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

The Writing Process

Resource Packet

Table of Contents

Defining the Writing Process

Review the POWER strategy and examples of the Writing Process Stages included with this Resource Packet.

1. How will you define the stages of writing for your students? What steps will you teach in the writing process?

Stage	Components

2. How will you visually display the stages of the writing process in your classroom? Also consider how the stages of the writing process could become a "Good Writers' Checklist" for students. . . (e.g., *Planning*: Good writers keep lists of possible writing topics. . .use drawing as a pre-writing strategy., etc.)

POWER
Step 1: <u>P</u>lan
Step 2: <u>O</u>rganize
Step 3: <u>W</u>rite
Step 4: <u>E</u>dit (Revise)
Step 5: <u>R</u>ewrite

Writing Process – Example #2

Stages	Components

1. Pre-Writing
Pre-writing includes both idea generation and organization of those ideas. Attention to different kinds and purposes of writing as well as audience is essential to this stage of the writing process.
	a. Idea generation
	  - list making
	  - brainstorming
	b. Organization
	  - clustering, grouping, categorizing
	  - webs, charts
	c. Obtaining information
	  - note taking
	  - summarizing, paraphrasing, gist statements
	d. Sources of information
	  - researching
	  - written text, models, observations

2. Drafting/Outlining
Outlining involves pulling together obtained information into a format that reflects the overall plan for an intended writing product. Drafting involves organizing the thoughts obtained in pre-writing into a formal structure. Writing is done quickly, without major attention to mechanics, grammar, and spelling.
	a. Outlining
	  - purpose
	  - standardized format and rules for use
	b. Drafting
	  - introductory paragraph including general information and claim/thesis
	  - supporting points with evidence/details
	  - conclusion

3. Revision
The revision process includes both editing (at the content and structure levels) and proofreading (at the mechanics, spelling, and conventions levels).
The final draft incorporates both revision and proofreading work.
	a. Revision
	  - self revision
	  - peer editing
	  - teacher feedback on specific writing piece
	  - teacher strategies to improve writing overall
	b. Proofreading
	  - teacher feedback on specific writing piece
	  - self proofreading
	c. Final draft

4. Publishing (optional stage)
The final draft incorporates both revision and proofreading work. Publishing may also involve other media to make the work accessible to a wider audience.
	a. Publishing
	  - final draft that incorporates revision/proofreading
	  - other media: technology, art, music, drama, etc.

Writing Process – Example #3

Stages	Components
1. Pre-Writing Any method that allows you to put your ideas into writing and organize them. The type of writing, the audience, and the purpose are determined in this stage. Includes formal and informal strategies such as:	a. Visualizing and verbalizing b. Making lists c. Brainstorming d. Making webs, charts, clustering, or using graphic organizers e. Outlining f. Drawing g. Free writing, journal writing h. Note taking i. Researching j. Interviewing k. Oral dictation l. Viewing models m. Observations or reflections (authentic connections)
2. Rough Draft Used to further organize into a formal structure the thoughts revealed in the Pre-Writing stage. Writing is done as quickly and easily as possible, without major attention to punctuation, grammar, usage, spelling, or neatness.	a. Main idea/Topic sentence b. Big ideas/Supporting details c. Details, examples, statistics, facts, anecdotes, visuals, data d. Conclusion

3. Revising
Means seeing again. Looking for reactions and suggestions to improve the content and flow resulting in a clear piece of writing.
	a. Feedback
	b. Peer conferencing
	c. Teacher conferencing
	  - Read aloud in small groups or class share
	d. Changes
	  - Cut
	  - Add
	  - Replace
	  - Rearrange

4. Editing The writer will focus formally on mechanical correctness. Grammar, usage, punctuation, spelling, minor changes in wording, and neatness are the only work the paper should need at this point.	a. Teacher b. Peer c. Parents d. Spell-checking and grammar-checking features on your computer e. Editing checklists f. Students self-edit with dictionaries & thesaurus
5. Final Copy The stage in which students produce, for a grade, a neat copy of their writing with all changes and corrections made from the revising and editing stages.	
6. Publishing (optional stage) Producing a creative product that enhances their written work or displaying their work to make it available to a wider audience.	a. Technology b. Art c. Music d. Drama

Materials Alignment

Review the materials you use for writing instruction.

What materials are you currently using? Describe Think Sheets and Edit/Revise Sheets.

How can you improve the alignment of your materials? Consider aligning your materials to the Writing Scope and Sequence, your instructional language, scoring rubrics, etc.)

How can you coordinate the use of writing materials within and across grades?

Comparing Touchstone Texts

Read the two passages below. What critical feature(s) can be highlighted if these passages are used as sample touchstone texts during writing instruction?

Passage #1

"Mr. Huggins went on, and so did Ribsy, his tongue flapping like a flag and his feet scissoring back and forth as fast as he could make them go. . .Ribsy barely made it to the next stop, which was a traffic light at a busy intersection. He stood panting with his sides going in and out like bellows."

-Beverly Cleary's *Ribsy*

Passage #2

"The Santa Anas blew in hot from the desert, shriveling the last of the spring grass into whiskers of pale straw. Only the oleanders thrived, their delicate poisonous blooms, their dagger green leaves. We could not sleep in the hot dry nights, my mother and I."

-Janet Fitch's *White Oleander*

Critical Features:_____

_____

_____

Activity 6: Character Building

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

Step 1: Put your name on your Character Map and Pass it to the right.

Step 2: When you receive your neighbor's Character Map (being passed to you from the neighbor on your left), list some planning notes that answer the **first set of questions**.

Step 3. When prompted, pass the Character Map to the right.

Step 4. When you receive your neighbor's Character Map (being passed to you from the neighbor on your left), list some planning notes that answer the **second set of questions**.

Step 5. When prompted, pass the Character Map to the right.

Step 6. When you receive your neighbor's Character Map (being passed to you from the neighbor on your left), list some planning notes that answer the **third set of questions**.

Step 7. When prompted, return the Character Map to the classmate whose name is listed on the paper.

Step 8. Read the character descriptions listed on your paper.

Step 9. Discuss the character with your writing group. Do you have any story ideas for this character? List them in the Story Notes box.
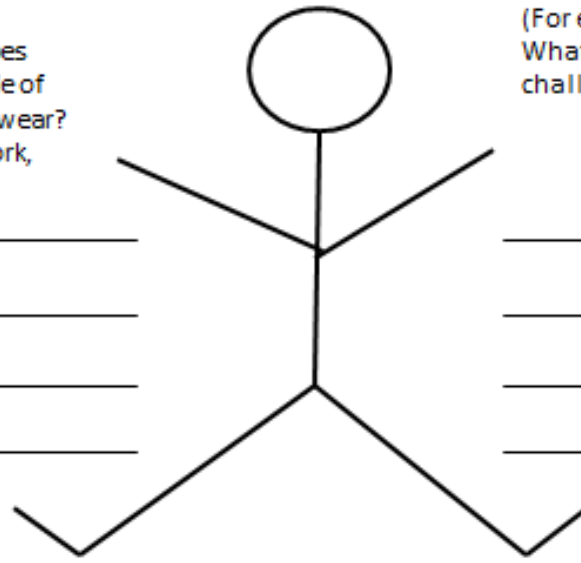
Character Map

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

_____

_____

_____

_____

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

_____

_____

_____

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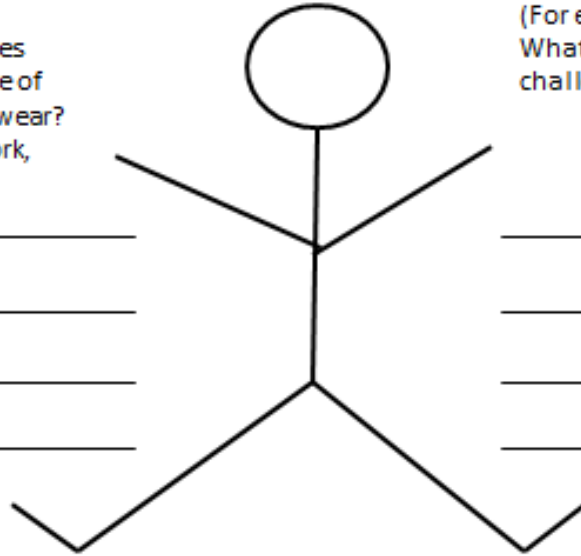
(3) Personality Traits:
(For example: What are the character's personality traits? List some describing words.)

_____

_____

_____

Name:_____

Character Map

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

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

Story Notes

Getting Ready to Write

1. What materials or instructional preparation will you need for the "Get Ready" segment of your explicit writing instruction? Put together a "to do" list or resource list.

2. How will you sequence instruction or divide instruction across lessons?

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www.educationassociates.org

Short Writing Often

Think about how you can break down writing instruction (Steps 1-3: Planning, Organizing, and Writing) into a series of lessons ("*short writing often*"). Consider how to make writing instruction more manageable in terms of time. For example, *can modeling be divided into 1 or 2 short lessons? How can student independent application be scheduled during time for writing practice (vs. time for explicit writing instruction)? Overall, how can you sequence the model-lead-independent practice phases across multiple lessons?* Write your ideas and planning notes in the box below. You may also go back and add notes to your Writing Schedule (page 7).

Planning Notes

Edit/Revise

1. Briefly reflect on how you currently teach editing and revision. What does your instruction look like now?

2. When thinking about next steps with your planning for the writing process, how will you further enhance how you teach editing and revision to make instruction more explicit? For example, what routines will you establish for editing and revision? How will students edit and revise their own work?

3. What will your edit and revise checklists look like? How will you align them to critical writing features and your instructional language? (You may review the sample Edit and Revise Checklists in the Resources section of your Activity Booklet for ideas).

4. If not using peer editing already, what next steps do you need to take to incorporate peer collaboration in the writing process?

Rewriting – Draft Sort

See if you can figure out which draft was written first, second, or third! Write a number 1, 2, or 3 in the space provided to identify whether the draft is the first, second, or third. List some reasons why you think the drafts are sequenced in this order.

Draft #	Draft	Reasons you think the draft was written first, second or third.
	A snapping turtle is a green, shelled reptile that can weigh up to 85 pounds. The snapping turtle spends most of its time in the water. Most turtles live in North America. Snapping turtles eat plants, small fish, insects, and other stuff.	
	A turtle is a small, slow reptile. The turtle has a shell that is green. One type of turtle is a snapping turtle. A snapping turtle lives in water and can swim. They can walk on land too. Snapping turtles eat plants and some animals.	
	The snapping turtle is a green shelled reptile that can weigh up to 85 pounds. It is called a snapping turtle because it has powerful jaws, no teeth, and a sharp beak. Snapping turtles spend most of their time in the water of North American. Most snapping turtles are omnivores or plant eaters. They can eat small fish, insects, snakes, and even dead animals. Yuck!	

Writing Process – Reflection and Next Steps

Reflection:

1. When thinking about writing instruction, what are you teaching now? (Describe what you teach when you teach writing.)

2. In what ways can you "double" the amount of writing instruction students receive and the amount of time students spend writing each day. Use the Scope and Sequence to help reflect on whether there are other areas of writing that can be added to what you currently teach?

3. How will you divide your instructional time between explicit writing instruction and student writing practice?

4. Are instructional priorities in writing coordinated across content-area classes? If so, how is writing instruction coordinated (e.g., Who is doing what?)? If not, how can instruction become more systematically coordinated across content-area classes (e.g., Identify one or two next steps)?

Next Steps:

☐ Determine the steps of the Writing Process. How will Writing Process be consistently implemented within and across grades? How will the Writing Process be visually displayed?

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

☐ Consider how explicit instruction is applied to each stage of the Writing Process. For example, are all stages of the Writing Process taught explicitly?

☐ Include a 3 to10-minute fluency component every day (and review schedule to ensure optimal time for writing instruction and practice).

. . .Then, consider the quality of instruction for genre and discipline-specific writing.

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Resources for Writing Instruction

- **Daedalus Group** (interactive software for facilitating the writing process and student interaction in an online environment)
  http://www.daedalus.com/

- **The Graphic Organizer** (examples of and online tools for making various graphic organizers such as concept maps and Venn diagrams)
  http://www.graphic.org/index.html

- **Kim's Korner 4 Teacher Talk: Writing** (guidelines for teaching the writing process and six traits)
  http://www.kimskorner4teachertalk.com/writing/menu.html

- **National Council of Teachers of English** (standards for literacy instruction; summaries of research on writing; resources for teaching writing and professional development)
  http://www.ncte.org/

- **National Writing Project** (resources for professional development and links to affiliates in every state)
  http://www.writingproject.org/

- **PIZZAZ** (directions and examples for writing various types of poems and stories such as diamante poems and chain stores; online submission)
  http://www.uoregon.edu/~leslieob/pizzaz.html

- **Poetry.Com** (resources for writing poems including examples of famous poems and a rhyming dictionary; online submission)
  http://www.poetry.com/

- **Poetry for Kids** (directions and resources for writing poems including a rhyming dictionary and links to other sites; online submission and discussion forum)
  http://www.poetry4kids.com/

- **Poetry 180** (a poem a day for high school students)
  http://www.loc.gov/poetry/180/

- **ReadWriteThink** (resources for teaching writing including lesson plans and links to other sites; directions and online tools for writing various genres; standards for literacy instruction)
  http://www.readwritethink.org

- **Stone Soup** (book reviews, stories, and poems submitted by children and youth with audio files of authors' oral readings; online submission)
  http://www.stonesoup.com/

- **Teach Writing** (resources for teaching writing including lesson plans, writing prompts, student worksheets, and web articles)

  http://teacher.scholastic.com/professional/teachwriting

- **Writing.Com** (suite of online tools for teaching and supporting writing including electronic portfolios, user surveys, online discussion forums, chain stories, sample papers, and links to other web resources)
  http://www.writing.com/main/writing.php

Centers for Research, Teaching, and Learning that Focus on Writing

The IRIS Center at Vanderbilt University provides information on using writing strategies through resources, case studies, and modeling through online videos.
http://iris.peabody.vanderbilt.edu/index.html
KU Center for Research on Learning is home to the Strategic Intervention Model. The Strategic Instruction Model (SIM) is a comprehensive approach to teaching adolescents who struggle with becoming good readers, writers, and learners and has over 25 years of research. The model includes strategies for writing competence such as the *Error Monitoring Strategy* and the EDIT strategy. Overview information is available as well as information on training opportunities.
http://www.kucrl.org/sim/strategies.shtml
The Access Center for Improving Outcomes for All Students K-8 provides research-based strategies to use in a number of academic areas. *Teaching Writing to Diverse Student Populations* contains a comprehensive overview of writing including the use of writing strategies teachers can use for instructing on planning and revising across different genres.
http://www.k8accesscenter.org/writing/knowledgebank.asp
Special Connections – University of Kansas provides strategies to assist teachers in helping students who struggle in a number of areas including instruction. The *Writing* module within the *Instruction* section was developed by Dr. Gary Troia and includes instructional tools related to genre-focused planning strategies, revising strategies, and ideas for integrating writing strategies within content areas.
http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php

Resources for Development of Content Area Writing Tasks
General Websites for Writing in Mathematics
  In Class Writing Assignments in the Content Areas

http://www.mathnstuff.com/papers/inclass.htm
Writing in Mathematics
http://mathwire.com/writing/writing1.html

General Websites for Writing in Science
Writing in Science Classrooms
http://www.education.com/reference/article/writing-science-classrooms

General Websites for Writing in Social Studies
Popular Creative Writing Activities for Social Studies
http://www.teachervision.fen.com/creative-writing/social-studies/54697.html
Writing to Learn in Social Studies (Boyer, 2006) is a teacher-friendly article that appeared in *The Social Studies* and discusses useful writing activities to help students learn social studies content.
http://www.tandfonline.com/doi/abs/10.3200/TSSS.97.4.158-160#.Ve2i7Zcj7Ng

Sample Visual Scaffolds

POWER
- **P**lan
- **O**rganize
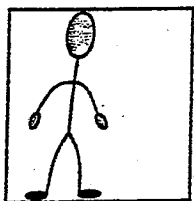- **W**rite
- **E**dit/Revise
- **R**ewrite

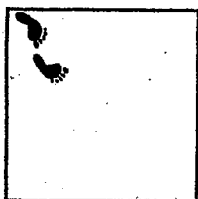# Critical Features: Narrative ("Story") Writing

- A narrative paragraph tells a story.
- The paragraph includes important story parts.
  - Main Character
  - What Happened-First
  - What Happened-Next
  - What Happened-End
- All of the sentences go with the story.
- The sentences are in order.
- The paragraph shows "personality."
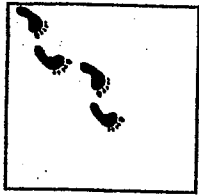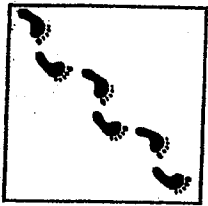
Who (Main Characters)

What Happened—First

What Happened—Next

What Happened—End

I 🙂 😠 this story.

Story Writing Check List
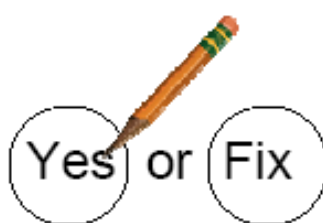
Yes or Fix

	Yes	Fix
Does the story include all the parts?		
Main Character	Yes	Fix
What Happened-First	Yes	Fix
What Happened-Next	Yes	Fix
What Happened-End	Yes	Fix
Does each sentence go with the story?	Yes	Fix
Are the sentences in order? 1 2 3. . .	Yes	Fix
Does the writing show "personality?"	Yes	Fix
Does each sentence begin with a **C**apital?	Yes	Fix
Does each sentence end with an endmark? . ? !	Yes	Fix

Narrative Writing
Story Frame
(Dickson, Chard, & Simmons, 1993)

Setting: where and when the story takes place

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

Character Clues – appearance, actions, dialogue, comments of others, thoughts

Problem/Conflicts

Attempts – how the characters try to solve the problem

Resolution – how the problem gets solved or does not get solved

Narrative Writing
Problem/Solution

Problem

Who
What
Where
When
Why
How

Solution

Attempted Solutions	Results
1.	1.
2.	2.

Results

Results

Person

Who was he/she?	
Why is he/she famous?	
What were his/her accomplishments?	
When did he/she live?	
Where did he/she live?	
What did he/she believe?	
Were there any unusual or interesting things about him/her?	

Character Map

(1) Character Name:

_____

_____

_____

_____

(2) Actions:

_____

_____

_____

(3) Personality Traits:

_____

_____

_____
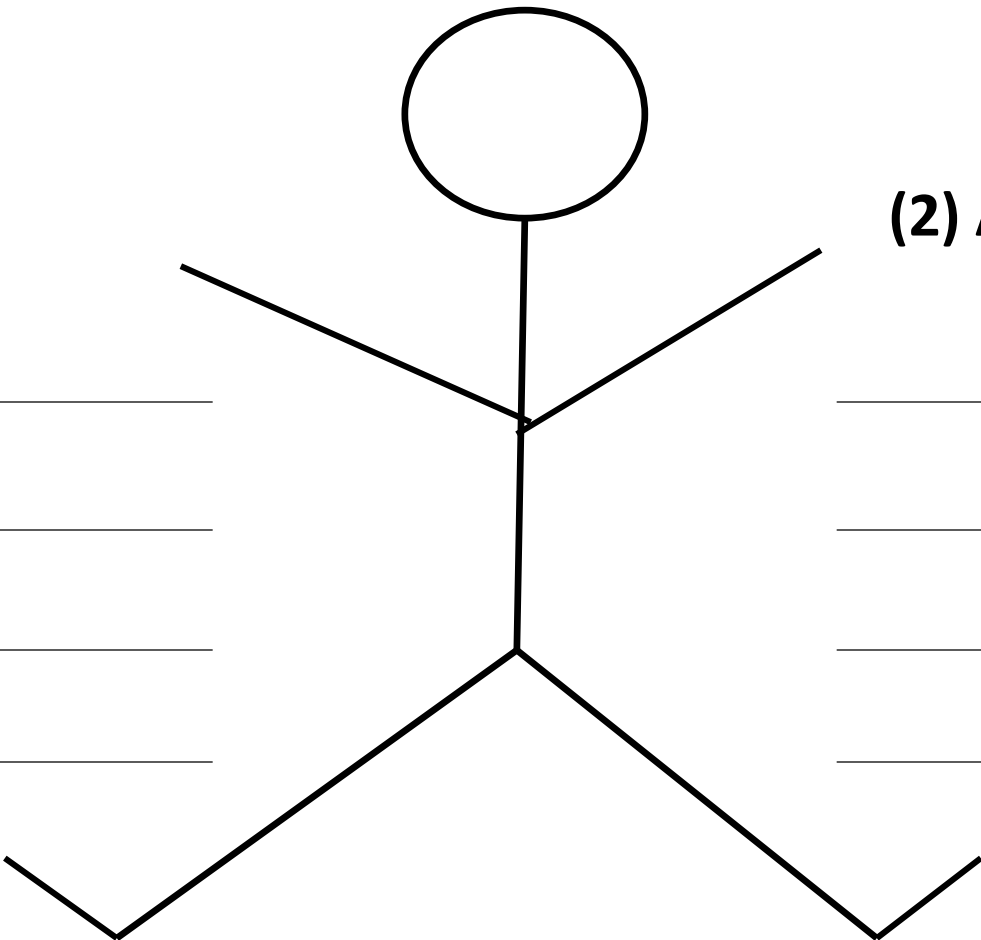
K = What We Think We <u>Know</u>

W = What We <u>Want</u> To Know

L = What We <u>Learned</u>

Chain of Events Graphic Organizer

First Event

Second Event

Third Event

Final Event
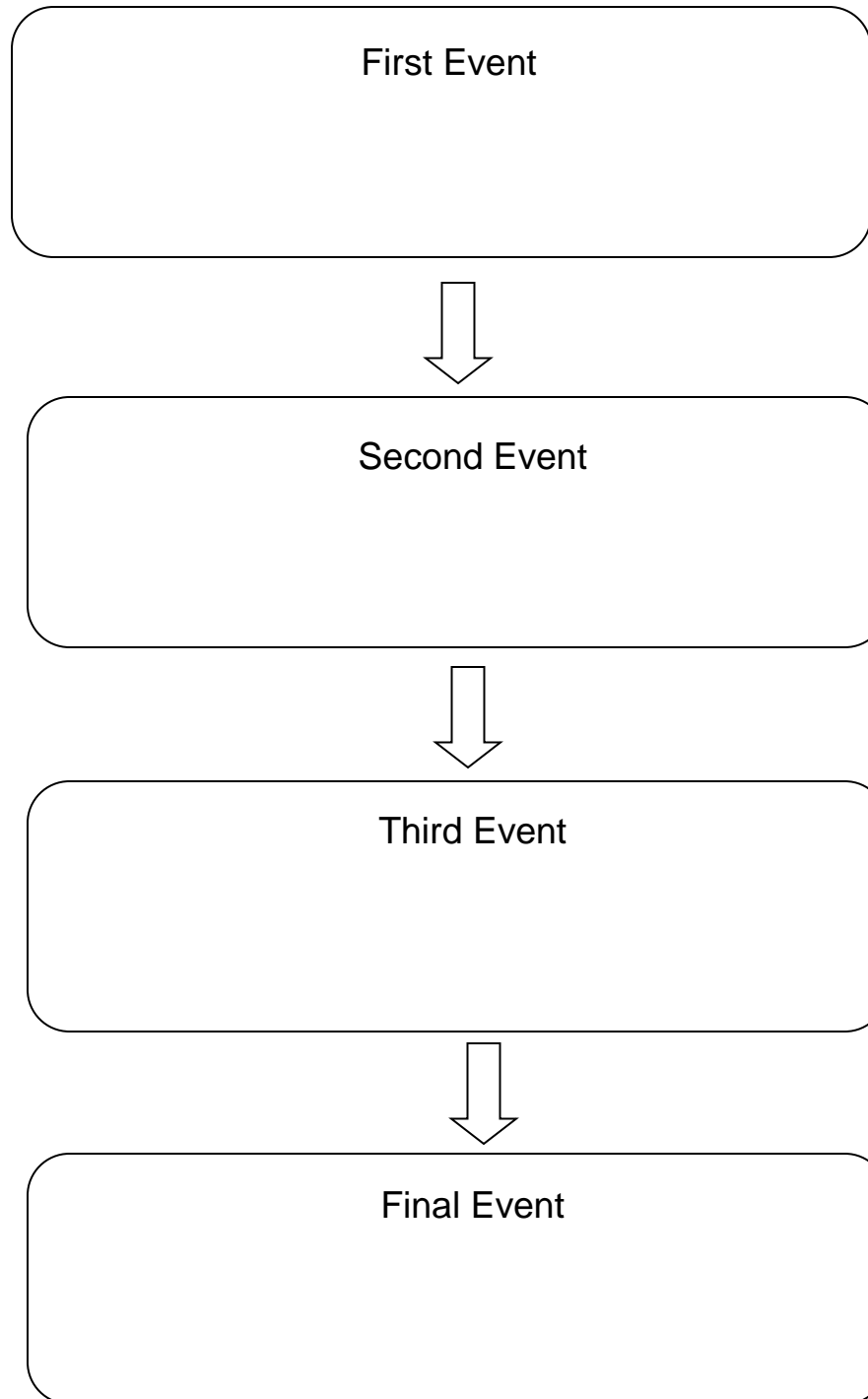
Cycle Chart
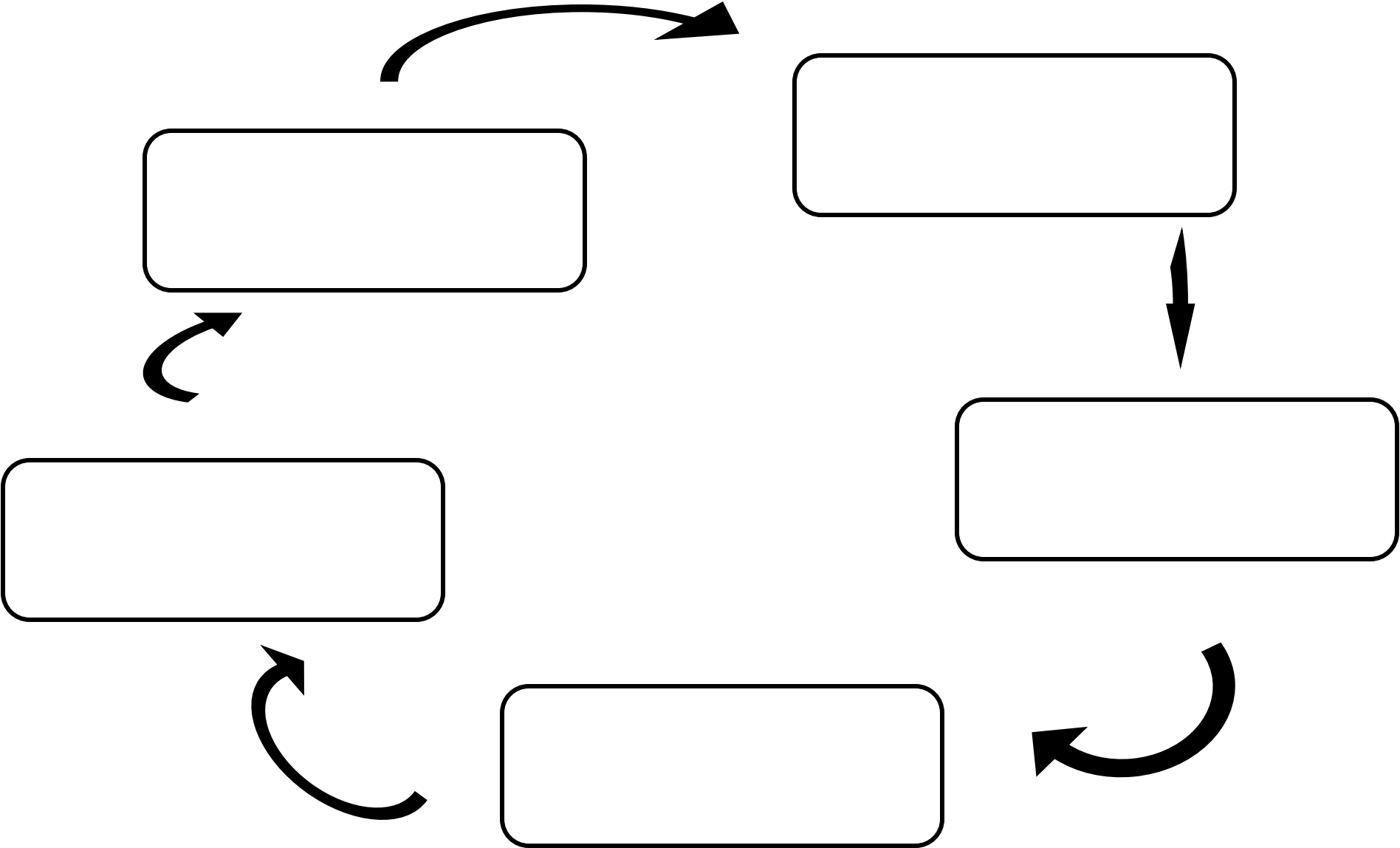
Informative/Explanatory Writing
Main Idea and Details

Who?

_____

_____

_____

What?   Where?

_____   _____

_____   _____

_____   _____

Who

What   Title or Main Idea   **Where**

_____

_____

_____

_____

When   **Why**

When?   Why?

_____   _____

_____   _____
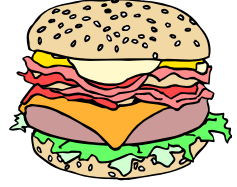
_____   _____

Informative/Explanatory Writing Summary

Main Idea:

Detail 1:

Detail 2:

Detail 3:

Concluding Sentence:

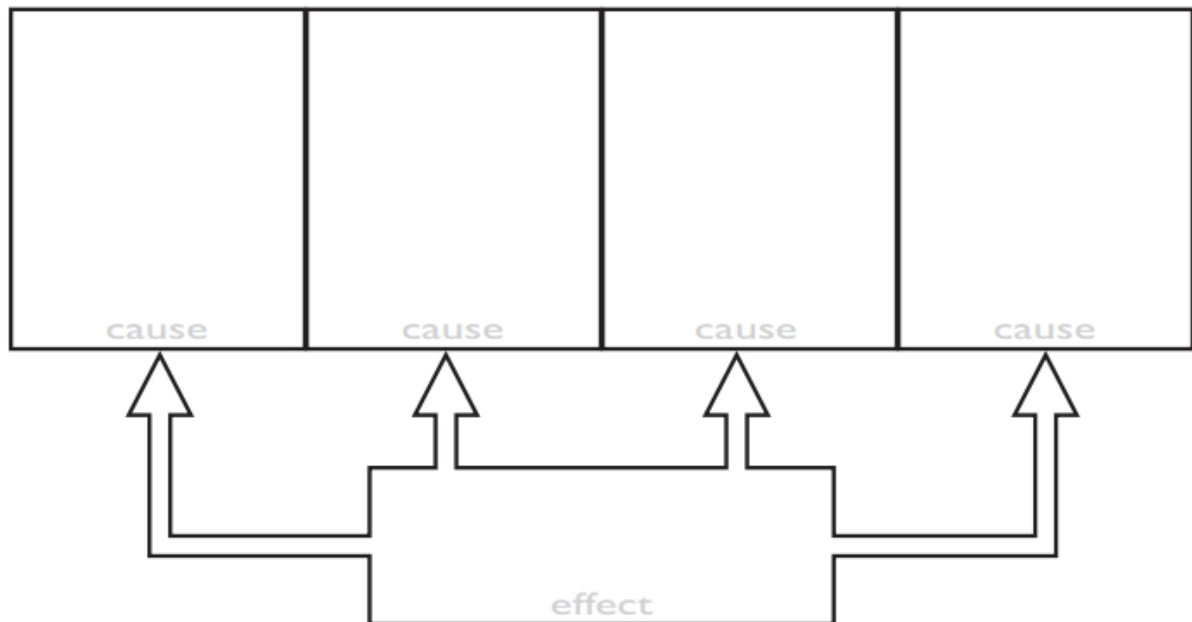# Informative/Explanatory Writing
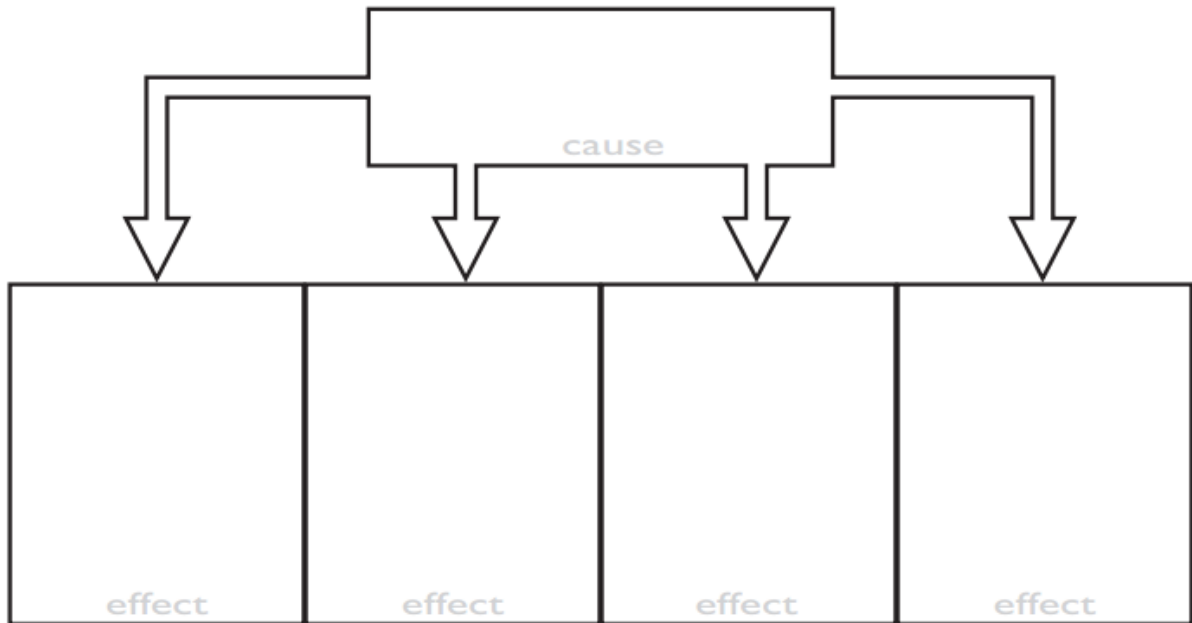## Compare and Contrast

Concept #1	Concept #2

How Alike?

How Different?

Informative/Explanatory Writing
Cause and Effect

cause

effect

effect

effect

effect

cause

cause

cause

cause

effect

Opinion/Argumentative Writing
Persuasive

Opinion: Give your opinion

Reason: Give reasons for having this opinion
1.
2.

Examples: Give examples that support your opinion.
1.
2.

Opinion: Restate your opinion

Remember: giving 2 or 3 reasons and examples strengthens your argument and makes your writing more persuasive.

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.

Opinion/Argumentative Writing
Argument Schema

(Rezntiskaya et al., 2008)

Position

Reason For	Reason For	Reason For
The first reason is. . .	The second reason is. . .	The third reason is. . .

Supporting Facts	Supporting Facts	Supporting Facts
Give examples, details	Give examples, details	Give examples, details