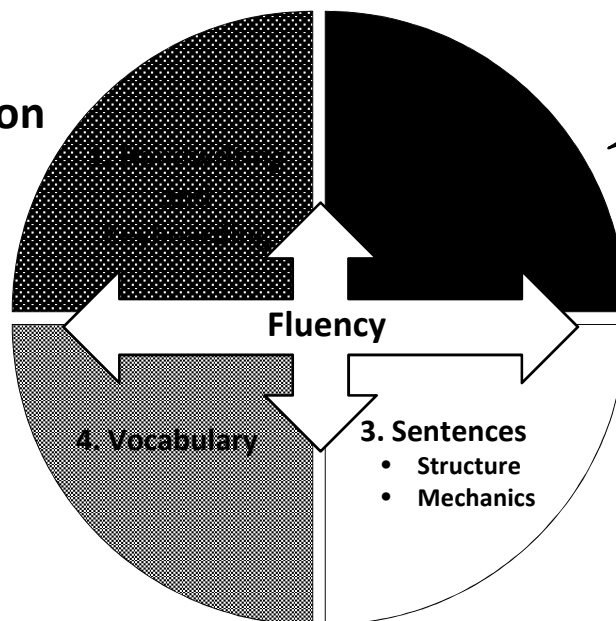
How to Integrate?

- Instructional Warm-ups
- Organizational Frames



Comprehensive Micro-level Writing Instruction

Explicit Instruction



What?

Instructional Time

- Micro-level skills require dedicated instructional time and explicit instruction.



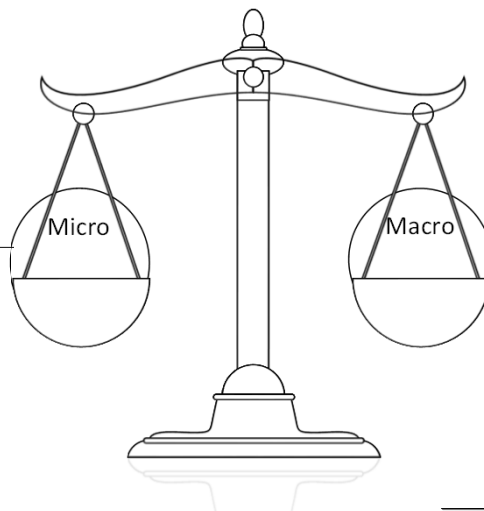
A consistent daily minimum of 35 to 40 minutes of explicit writing instruction is required for micro- and macro-level writing.



Unbalanced Scale

Micro-level instructionally weighted

Foundational Skills
Lower Order Writing

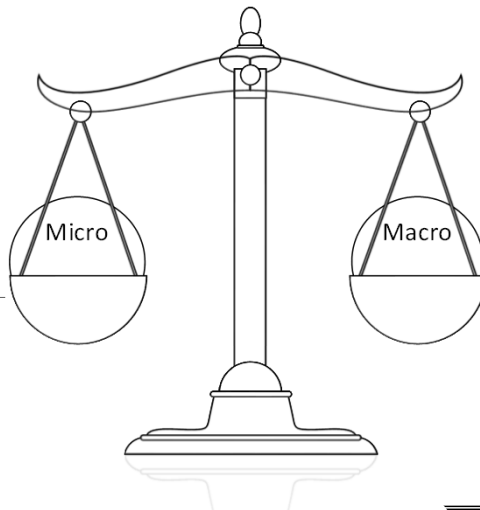


Processing/Discourse Skills
High Order Writing

Balanced Scale

Strategically balanced instruction

Foundational Skills
Lower Order Writing



Processing/Discourse Skills
High Order Writing

13

Sample Schedule

Sample Schedule for Writing Instruction (Grades 3-5) (Modified from Cocker & Ritchey, 2015)			
Time	Activity	Teacher-Managed Group (rotating small groups)	Student-Managed Work (independent practice)
10 minutes*	Spelling – Whole Class Instruction		
5-10 minutes*	Spelling	Group A (Days 1 and 4) Group B (Days 2 and 5) Group C (Day 3)	Independent Spelling Activities
10-15 minutes	Handwriting and Sentence Instruction – Whole Class Instruction		
5-10 minutes	Handwriting or Sentence Instruction	Group A (Days 1 and 4) Group B (Days 2 and 5) Group C (Day 3)	Independent Handwriting and Sentence Activities
15-20 minutes	Composing – Whole Class Instruction (includes fluency practice)		
15 minutes	Composing	Group A (Days 1 and 4) Group B (Days 2 and 5) Group C (Day 3)	Independent Composing Activities

Note that for each instructional component, Group A needs the most support, Group B needs some support, and Group C needs less support. Teachers should vary small-group instruction to balance the amount of support students receive in daily, small-group instruction.

* Included in core reading instruction.

14

Instructional Mantra

How?

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

-Anita Archer



Instructional Warm-ups



Organizational Frames



15

Pause and Process



- Think about your writing instruction. Do you spend more time teaching micro-level-foundational skills or macro-level skills?
- How would you characterize your writing instruction? Would you consider your instruction to be “strategically balanced?”



16

2. Think About Visual Learners



What about Micro-level Writing for Visual Learners?

- Many deaf students do not develop automaticity with lower order writing skills (Mayer, 1999; Powers & Wigus, 1993).
 - Writing is characterized as having short sentences with simple verb forms, few subordinate clauses, and few conjoined independent clauses.
- Nonstandard grammatical forms are often used (e.g., Fabbretti, Volterra, & Pontecorvo, 1998; Wolbers, Dostal, Bowers, 2011).
 - Use of basic syntactic structures.
 - Fewer subordinate clauses.
 - Fewer noun-phrase modifiers.

How do you help students improve writing that appears choppy, simplistic, and rigid?

1. Emphasize metalinguistic knowledge and promote linguistic competence.
2. Balanced attention directed at **word-, sentence-**, and discourse-level writing skills.



Explicitly Teach How Written Words Work and What Words Mean

- What written letters, and written words, look like and how to produce them.
- How written words work (e.g., how words consist of letter-sound correspondences).
- How written words work within sentences.
- What words mean.



Pause and Process



- What challenges with writing do you notice with your students?

3. Know the “What” of Micro-Level Writing



Pause and Process



Think about how poor handwriting, spelling, vocabulary, and knowledge of sentence structure influence student writing.

*Write an essay for your writing journal on the topic of
"Favorite Vacation Spot."*



23

Handwriting and Keyboarding



24

What Writers Say About Handwriting. . .

“Writers have good fingers. . .What people don’t realize is that writing is physical. It doesn’t have to do with thought alone. It has to do with sight, smell, taste, feeling, with everything being alive and activated. . .You are always physically engaged with the pen, and your hand, connected to your arm, is pouring out the record of your senses. There is no separation between the mind and body.”

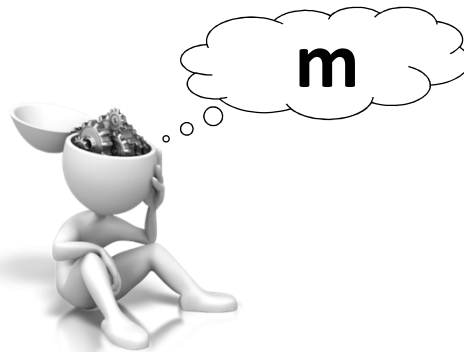
- Natalie Goldberg

Skills Required for Handwriting

- Working memory
- Naming letters
- Planning to form letters
- Incoming visual and touch sensory information
- The phonological-orthographic loop of working memory: integration
- Motor skills: planning movements, controlling movements during production, and executing the writing

Fine Motor Skills

- Handwriting instruction itself promotes fine motor skills.
- Fine motor skills are important for handwriting, but poor handwriting is primarily related to poor letter knowledge in memory not poor motor skills.



Manuscript and Cursive

Handwriting engages more cognitive skills than keyboarding.

- Print in Grades K-2
 - Supports recognition of letter forms for reading
 - Initially, may need as many as 2 weeks to learn and practice but pace will increase
 - Group by form
(Berninger & Wolf, 2009)
- Cursive in Grade 3 (late 2)
 - Continuous flow of cursive activates motor memory
 - Useful for struggling spellers
 - Reduces letter reversals
 - Simplifies connecting the letters to form words, improved spacing
 - Faster

(King, 2014)

Explicit Instruction: I do, We do, You do

Think
Alouds

Introduction of letter form:

I do.

- Model the letter formation
- Stress orientation to the lines. (*Hair line, Belt line, Foot line*)
- Model letter formation a number of times. Use verbal prompts.

Watch me make a lower case p. I start at the belt line. Touch down. Touch around. Watch again. Touch down. Touch around. Say it as I write a lower case p. Touch down. Touch around.



(Archer, 2009)

29

Explicit Instruction: I do, We do, You do

Think
Alouds

We do.

- Guide the students in forming the letter using verbal prompts(*e.g. touch down, touch around*).
- Monitor the student's letter formation

You do.

- Have the students continue writing the letter as they say the name of the letter.
- Continue until the letters are consistently formed correctly



(Archer, 2009)

30

Handwriting: Letter Formations

Carefully monitor handwriting practice and provide feedback:

- Teacher feedback
"This is your best letter p. It starts at the beltline and goes straight down and then around."
- Self-evaluation
 - Model the process
 - *"Watch me examine my letters. (Circle your best p). This is my best p. It starts at the beltline and goes straight down and goes around."*
 - Student can then trace his/her best example, saying the sound as he/she traces.
 - Have students evaluate their work and circle their best-formed letters.



(Archer, 2009)

31

Instructional Routine for Handwriting

Four-step multi-sensory procedure:

- Trace (3 times)
- Copy
- Cover (from memory 3 times)
- Closed (eyes)
- Compare (circle best letters)

*When teaching
handwriting,
remember
"TCCCC!"*



(King, *Learning Cursive*, 2014)

32

A Few Quick Thoughts on Keyboarding. . .

Although transcription skills (handwriting and spelling) are key to preventing future writing problems, keyboarding is as essential as writing with pen(cil) in the 21st century.

(McArthur, Graham, Fitzgerald, 2006)

Students should develop keyboarding competency

- when they being composing and submitting written work on the computer
- using direct, explicit instruction by a trained instructor
- in *addition to* rather than *instead of* handwriting instruction



33

Keyboarding...



does NOT replace manuscript/cursive!



34

Pause and Process



- If you teach K-3, how can you incorporate handwriting into your reading and writing instruction?
- How can you incorporate “Trace-Copy-Cover-Closed Eyes-Compare” into your instruction?

Spelling



Impact of Poor Spelling on Writing

- Spelling errors can change the message
- Poor spelling can influence perceptions about a child's competence as a writer
- Poor spelling interferes with the composing process
- Early problems with spelling can constrain a child's development as a writer (Graham, 1999)
- Learning about spelling can enhance children's reading development, especially their ability to pronounce words correctly and decode unknown words (Adams, 1990)



37

Instead of arbitrary connections between visual features and meaning, Ehri's (2002) theory proposes:

- “. . .that pronunciations of words are the anchors for written words in memory. Readers learn sight words by forming connections between letters seen in the spellings of words and **sounds detected in their pronunciations already present in memory.**”



38

Visual Phonics (See the Sound/Visual Phonics – STS/VP)

Visual
Scaffolds

- Used in conjunction with speech and/or speech reading.
- Allows students to learn letter-sound correspondences in a visual, tactile, kinesthetic manner.
- Mouth movements and articulatory features are mirrored in hand cues and written symbols.
- Tactile-kinesthetic feedback is emphasized and helps link connections between letters seen in the spellings of words and sounds detected in their pronunciations.



(Trezek, 2011)

39

Spelling = Word Analysis

Visual
Scaffolds

- Examining the parts of words and applying knowledge of letter-sounds and patterns of sounds to decode the word.

See PaTTAN's *Literacy Toolkit Series*, and the *Expanding the Literacy Toolkit Series*, for Students who are Deaf or Hard of Hearing.



40

Word Analysis Instruction: Systematic and Explicit

Stage 1: Modeling

Teacher says /ight/, then /n/ /ight/, and then blends to make /night/.

	ight	
	H ✓	
n	ight	night
⤿	H ✓	
l	ight	light
⤿	H ✓	
r	ight	right
⤿	H ✓	

Word Analysis Instruction: Systematic and Explicit

Stage 2: Guided Practice

Student reads along with teacher. /ight/, /n/ /ight/, /night/

	ight	
	H ✓	
n	ight	night
⤿	H ✓	
l	ight	light
⤿	H ✓	
r	ight	right
⤿	H ✓	

Word Analysis Instruction: Systematic and Explicit

Stage 3: Independent Practice

Students read by themselves. /ight/, /n/ /ight/, /night

ight		
	H	✓
n	ight	night
⤿	H	✓
l	ight	light
⤿	H	✓
r	ight	right
⤿	H	✓

Teach Spelling Words by Pattern and Principle

- Teach spelling in a meaningful way
 - Traditional rote methods have been unsuccessful because they are taught in isolation.
 - Teach the 'ph' pattern, for example, through a character named Christopher.
- Spelling is an opportunity for language development!
 - ELLs, including students who are deaf or hard of hearing, should be learning meaning along with spelling.

Effective Spelling Instruction

- ☐ Frequent, distributed practice
- ☐ Word lists that illustrate a spelling pattern
- ☐ Tasks that require careful analysis of both speech and print
- ☐ Introduction of 3 to 5 irregular words each week
- ☐ Explanation of syllable types and syllabication
- ☐ Use of words in meaningful contexts
- ☐ Word sorting for pattern recognition
- ☐ Proofreading practice



Students Need To...

- be taught how to spell words they frequently use when writing.
- learn how to generate plausible spellings for unknown words.
- know how to check and correct any spelling miscues that occur.
- develop a sensible desire to spell correctly.

Teachers Need To...

- Learn spelling principles
- Learn spelling patterns
- Become confident in identifying phonological, orthographic, and morphological errors in student spelling and writing
- Connect intervention toward specific errors
- Evaluate present spelling programming to ensure that the 8 Effective Spelling Instruction pieces are in place



47

Pause and Process



- If not currently using Visual Phonics to help teach spelling, what next steps can you take to learn more about VP?
- How can you organize student spelling instruction around spelling patterns and principles?
- What next steps can you take to include “spelling words used frequently for student writing” in your instruction?



48

Sentences



Grammar as a Key to Sentence Construction

- Traditional grammar (underlining nouns and circling verbs) makes up a very small part of how grammar should and must be taught.
- Good grammar instruction involves an understanding of the way words, phrases, and clauses interact with one another to create meaning.

Why We Explicitly Teach Sentence Structure

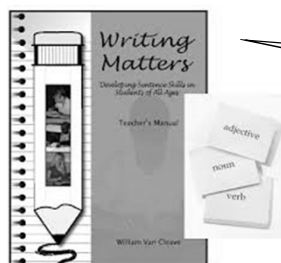
- Research says that instructors must know much more about sentence structure than their students.
- Grammar as a means of identifying parts of speech is ineffective as a method of teaching writing.
- Grammar must be taught *as it applies* to generating phrases, clauses, and sentences.



51

Most Importantly, It's All About the Job

Focus students' attention on the role a word plays or job a word has in a sentence. Using grammar this way builds student writing and comprehending because it builds in students the ability to understand the way words relate to one another to convey meaning.



See PaTTAN's *Literacy Initiative's* webinars by William Van Cleave.

William Van Cleave



52

Pause and Process



When a student asks, “what part of speech is _____,” your response should be, “what is it *doing* in the sentence?”

- Jot down the parts of speech of the following words:

- A. man
- B. jump
- C. sock
- D. smooth



53

Pause and Process



You probably said. . .

- A. man – noun
 - 1. Man the harpoons! (verb)
 - 2. That man eats tofu. (noun)
- B. jump – verb
 - 1. You should jump a little higher. (verb)
 - 2. That ski jump looks dangerous. (noun)
- C. sock -- noun
 - 1. I lost a sock this week. (noun)
 - 2. You should sock away plenty of money for retirement. (verb)
- D. smooth -- adjective
 - 1. The milkshake tastes smooth. (adjective)
 - 2. I will smooth the wrinkles out of the sheets. (verb)

*It's all about
the job!*



54

Elements of a Sentence Structure Lesson

Think
Alouds

Visual
Scaffolds

1. Introduce the concept clearly and succinctly, using both a visual and a verbal description.
2. Have students identify the element in pre-existing sentences (a brief portion of the lesson).
3. Have students conduct activities such as sentence expanding, combining, and imitating to practice their knowledge and application of the given element.



(Van Cleave, *Writing Matters*, 2012)

55

Elements of a Sentence Structure Lesson

4. Have students create their own examples of the element.
5. Have students share those examples with the class.
6. Use student examples to clarify and expand upon student knowledge.



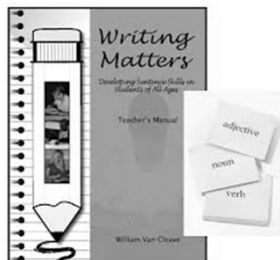
(Van Cleave, *Writing Matters*, 2012)

56

Sentence Structure – Activities that Matter

- An I.E.C.C. model includes useful activities for instruction:
 - Identify – traditional underlining activity - helps students identify element in pre-existing sentences. (small % of instructional and independent practice time)
 - Expand – sentence expansion – helps students expand simplistic sentences and ideas into more sophisticated ones
 - Combine – sentence combining – helps students take small, individual pieces of information and sentences and combine them into more sophisticated sentences
 - Create – sentence creating/writing – helps students apply studied element into the context of their own writing (most important skill)

For Example...



William Van Cleave

Sentence Writing - Adjectives

Identify: Underline the adjectives in the following sentences. (Do not include articles).

1. The hungry green alligator slithered up the muddy bank. (3)
2. On the shore the young girl was scared but brave. (3)
3. The frightened girl called to her father in a loud voice. (3)

Check your work!

Expand: Add at least 3 adjectives to each sentence to make it more descriptive.

1. The children and their leader took vans to a campground.

2. Over a campfire the children roasted hotdogs and sang songs.

Share: Choose #1 or #2 to share with your group.

Combine: Combine the following short sentences into one longer sentence.

1. My grandfather told jokes at the table. He is friendly. His jokes were funny.
2. My sisters and I listened to the jokes and ate snacks. My sisters were hungry. The snacks were sweet.

Check your work!

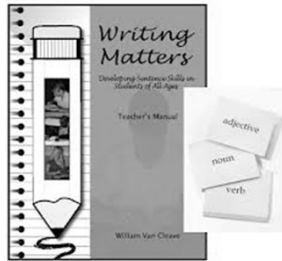
Create: Write your own sentences.

1. Write a sentence using these adjectives: happy, energetic.

2. Write a sentence with at least two of your own adjectives in it.

Share: Choose #1 or #2 to share with a group.

For Example...



William Van Cleave

Sentence Writing - Prepositions

Identify: Put prepositional phrases in parentheses and underline their prepositions.

1. In the middle of World War II, F.D.R. passed away in Warm Springs, Georgia. (3)
2. Of all the first ladies, Eleanor Roosevelt and Michelle Obama are the tallest at 5'11". (2)
3. The Montagues and Capulets are engaged in a long-standing feud until the final scene of the play. (3)

Check your work!

Expand: Add at least 2 prepositional phrases to each sentence to make it more descriptive.

1. We got all of our chores done.

2. The Grinch travels to Whoville to destroy Christmas.

Share: Choose #1 or #2 to share with your group.

Combine: Combine the following short sentences into one longer sentence.

1. Huck Finn makes a long journey. He does this on the Mississippi. He travels with Jim.
2. Lady Macbeth enters the room. She does this with a candle in her hand. She is in a trance. This occurs in Act 5, scene 1.

Check your work!

Create: Write your own sentences.

1. Write a sentence using these prepositional phrases: in the novel, on the throne.

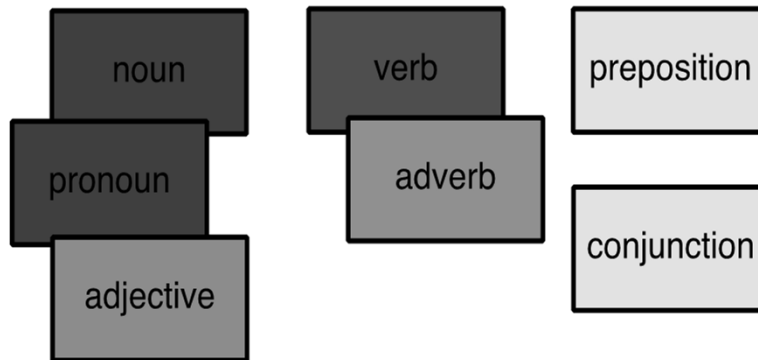
2. Write a sentence with at least two of your own prepositional phrases in it.

Share: Choose #1 or #2 to share with a group.

Activities for Introducing Nouns, Verbs, Adjectives, and Adverbs

- Find nouns in your classroom. (Teacher can create cards that students then stick to the objects they've identified with masking tape.)
- Visit the playground, a nearby park, a city street, or even a local store to generate more nouns.
- Examine a picture or watch a short video to discover and identify more nouns.
- *The same can be done for both verbs and adjectives.*

Color Coding “Parts of Speech”

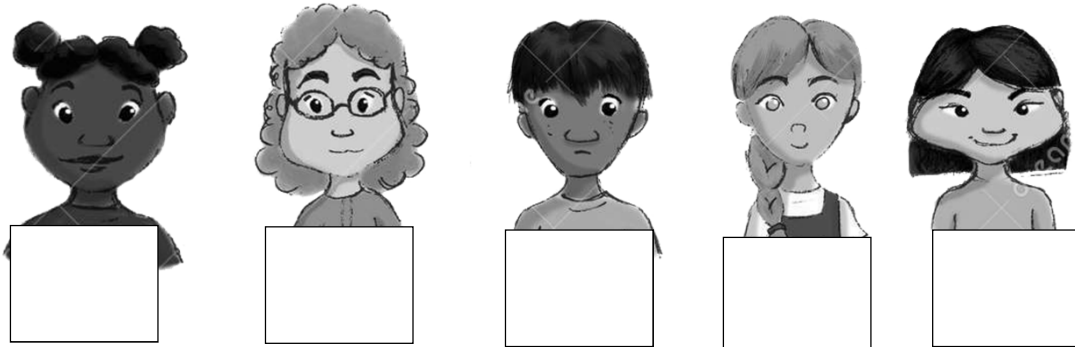


Sentence Unscrambling

- Sentence unscrambling is a good activity for students who need practice with syntactic patterns, particularly ELLs and struggling readers/writers.
 - Start simply, have students join the sentence, adding to it's complexity.
 - Have students link arms to show relationship (subject-predicate, adjective-noun, words in a phrase, etc.).
 - Haves students change positions where possible to show different options.
 - Activity can be done at seats/online with small “cards.”

Sentence Unscrambling with Word Cards

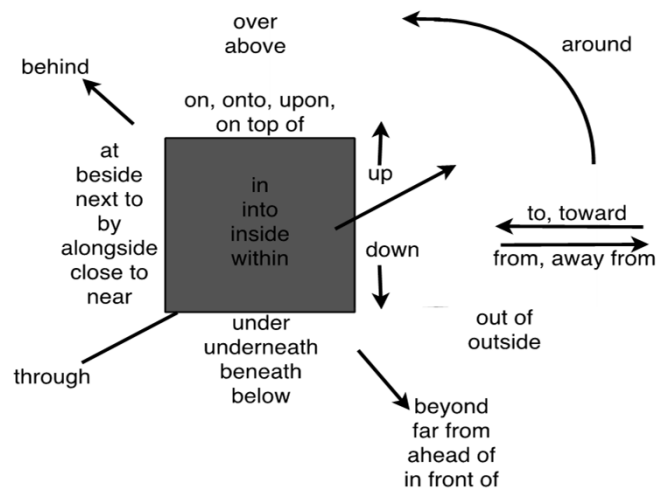
Visual
Scaffolds



Word Maps

Visual
Scaffolds

Prepositions!



begins a phrase (anything you can do to a box)

Van Cleave, *Writing Matters*

Grammar Building Charts

adjective	common noun	prepositional phrase (adjectival)
<i>American</i>	<i>author</i>	<i>with a bestseller</i>



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

65

A Final Word on Mechanics

Items on your mechanics **edit/revise checklist** can be grouped into two distinct categories:

- elements taught in isolation (commas in a list, commas between city and state, capital at the beginning of a sentence, etc.)
- elements taught as sentence structure instruction takes place (comma before coordinating conjunction in compound sentence, comma after long initial prepositional phrase, etc.)



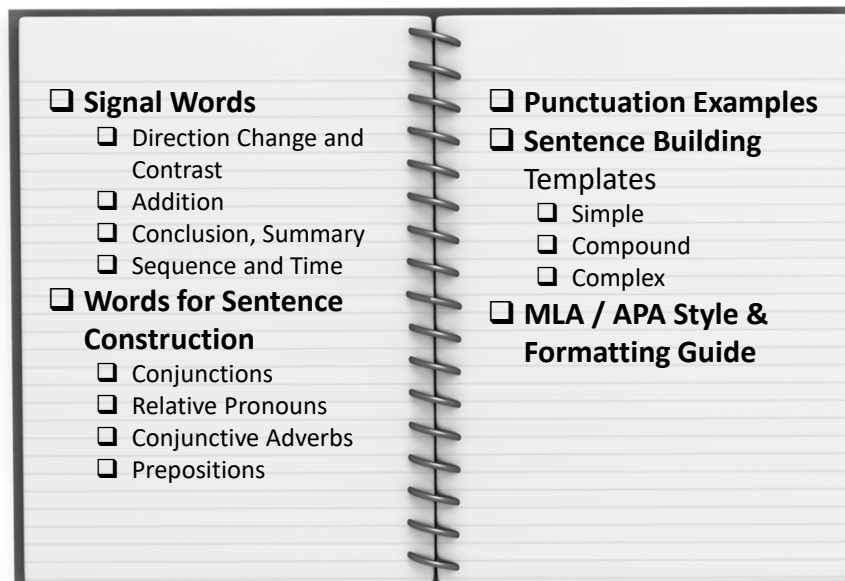
66

Don't Forget Writers' Notebooks



*For a place to
organize student
writing, POWER
strategy resources,
and idea lists.*

...and Sentence Writing Resources



Pause and Process



What is the **most** useful approach to teaching students how words in a sentence work?

- a) Help students memorize tricks, such as “adverbs usually end in ly” and lists of conjunctions and prepositions.
- b) Teach students to understand the function or job of words in a sentence.
- c) Provide students with worksheets where they are asked to identify parts of speech independently.
- d) None of the above.



69

Pause and Process

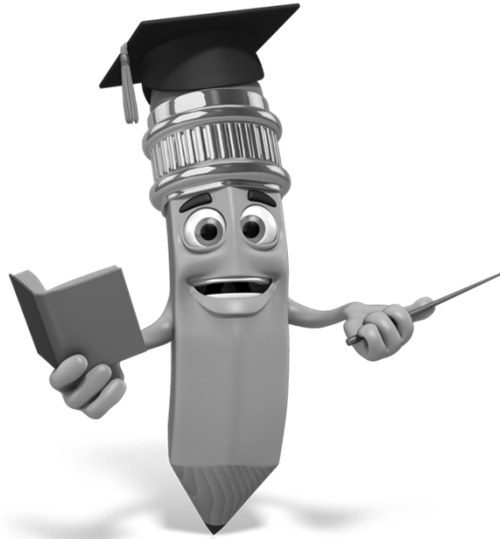


- What currently works well with your sentence writing instruction?
- What idea can you “take away” to improve or enhance your sentence writing instruction?
- How can you make sentence writing instruction more visual?

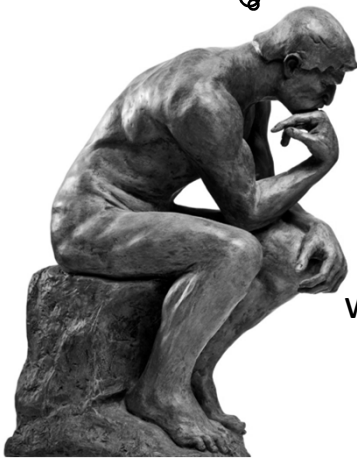
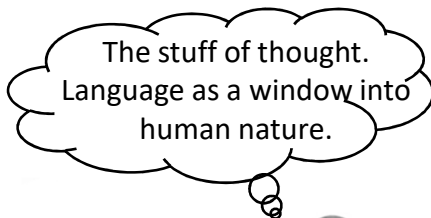


70

Vocabulary

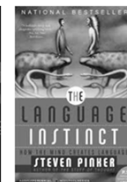


71



Words and Worlds. . .and Writing

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



(Pinker, 2007)

72

Teach Explicitly and Require Word Use in Writing

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

73

Vocabulary Instructional Routine

- Step 1: Introduce the word
- Step 2: Introduce the word's meaning
- Step 3: Illustrate the word with examples
- Step 4: Check students' understanding
 - Ask deep processing questions
 - Have students discern between examples and non-examples
 - Have students generate their own examples
 - Have students generate a sentence (using a sentence starter)

See PaTTAN's *Literacy Toolkit Series*, and the *Expanding the Literacy Toolkit Series*, for Students who are Deaf or Hard of Hearing.



74

Writer's Notebook with Word Lists

- Animals
 - Clothes
 - Color
 - Food
 - Groups of People
 - or Animals
 - How People Feel
 - How Something Feels
 - How things Look
 - Noises and Sounds
 - People
 - People's Actions
- People's Appearance
 - Places for People, Animals, and Things
 - Places People Live
 - Rooms and Furniture
 - Shapes
 - Sports and Games
 - Things We Use
 - Time
 - Transportation
 - Trouble and Safety
 - Weather
 - Your Body

**Writer's
Notebook!**



For Example. . .

Animals

For Example: Sample Focus Questions

• Naming Words - Nouns

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


Word Categories

Naming Words

Naming Words

Naming Words

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



79

For Example: Thinking Tree

Transportation

cars


planes

boats

buses

bicycles

feet



(Kirby & Kuykendall, 1985; Nagy, 2004)

80

For Example: Concept Ladder

Concept: _____

Causes of: _____

Effects of: _____

Language associated with: _____

Word that mean the same as: _____

Historical examples: _____

Contemporary examples: _____

Evidence of: _____

Literature connections made: _____

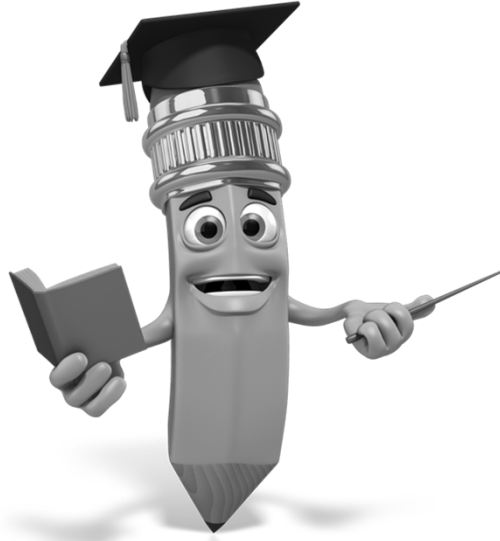
81

Pause and Process



- How can you incorporate vocabulary learning into Writers' Notebooks?
- What ways can you improve the semantic organization of vocabulary in Writers' Notebooks by using category charts, thinking trees, concept ladders, and other visual organizers?

4. Teach the “How” of Micro-level Writing



Scaffolding

- Supports that facilitate a child's transition from assisted to independent performance (e.g., Berk & Winsler, 1995; Meyer, 1993; Wood, Bruner & Ross, 1976).
- Gradually, the level of support decreases, as the child becomes capable of doing more independently.

Scaffolding Supports

Easy tasks	↔	Difficult Tasks
Choice responses	↔	Production responses
Adult directed	↔	Child directed

Materials

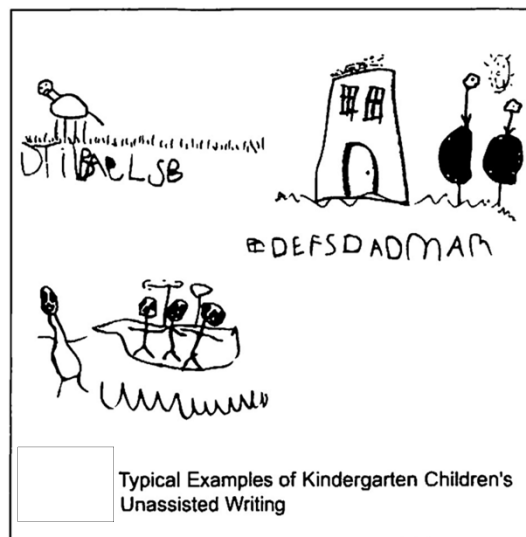
The purposeful separation of highly similar and potentially confusing concepts

Introducing a manageable amount of information



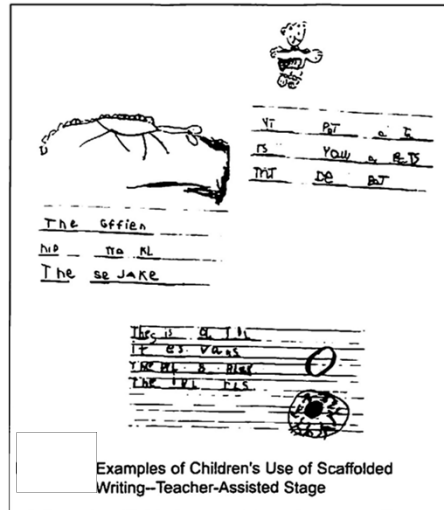
85

Writing Sample - Without Scaffolding



86

Writing Sample - With Scaffolding



Instructional Mantra

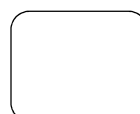
How?

*"Short writing often – Not just
long writing seldom."*

-Anita Archer



Instructional Warm-ups



Organizational Frames

Instructional Warm-ups



Strategically Integrated Instruction

- To facilitate transfer of micro-level skills to composition, and integrate the various writing components in resource-limited working memory, micro-level and macro-level instruction should be taught together in the same lesson so they become functionally integrated.
- Therefore, instruction must strategically combine micro- and macro-level related skills (lower-order and high-order processes).

Instructional Warm-ups

Micro-level Warm-up

***Micro-level warm-ups are not explicit instruction.**



5-10 minutes!

Apply Micro-level in Composition



91

Before we work on our stories, let's warm-up some of the letters we'll be using in our writing.

Name: _____

s s

u u


f

c

p

m

t



Writer's Warm-Up
Lesson 17

Handwriting
Warm-Up -
Activity Sheet

- ☐ Trace
- ☐ Copy
- ☐ Cover
- ☐ Compare



(Now included in Scott Foresman *Early Reading Intervention*)

92

*Before we work on
our stories, let's
practice writing
the words we'll
use to describe
beginning, middle,
and end.*

First
Next
Next
Last

- ☐ Trace
- ☐ Copy
- ☐ Cover
- ☐ Compare

Warm-up Transition Words!

Beginning – for writer's opinion

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

Middle – for reasons

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

Middle – for added information

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

End – for conclusion

- In conclusion, ____

Warm-up Spelling Words!

*Before we work
write our science
report, let's
practice some of
our "-ight" spelling
words that we'll
use in our writing.*

light
night

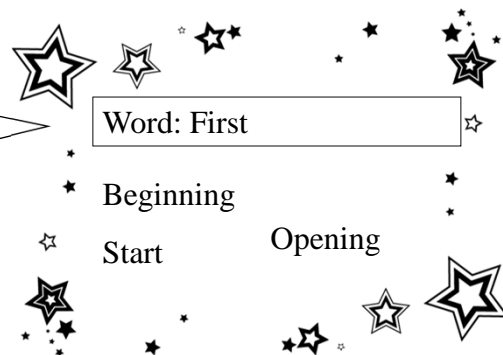
- ☐ Trace
- ☐ Copy
- ☐ Cover
- ☐ Compare



95

Warm-up Vocabulary!

*Practice writing the
words on your synonym
square for the word
"first." When you write
your summary about
birds, you should use at
least one of these words.*



96

Warm-up Vocabulary!

Practice writing these vocabulary words. You'll use these words when you write about Rosa Parks.

courageous
thoughtful

- ☐ Trace
- ☐ Copy



97

Warm-up Sentences!

Practice writing a sentence using the adjectives "courageous" and "thoughtful." When you write about Rosa Parks, you can use your sentence.

courageous
thoughtful



This is another opportunity to create sentences (aligned with the IECC phases of sentence writing instruction).



98

Pause and Process



An instructional warm-up that helps students practice writing words or a sentence before planning or writing a composition (that would include those words or sentences), is an example of. . .

- a) Strategically integrating lower order and high order processes.
- b) Instructional scaffolding.
- c) Micro-level and macro-level instruction taught together in the same lesson so both become functionally integrated.
- d) All of the above



99

Pause and Process

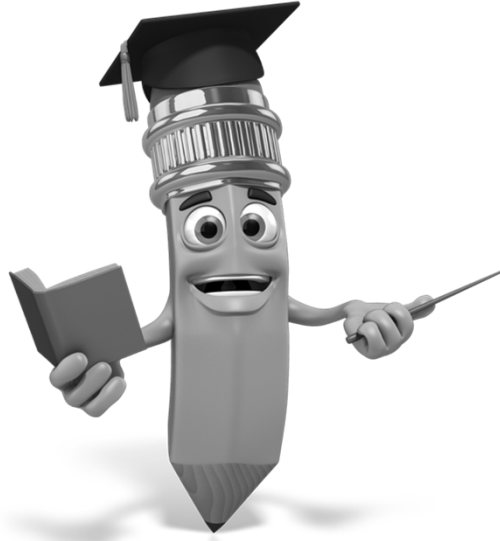


- How can you design and incorporate the use of instructional warm-ups in your writing instruction?
- Consider instructional warm-ups for:
 - Handwriting and keyboarding
 - Spelling
 - Sentence Structure
 - Vocabulary

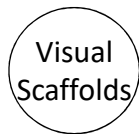


100

Organizational Frames



Organizational Frames



- Use a cloze procedure (sentence starters with signal words or phrases).
- Follow the organizational patterns commonly used in narrative and informational text.
- Are a learning scaffold, a structured approach of using writing as a learning tool.
- Scaffold/framework that can gradually be removed as students become more familiar with text structure and expository reading/writing
- Visual representation of key ideas in text (e.g., networking, flowcharting, mapping, graphic organizers).

Support Writers with Organizational Frames

Visual
Scaffolds

- Can provide as little or as much support as needed
- Fiction and nonfiction options
- Help provide the basis for independence
- Remember key transition words

Clouds are _____.

Sometimes I see _____ when I

look at clouds. I like clouds because

_____.

For example. . .

All About Me



My name is _____ I am a

_____. I am _____ years old.
(girl boy) (5, 6, 7)

The name of my city is _____. My



school's name is _____. My



favorite game to play is _____. I

love to eat _____. On the weekend, I



like to _____ and _____. When you

visit me, I want you to see _____.



All About Me



My name is _____ and I am _____
years old. I live in _____. I have

fun when I _____

Some of my favorite foods are _____,
and _____

The name of my school is _____

While I am in school, I enjoy _____

When you come and visit, I want you to see _____

_____. I hope

we will have enough time to _____

Bats are unusual animals for several reasons,

First, _____

Second, _____

Third, _____

Finally, _____

As you can see, bats are unique in the animal world.

Illustrate with a picture of what you consider to be the most unusual thing about the bat.



(Cudd & Roberts, 1999)

105

Chocolate is made from cacao tree beans.
After the beans are unloaded at the
factory, _____

_____. **Then,** _____

_____. **Next,** _____

_____. **Finally,** _____

After this, _____

_____.



106

(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.

107

Lots of Great Resources are Available!

- For example, see Anita Archer's organizational frames in PaTTAN's MTSS Initiative's Live Binder for Writing.

Multi-Tiered Systems of Support (MTSS)

- http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20%28MTSS%29/page/NEW_MTSS_Training_and_Technical_Resources.html

MTSS Writing Cohort Series

- http://www.livebinders.com/play/play_shared_binder/1734864?play_vie_w=play

- **NOTE** Access Code Required: MTSS-W

In Live Binder, select "Evidence-Based Writing Resources." Look below and see two files labeled "Anita Archer Writing Resources."



108

Pause and Process



Which of the following characterize **why** the use of sentence stems, or frames, help improve student writing?

- a) Give students a framework to support thinking and writing.
- b) Encourage the use of content vocabulary.
- c) Provide a scaffold for academic language.
- d) All of the above



109

Pause and Process



Which of the following characterizes **how** the use of organizational, or paragraph, frames helps scaffold student writing?

- a) Key ideas, patterns, and vocabulary in text are visually organized through the use of a cloze procedure.
- b) Students complete a blank graphic organizer.
- c) Key ideas are presented in an outline format.
- d) None of the above



110

Pause and Process



- How can you incorporate the use of organizational frames in your writing instruction?
- How can you use organizational frames to help increase student writing (and decrease your scribing to help students write)?



111

5. Pull it All Together



112

Big Ideas for Micro-level Writing



1. Dedicated instructional time is required for explicit instruction in micro-level writing.
 - Handwriting/Keyboarding
 - Spelling
 - Sentence Writing
 - Vocabulary

What?

Big Ideas for Micro-level Writing



2. Integrate micro- and macro-level instruction purposefully in “short writing often” opportunities.
 - Instructional Warm-ups
 - Organizational Frames

How?

Next Steps

- Follow-up PLC on January 23, 2018 for The Micro-level Writing Webinar

Instructional Application:

1. Select an area of micro-level writing (e.g., handwriting/keyboarding, spelling, sentence writing, vocabulary) and make instruction more explicit.
 - If selecting **handwriting**, try incorporating “Trace-Copy-Cover-Closed Eyes-Compare” into your instruction.
 - If selecting **spelling**, explore Visual Phonics. Look for resources from the Word Analysis Toolkit.
 - If selecting **sentence writing**, try some of the instructional strategies like the use of “Identify-Expand-Combine-Create” or Sentence Unscrambling.
 - If selecting **vocabulary**, try using the explicit instruction routine and the visual semantic organization of words (with charts and word lists).
2. Integrate micro- and macro-level writing through the use of instructional warm-ups and/or organizational frames.
3. Enjoy putting together and using student writing notebooks!

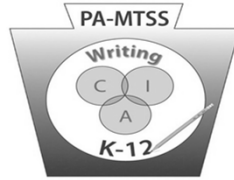


115

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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117

Acknowledgments



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118

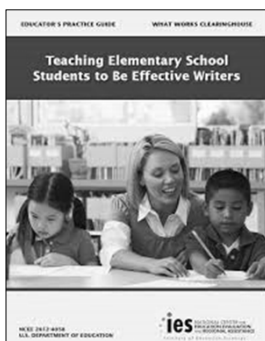
Resources and References



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



From the Bookshelf: Resources to Explicitly Teach the Writing Process

Step Up to Writing

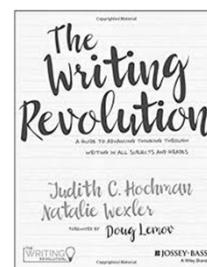
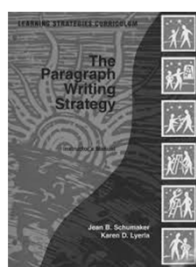
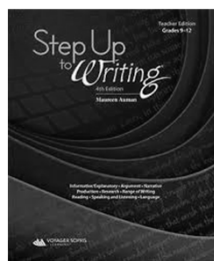
<http://www.voyagersopris.com/curriculum/subject/literacy/step-up-to-writing-fourth-edition/overview>

Paragraph Writing Strategy

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

Hochman Method – “The Writing Revolution”

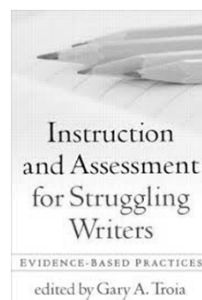
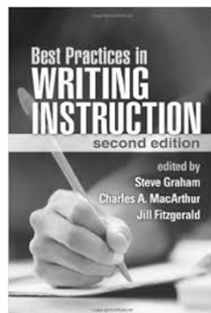
<http://www.thewritingrevolution.org/method/hochman-method/>



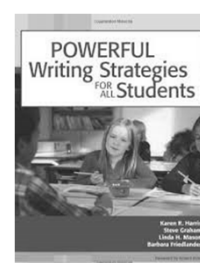
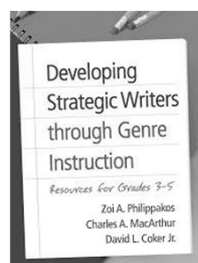
121

From the Bookshelf: Research-based Resources on Writing

Discusses research and best practice



Provides research-based classroom application



122

From the Bookshelf: Writers Discuss the Writing Process



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- Troia, G. A. (Eds.) (2009). *Instruction and assessment for struggling writers: Evidence-based practices*. New York: Guilford Press.



125

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>



126

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/>



127

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Tom Wolf, Governor



128