

**Effective Writing Practices for the Core:  
Best Practices in the Writing Process  
Macro-level Writing Instruction in Grades 3-12**

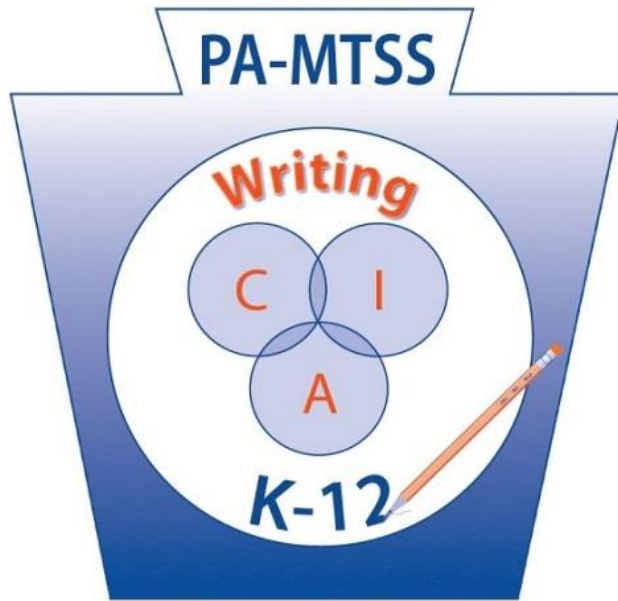
# **Activity Booklet**

**January 10, 2017**



**Lana Edwards Santoro, Ph.D.**

# Acknowledgements



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# Activities

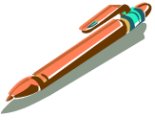
**Activity 1: Let's Get Writing****Favorite Vacation Spot**

- 1. Discuss**
- 2. Plan**
- 3. Write!**
- 4. Share**

**Planning Box**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Title: \_\_\_\_\_ Topic: Favorite Vacation Spot

Topic: Favorite Vacation Spot

## Writing Journal

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Activity 2: Vocabulary

We've studied the following vocabulary words: **pupa, larva, metamorphosis, insect, nymph, egg**

(1) Before reading the passage on the next page, list the vocabulary words in the order that you think they will appear in the text. For example, which word do you think the author will use first, second, etc.?

1.

2.

3.

4.

5.

6.

(2) After making your list, talk with your partner about why you sequenced the words in this order. After your discussion, you may change the order of your words, if you want, or you may keep your list as it is.

(3) Read the passage on the next page. As you read, circle the vocabulary words when you encounter them.

(4) Compare your sequence above with the sequence of words in the passage. What similarities and/or differences do you notice in how you sequenced your words compared to how the author sequenced his/her words? Why are the two sequences similar and/or different?

## Insects

Most insects completely change their size, shape, and color as they go through their life cycle. These changes are called metamorphosis. There are three basic kinds of life cycles in insects. Some have four phases (egg-larva-pupa-adult); others have three phases (egg-nymph-adult). The four-phase life cycle is usually called complete metamorphosis and the three-phase life cycle is called incomplete or simple metamorphosis. Some insects go through no metamorphosis at all. They hatch from their eggs looking like tiny versions of adults. They simply grow larger over time, shedding their outer skin as it becomes too tight to reveal a new, larger skin underneath. (Sample from a High School Textbook)

### Thought Box

**How can you modify or expand the use of writing with this activity (while keeping the emphasis on vocabulary)?**

## Activity 3: K-W-L-H +

K What do you think you <u>know</u> about evidence-based writing practices for students in grades 3-12?	W What do you <u>want to know</u> about evidence-based writing practices for students in grades 3-12?	L What did you <u>learn</u> about evidence-based writing practices for students in grades 3-12?	H <u>How</u> can you continue to learn and find out more?

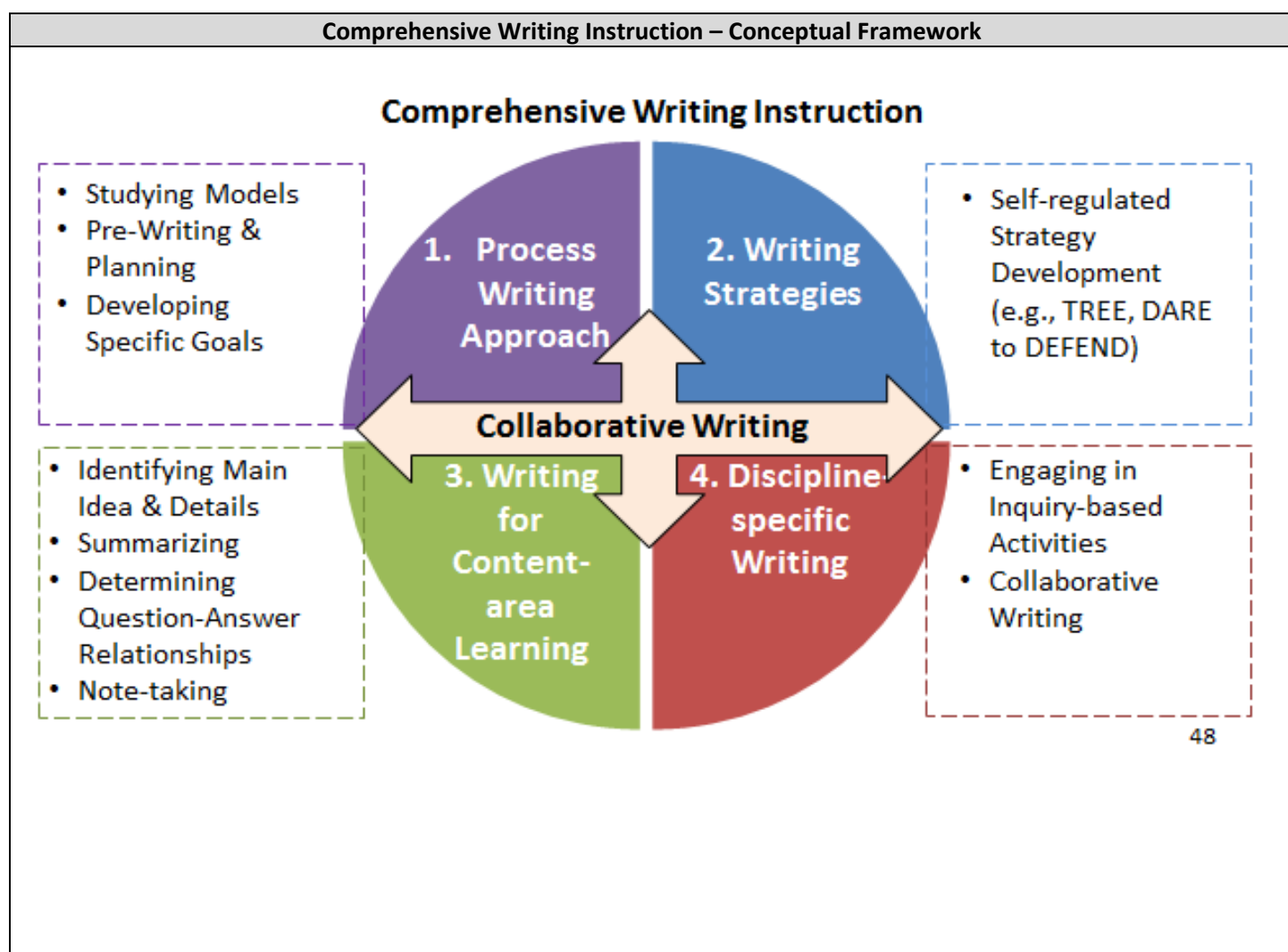
**+ Summary**

**(Summarize what you learned and discuss what additional things you would like to learn.)**

## Activity 4: Comprehensive Writing Instruction – Conceptual Framework

Review the Effective Elements to Improve Writing Achievement in Grades 4 to 12 on page 11 of the *Writing Next* report (also listed below). Compare the list to the conceptual framework provided to facilitate this presentation. Think about the conceptual organization and the sequence we'll be using to discuss the Effective Instructional Elements from this report.

Effective Elements to Improve Writing Achievement in Grades 4-12 (see page 11, <i>Writing Next</i> )		
1. Writing Strategies (ES = 0.82)	<del>5. Word Processing (ES = 0.55)</del>	9. Process Writing Approach (ES = 0.25)
2. Summarization (ES = 0.82)	<del>6. Sentence Combining (ES = 0.50)</del>	10. Study of Models (ES = 0.23)
3. Collaborative Writing (ES = 0.75)	7. Prewriting (ES = 0.32)	11. Writing for Content Learning (ES = 0.23)
4. Specific Product Goals (ES = 0.70)	8. Inquiry Activities (ES = 0.32)	



**Activity 5: Let's Get Writing****School Lunches****1. Discuss****2. Plan****3. Write!****4. Share****Planning Box**

Title: \_\_\_\_\_ Topic: School Lunches

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## Activity 6: Defining the Writing Process

Review the POWER strategy and examples of the Writing Process Stages included with this Break Out Activity (Example 1, page 19; Example 2, page 20; Example 3, page 21).

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: Plan**

**Step 2: Organize**

**Step 3: Write**

**Step 4: Edit (Revise)**

**Step 5: Rewrite**

## Writing Process – Example #2

Stages	Components
<b>1. Pre-Writing</b> 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 <ul style="list-style-type: none"> <li>- list making</li> <li>- brainstorming</li> </ul> b. Organization <ul style="list-style-type: none"> <li>- clustering, grouping, categorizing</li> <li>- webs, charts</li> </ul> c. Obtaining information <ul style="list-style-type: none"> <li>- note taking</li> <li>- summarizing, paraphrasing, gist statements</li> </ul> d. Sources of information <ul style="list-style-type: none"> <li>- researching</li> <li>- written text, models, observations</li> </ul>
<b>2. Drafting/Outlining</b> 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 <ul style="list-style-type: none"> <li>- purpose</li> <li>- standardized format and rules for use</li> </ul> b. Drafting <ul style="list-style-type: none"> <li>- introductory paragraph including general information and claim/thesis</li> <li>- supporting points with evidence/details</li> <li>- conclusion</li> </ul>
<b>3. Revision</b> 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 <ul style="list-style-type: none"> <li>- self revision</li> <li>- peer editing</li> <li>- teacher feedback on specific writing piece</li> <li>- teacher strategies to improve writing overall</li> </ul> b. Proofreading <ul style="list-style-type: none"> <li>- teacher feedback on specific writing piece</li> <li>- self proofreading</li> </ul> c. Final draft
<b>4. Publishing (optional stage)</b> 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 <ul style="list-style-type: none"> <li>- final draft that incorporates revision/proofreading</li> <li>- other media: technology, art, music, drama, etc.</li> </ul>

### Writing Process – Example #3

Stages	Components
<b>1. Pre-Writing</b> 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)
<b>2. Rough Draft</b> 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
<b>3. Revising</b> 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
<b>4. Editing</b> 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
<b>5. Final Copy</b> 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.	
<b>6. Publishing (optional stage)</b> 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

## Activity 7: Materials Alignment

Conduct an audit of 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?

## Activity 8: Writing Next – Process Writing Approach, Studying Models, Pre-Writing, & Specific Product Goals

### Group #1: Studying Models (page 20)

<b>Effective Instructional Elements (Topic)</b>	What is the effective instructional element? Describe it.
<b>Proposition (Main Idea/Gist Statement)</b>	How does it improve student writing? Why is it an effective instructional practice?
<b>Statistics</b>	What is the effect size?
<b>Facts</b>	How does the research support this proposition/key finding? (e.g. number of studies, number of students, grade level of students, etc. See <i>Writing Next</i> report, Appendix B).
<b>Examples</b>	What are some examples of this effective instructional practice?
<b>Expert Authority</b>	Graham, S., & Perin, D. (2007). <i>Writing next: Effective strategies to improve writing of adolescents in middle and high schools</i> . New York: Carnegie Foundation.

**Group #2: Pre-Writing (page 18)**

<b>Effective Instructional Elements (Topic)</b>	What is the effective instructional element? Describe it.
<b>Proposition (Main Idea/Gist Statement)</b>	How does it improve student writing? Why is it an effective instructional practice?
<b>Statistics</b>	What is the effect size?
<b>Facts</b>	How does the research support this proposition/key finding? (e.g. number of studies, number of students, grade level of students, etc. See <i>Writing Next</i> report, Appendix B).
<b>Examples</b>	What are some examples of this effective instructional practice?
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**Group #3: Specific Product Goals (page 17)**

<b>Effective Instructional Elements (Topic)</b>	What is the effective instructional element? Describe it.
<b>Proposition (Main Idea/Gist Statement)</b>	How does it improve student writing? Why is it an effective instructional practice?
<b>Statistics</b>	What is the effect size?
<b>Facts</b>	How does the research support this proposition/key finding? (e.g. number of studies, number of students, grade level of students, etc. See <i>Writing Next</i> report, Appendix B).
<b>Examples</b>	What are some examples of this effective instructional practice?
<b>Expert Authority</b>	Graham, S., & Perin, D. (2007). <i>Writing next: Effective strategies to improve writing of adolescents in middle and high schools</i> . New York: Carnegie Foundation.

**Group #4: Process Writing Approach (pages 19-20)**

<b>Effective Instructional Elements (Topic)</b>	What is the effective instructional element? Describe it.
<b>Proposition (Main Idea/Gist Statement)</b>	How does it improve student writing? Why is it an effective instructional practice?
<b>Statistics</b>	What is the effect size?
<b>Facts</b>	How does the research support this proposition/key finding? (e.g. number of studies, number of students, grade level of students, etc. See <i>Writing Next</i> report, Appendix B).
<b>Examples</b>	What are some examples of this effective instructional practice?
<b>Expert Authority</b>	Graham, S., & Perin, D. (2007). <i>Writing next: Effective strategies to improve writing of adolescents in middle and high schools</i> . New York: Carnegie Foundation.

## Activity 9: 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 10: 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.

### (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...?)

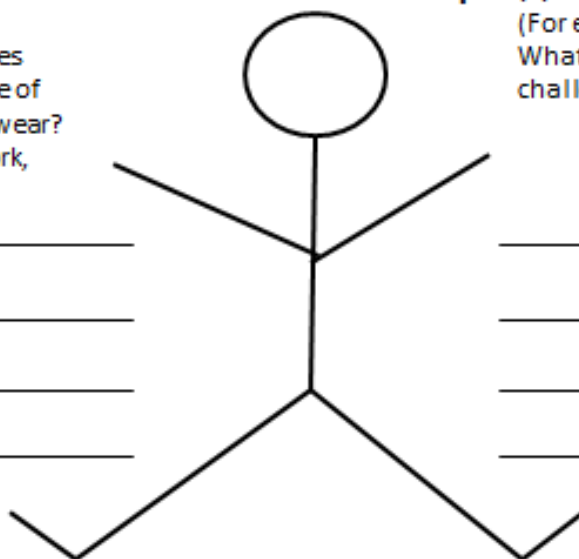
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## Character Map



### (2) Actions:

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

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### (3) Personality Traits:

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

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## Activity 11: 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?

## Activity 12: 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?*

### Planning Notes

### Activity 13: 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?

## Activity 14: 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.
	<p>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.</p>	
	<p>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.</p>	
	<p>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.</p> <p>Most snapping turtles are omnivores or plant eaters. They can eat small fish, insects, snakes, and even dead animals. Yuck!</p>	

## Activity 15: 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?
- ☐ Conduct a “Materials Audit.”
  - 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?
- ☐ 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.

## Activity 16: Quality Features of Writing

1. Use the Scope and Sequence to identify the target areas of instruction for each of the following quality features of writing: focus, content, organization, and style. What target areas are introduced (beginning), reinforced (developing), or secured in the grade level you are teaching?

Quality Feature of Writing		What target areas are introduced (beginning), reinforced (developing), or secured in third grade?
<b>Focus</b>	The single controlling point made with an awareness of task (mode) about a specific topic.	
<b>Content</b>	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	
<b>Organization</b>	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.	
<b>Style</b>	The choice, use, and arrangement of words and sentence structures that create tone and voice.	

2. How do these quality features of writing apply *generically* (universally) to narrative, informational/explanatory, and opinion/argumentative genres of writing? In other words, even though each genre has a different text structure, how does quality apply somewhat similarly across all genres?

## Activity 17: Genre Planning Templates

### Narrative Writing (pages 38-41)

#### Instructional Language/Critical Features:

*A good narrative has. . .*

#### Quality Features of Writing:

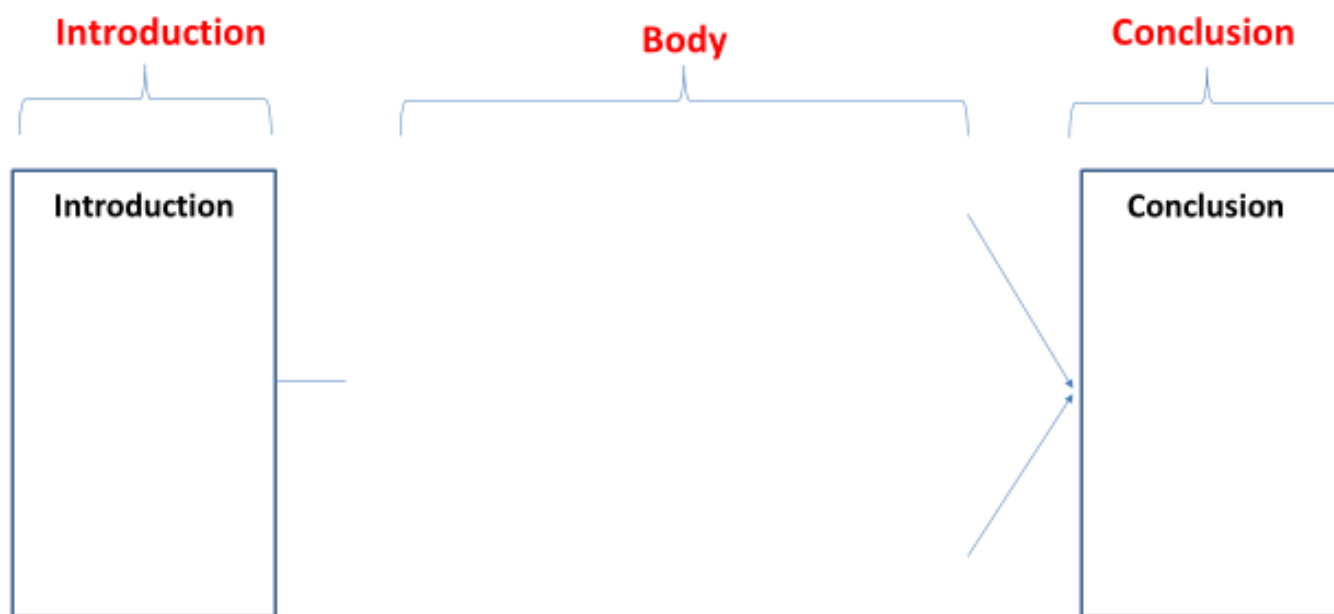
*What target areas are introduced (beginning), reinforced (developing), or secured in third grade?*

	Focus	Content	Organization	Style
	The single controlling point made with an awareness of task (mode) about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.	The choice, use, and arrangement of words and sentence structures that create tone and voice.
Introduced				
Reinforced				
Secured				

**Beginning-Middle-End:**

*How is the beginning, middle, and end structured? Sketch the components included in the introduction, body, and conclusion.*

## Beginning-Middle-End



**Getting Ready:**

*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. For example, where will you get examples and non-examples? What mentor texts will you use to highlight critical features.*

**Think Sheet:**

*Sketch a Think Sheet (graphic organizer) for planning and organizing that aligns with the critical features you listed for this genre of writing.*



Edit/Revise:

*What will your Edit/Revise sheet look like? How will you align it with the critical features you listed for this genre of writing?*

**NOTES:**

List any other information or resources you would like to consider when teaching narrative writing.

## Informational/Explanatory Writing (pages 42-45)

### Instructional Language/Critical Features:

*Good informational/explanatory writing has. . .*

### Quality Features of Writing:

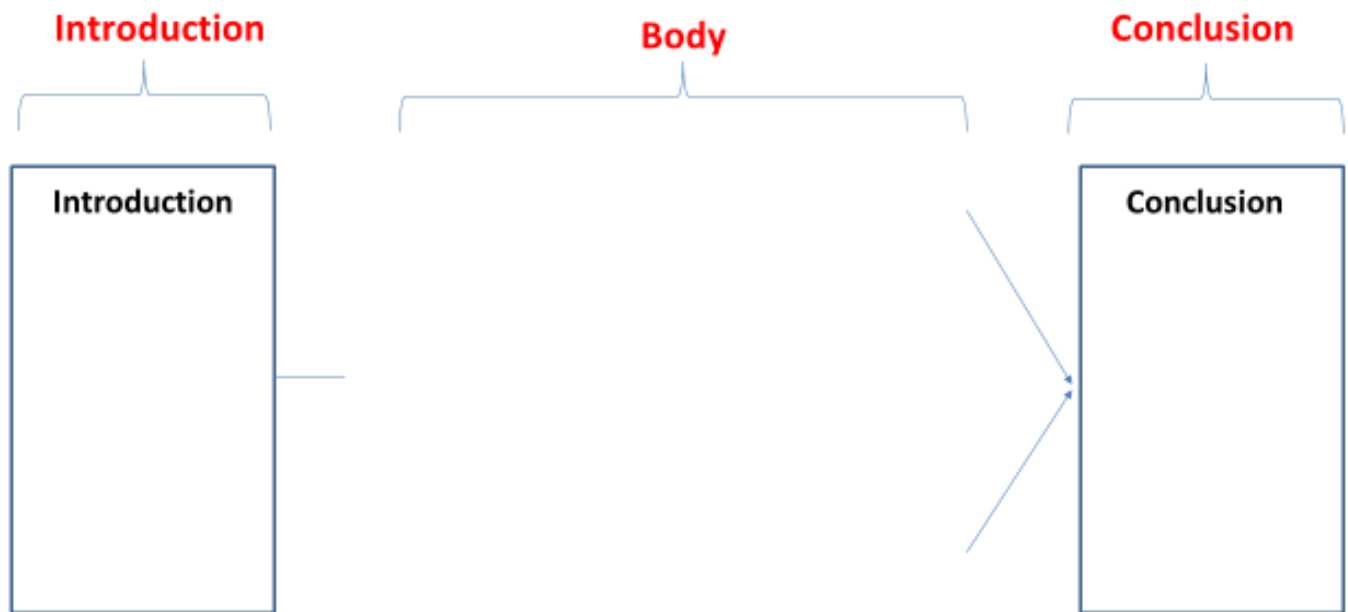
*What target areas are introduced (beginning), reinforced (developing), or secured in third grade?*

	Focus	Content	Organization	Style
	The single controlling point made with an awareness of task (mode) about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.	The choice, use, and arrangement of words and sentence structures that create tone and voice.
Introduced				
Reinforced				
Secured				

**Beginning-Middle-End:**

*How is the beginning, middle, and end structured? Sketch the components included in the introduction, body, and conclusion.*

## Beginning-Middle-End



**Getting Ready:**

*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. For example, where will you get examples and non-examples? What mentor texts will you use to highlight critical features.*

**Think Sheet:**

*Sketch a Think Sheet (graphic organizer) for planning and organizing that aligns with the critical features you listed for this genre of writing.*

Edit/Revise:

*What will your Edit/Revise sheet look like? How will you align it with the critical features you listed for this genre of writing?*

**NOTES:**

*List any other information or resources you would like to consider when teaching informational/explanatory writing.*

## Opinion/Argumentative Writing (pages 46-49)

### Instructional Language/Critical Features:

*Good opinion/argumentative writing has. . .*

### Quality Features of Writing:

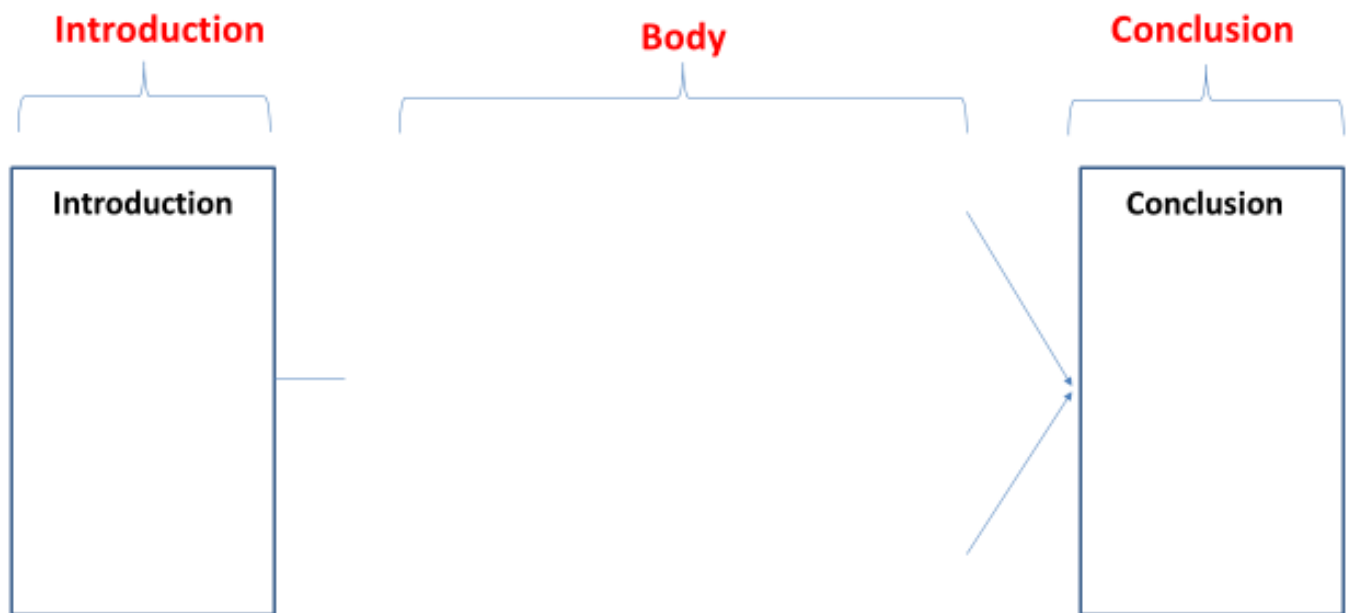
*What target areas are introduced (beginning), reinforced (developing), or secured in third grade?*

	Focus	Content	Organization	Style
	The single controlling point made with an awareness of task (mode) about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.	The choice, use, and arrangement of words and sentence structures that create tone and voice.
Introduced				
Reinforced				
Secured				

**Beginning-Middle-End:**

*How is the beginning, middle, and end structured? Sketch the components included in the introduction, body, and conclusion.*

## Beginning-Middle-End



**Getting Ready:**

*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. For example, where will you get examples and non-examples? What mentor texts will you use to highlight critical features.*

**Think Sheet:**

*Sketch a Think Sheet (graphic organizer) for planning and organizing that aligns with the critical features you listed for this genre of writing.*



Edit/Revise:

*What will your Edit/Revise sheet look like? How will you align it with the critical features you listed for this genre of writing?*

**NOTES:**

*List any other information or resources you would like to consider when teaching opinion/argumentative writing.*

## Activity 18: Expository Text Structure Sort

Review the Expository Text Structure Activity from the Florida Center for Reading Research (FCRR, <http://www.fcrr.org/>) on pages 51-56.

1. How can you incorporate this Activity into your writing instruction?

2. What modifications and/or enhancements can you make so this activity can work for your students?



## C.022

## Expository Text Structure Text Structure Sort



### Objective

The student will identify text structures.



### Materials

- ▶ Text structure header cards (Activity Master C.022.AM1)
- ▶ Text structure cards (Activity Master C.022.AM2a - C.022.AM2c)

*Note: the numbers of the cards correspond to headers in the following manner:*

*Cause and Effect – 3, 5, 12; Problem and Solution – 8, 17, 18; Question and Answer – 2, 7, 13;  
Compare and Contrast – 1, 6, 11; Description – 4, 14, 16; Sequence – 9, 10, 15.*



### Activity

Students sort sentences based on the most common text structures using header cards.

1. Place text structure headers face up in a row. Place text structure cards face down in a stack.
2. Taking turns, students select top card from stack and read it to partner.
3. Identify the type of text structure used and place under the corresponding header.
4. Reverse roles and continue until all cards are sorted.
5. Peer evaluation

Cause and Effect	Problem and Solution	Question and Answer	Compare and Contrast	Description	Sequence
Cats often have lots of energy and will play for a long time. As a result, they take many naps. 5	If you can't remember dreams, but want to, keep a journal by your bed so that you can record them as soon as you wake up. 8	How long do people sleep each night? People sleep an average of eight hours per night. 2	Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion. 1	Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton. 14	Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation. 9
A baby may first toss and turn when she is put in a crib for a nap. Second, she may cry. Not long after that she will likely close her eyes and drift off to sleep. 15					
Clouds can cause turbulence for airplanes, so consequently pilots may try to fly above them to avoid the shaking. 18					



### Extensions and Adaptations

- ▶ Sort text structure cards by topic.
- ▶ Write about a topic using each text structure (Activity Master C.022.SS).
- ▶ Make more text structure cards (Activity Master C.008.AM3) to sort using header cards.

Cause  
and Effect

header

Problem  
and Solution

header

Question  
and Answer

header

Compare  
and Contrast

header

Description

header

Sequence

header



C.022.AM2a

Text Structure Sort

Cats often have lots of energy and will play for a long time. As a result, they take many naps.

5

Cats sometimes scratch the furniture. One solution is to cover the furniture.

17

Why do cats purr? They purr when they are happy, but they may also purr when they are distressed or as a way to communicate.

13

Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion.

1

You can tell when a cat is angry. Its ears are laid back and it may hiss.

4

When a cat is hungry, first he will look for his master. Then he will sit next to his dish until he gets fed.

10

text structure cards



<p>It was 32 degrees Fahrenheit when precipitation fell from the clouds. Since it was freezing, the precipitation was in the form of snow.</p> <p>3</p>	<p>Clouds can cause turbulence for airplanes, so consequently pilots may try to fly above them to avoid the shaking.</p> <p>18</p>
<p>Why do clouds look white? Clouds reflect all the colors in light which gives the appearance of white.</p> <p>7</p>	<p>All clouds are made of water droplets. Fog, however, is a different type of cloud. The difference is that fog forms on the ground and the other clouds form high in the air.</p> <p>11</p>
<p>Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton.</p> <p>14</p>	<p>Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation.</p> <p>9</p>



C.022.AM2c

Text Structure Sort

<p>If you don't get enough sleep, then it could affect your memory, ability to pay attention, and performance in school.</p> <p>12</p>	<p>If you can't remember dreams, but want to, keep a journal by your bed so that you can record them as soon as you wake up.</p> <p>8</p>
<p>How long do people sleep each night? People sleep an average of eight hours per night.</p> <p>2</p>	<p>Animals spend different amounts of time sleeping. Humans sleep about eight hours a day compared to giraffes who sleep less than two hours a day. On the other hand, brown bats sleep almost 20 hours a day.</p> <p>6</p>
<p>Animals sleep in many positions. For example, cats and dogs sleep curled up, as opposed to horses and birds that sleep standing. Some animals, such as bats, sleep hanging upside down.</p> <p>16</p>	<p>A baby may first toss and turn when she is put in a crib for a nap. Second, she may cry. Not long after that she will likely close her eyes and drift off to sleep.</p> <p>15</p>

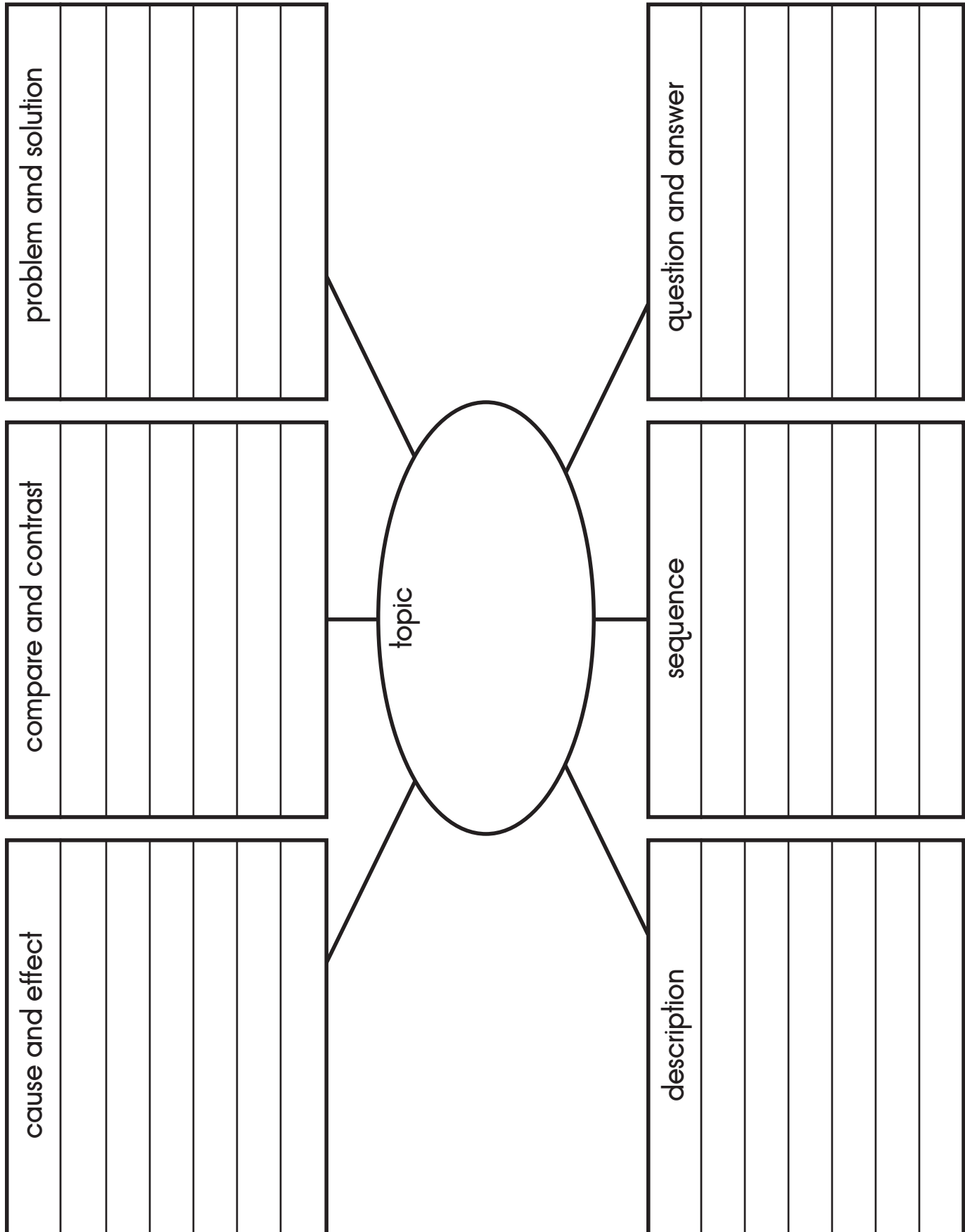
text structure cards



Name \_\_\_\_\_

Text Structure Sort

C.022.SS





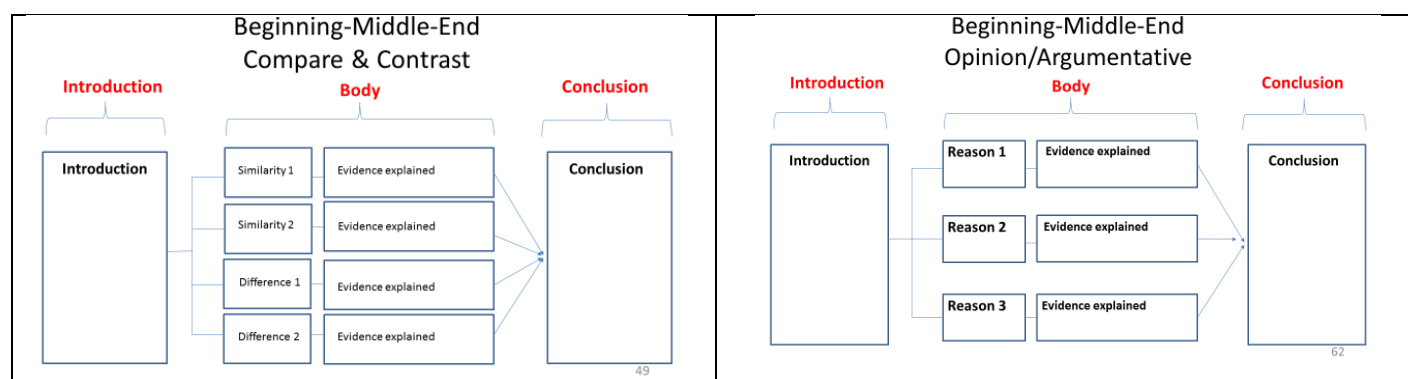
## Activity 19: Comparing Informational/Expository & Opinion/Argumentative Text Structures

Compare the sample essays on pages 58-59 from Philippakos, MacArthur, and Coker (2015, Guilford Press), *Developing Strategic Writers through Genre Instruction: Resources for Grades 3-5*.

1a. Which essay is Compare-Contrast (Informational/Expository)?: \_\_\_\_\_

1b. Which essay is Opinion/Argumentative? \_\_\_\_\_

2. Consider the following BME Charts when reading both essays. How is the text structure similar?



2. When considering the similarities in text structure, how can you help students “bridge” and transition from one genre to another? What could you do instructionally to help students bridge between these genres?

## HANDOUT 6.3

## A Cat or a Dog? This Is the Question

Cats and dogs are both popular pets and are found in many households. Also, they both have starred in movies. You may have seen dalmatians playing in *101 Dalmatians*, or Tom, the cat, chasing Jerry, the mouse, around in old cartoons. By comparing and contrasting cats and dogs, a future pet owner can learn about them and also decide which animal would be best to bring home.

One similarity between cats and dogs is that they are both domesticated animals. This means that many years ago they were in the wild. For example, dogs are thought to derive from wolves, but thousands of years ago they approached humans and became their friends. Cats were also domesticated, and scientists say that cats may have lived with humans many thousand years ago.

Another similarity between those two animals is that they are both intelligent. Dogs can learn tricks and are easy to train. Even though cats do not learn tricks, they are intelligent, too. As Seymour Simon says in his book *Cats*, cats remember and do things that are important to them, not to humans. Therefore, they will continue to scratch furniture, even though you try to teach them not to do that.

In addition, cats and dogs are similar in the ways they reproduce and care for their young. They both can give birth to babies in the first year of their life. Also, both animals can have more than one baby, which is called a litter. Both puppies and kittens are helpless, cannot hear or see when they are born, and they depend on their mothers for food. However, within three to four weeks they can open their eyes and by the end of two months they stop nursing.

One difference between cats and dogs is what they eat. Dogs can eat anything and will not mind eating dog food or even human food. Cats, though, are picky eaters. As Seymour Simon says, they will not eat food that is stale because it has an odor and cats, with their sensitive sense of smell, will refuse to eat spoiled food.

Also, cats and dogs differ in how they interact with humans. Dogs are playful and will be around humans. Dogs want human company, but cats are quieter and they can be independent. Cats can also disappear for long times and they return to their owner when they please, not when their owner wants them.

In conclusion, cats and dogs are both wonderful pets, and they have a number of similarities and differences that someone who is going to get one of the two should know about ahead of time. You may choose one or the other based on your preference for a companion or for an independent animal friend, who may scratch the furniture or be found in the most unexpected places in your room.

### References

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Simon, S. (2009). *Dogs*. New York: HarperCollins.



## HANDOUT 5.15

## Pets in the Classroom: Say Yes!

When you visit an elementary classroom, you may see in the corner of the room a cute little creature. In my classroom for example, we have a hamster. Classroom pets are an excellent addition to classrooms.

One reason that pets are an excellent addition to classrooms is because they help students develop caring skills and respect for others. For example, in my classroom we all learned how to take care of our hamster. This helped us be responsible. We all learned that if we did not feed our pet, it would starve and suffer. We also learned how to be sensitive to its needs, and in a way we learned how to be better people. We are far quieter in my fourth-grade classroom compared to how we were in second and third grade. We all use a quiet voice and try not to disturb our pet as we live with it, and it deserves our respect.

Also, pets can support students' science learning. Having pets allows students to learn about the pet's habitat and ways of living. In my classroom, our teacher taught us about hamsters' cycle of life, their diet, and their habits. We could have learned this information from a book, but we were much more interested to learn this information because we were learning about our hamster.

Having pets also can improve students' writing skills. Students can write interesting reports about the classroom pet, and they may learn in an engaging way to take observation notes. In my class, our teacher gave us science journals and we observed the pet's behaviors to better understand the ways that our behavior affected its behavior. We also wrote a daily journal where we recorded its daily consumption of food and water.

Some people are scared of having pets in the classrooms. They say that pets may carry diseases, and young children may get infected. If you care for your pet and you want it to live many years, you should visit the vet so it stays healthy. There is no fear of infections if precautions are taken.

In conclusion, having pets in the classrooms can benefit all students and can make them even better people. If children learn to care for and respect a pet, they may also care for and respect their classmates and everyone else. Why shouldn't we have them in our classrooms? "Scratch, scratch!" This is our hamster calling. It is time for feeding!

# Appendix

## Scheduling

Think about how writing can be scheduled. . .

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?

<b>Sample Schedule for Writing Instruction</b> (Modified from Cocker & Ritchey, 2015)			
Time	Activity	Teacher-Managed Group (rotating small groups)	Student-Managed Work (independent practice)
10 minutes*	<b>Spelling – Whole Class Instruction</b>		
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	<b>Handwriting and Sentence Instruction – Whole Class Instruction</b>		
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	<b>Composing – Whole Class Instruction (includes fluency practice)</b>		
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.

## Core Writing - Instructional Framework for Scheduling (3-12)

Instructional Components	Examples	Frequency and Time
<b>1. Fluency</b>	<ul style="list-style-type: none"> <li>Free Writing</li> <li>Journaling</li> <li>Fluency Assessment (timed writing probe)</li> </ul>	Daily/3-10 Minutes
<b>2. Explicit Writing Instruction</b>		Daily/35-40 Minutes ( <b><u>at a minimum</u></b> )
<b>Model/Demonstration and Guided Practice Phases of Instruction</b>		<i>For example: Daily/35-40 minutes</i>
<b>Micro-Level</b>  <b><u>AND</u></b>	<ul style="list-style-type: none"> <li>Model/Demonstration <u>and</u> Guided Practice Phases of handwriting, keyboarding, spelling, vocabulary, sentence structure &amp; mechanics</li> </ul>	
<b>Macro-Level</b>	<ul style="list-style-type: none"> <li>Model/Demonstration <u>and</u> Guided Practice Phases of P-O-W-E-R</li> </ul>	
<b>Independent Practice Phases of Instruction</b>		<i>For example: Daily/10-20 minutes</i>
<b>Micro-Level</b>  <b><u>AND</u></b>	<ul style="list-style-type: none"> <li>Student Independent Practice (e.g., sentence combining)</li> <li>Sharing</li> </ul>	
<b>Macro-Level</b>	<ul style="list-style-type: none"> <li>Student Independent Practice (e.g., planning, organizing, writing, editing/revising, re-writing, publishing)</li> <li>Conferencing</li> <li>Sharing</li> </ul>	
<b>3. Writing for Content Area Learning (integrated across subject areas)</b>	<ul style="list-style-type: none"> <li>Main Idea and Detail Identification</li> <li>Summarizing</li> <li>Determining Question-Answer Relationships</li> <li>Note-taking</li> </ul>	Time Varies
<b>4. Discipline-specific Writing (e.g., English, Science, History, Math)</b>	<ul style="list-style-type: none"> <li>Fictional Stories</li> <li>Memoirs</li> <li>Literature or Historical Analysis</li> <li>Scientific Literature Reviews</li> <li>Lab Reports</li> <li>Editorials</li> </ul>	Time Varies

**Schedule writing instruction.** Think about how writing instruction, practice, and integration will be distributed across your schedule. Note when writing will occur (e.g., times during the school day). List scheduling times and instructional focus for each area of writing across the week.

<i>Area of Writing</i>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>How will writing be assessed?</b>	<b>How/when will data be interpreted?</b>
<b>Explicit Instruction – Micro</b>							
<b>Explicit Instruction –Macro</b>							
<b>Writing Practice</b>							
<b>Integration of Writing and Reading</b>							
<b>Integration of Writing Instruction in Discipline-specific Areas</b>							

## Summative Checklist and Writing Plan

Use the following **Summative Checklist** 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 core writing instruction?

Be ready to share at least one next step (or action item) with the larger group!



## Writing Plan

### Core Writing Instruction – Next Steps

**Purpose:** To develop a plan and goals for student writing.

**Directions:** Use this form to identify your next steps for implementing Tier 1 writing instruction.

1. Write a primary, overarching goal that describes what you would like accomplish with student writing.
2. Determine what tasks/action items are required to help you reach your primary goal.
3. How will you assess, monitor progress, show student growth? [for MTSS Cohort: include assessments from the project.]

**Primary Goal:**

**Results/Accomplishments:**

Tasks/Action Items What Will Be Done?	Timeline By When? (Month)	How Will the Task/Action Item Be Implemented?	Additional Needs/Resources Required to Successfully Implement Action Item (e.g., other materials needed, professional development, planning time)
1:			
2:			
3:			
4:			
5:			

**Evidence Of Success** (How will you know that you are making progress? What are your benchmarks?)

**Evaluation Process** (How will you determine that your goal has been reached? What are your measures?)

**Core Effective Writing Practices (Tier 1):  
The Writing Process  
Summative Checklist**

Effective Writing Practices	Already in Place	Partially in Place	Not in Place	Evidence and Notes
<b>Aligning Writing Instruction with the PA Core Standards and Writing Scope and Sequence</b>				
Writing instruction is aligned with the PA Core Standards for writing.				
Writing instruction is aligned with the Writing Scope and Sequence.				
Writing instruction across grades is coordinated (e.g., writing priorities for each grade are aligned with the Writing Scope and Sequence and a plan is in place to coordinate instructional priorities, materials, etc.)				
<b>Scheduling Time for Writing</b>				
Explicit writing instruction is provided for 30-40 minutes/day (minimum).				
Writing practice is provided for 30-minutes/day (minimum).				
There is daily integration of <i>writing and reading</i> in Tier 1 reading instruction.				
There is daily integration of writing instruction in the content areas.				
Written responses are used throughout reading instruction.				
Written responses are used throughout content area instruction.				
A <i>class- and/or grade-level</i> writing schedule details when writing will occur (The schedule includes when writing is explicitly taught, practiced, and integrated in reading and content area instruction).				

A <i>school-level</i> writing schedule details when writing will occur (The schedule includes when writing is explicitly taught, practiced, and integrated in reading and content area instruction).				
<b>Considering Language When Teaching the Writing Process</b>				
Students have opportunities to write from their own experiences.				
When prompts and topics are selected for writing, student language and communication skills are considered.				
When teaching students how to respond to a writing prompt, students are explicitly taught to connect their background knowledge (. . . <i>what do you know?</i> ) during the planning phase of the writing process.				
Terms and vocabulary used for written discourse is explicitly taught (e.g., genre-specific text structure, linguistic features of written English).				
WIDA performance definitions are considered when teaching writing to English language learners. (Writing activities for English learners are framed around what students <i>can do</i> .)				
<b>Implementing Explicit Writing Instruction</b>				
Writing prompts are aligned with instructional purpose, student's familiarity with the topic, student motivation to respond to the prompt, and how the writing sample will be reviewed and scored.				
Instructional language explicitly defines quality of writing terms, academic language and vocabulary, and critical discourse features for <b>narrative</b> writing.				
Instructional language explicitly defines quality of writing terms, academic language and vocabulary, and critical discourse features for <b>informative/explanatory</b> writing.				

Instructional language explicitly defines quality of writing terms, academic language and vocabulary, and critical discourse features for <b><i>opinion/argumentative</i></b> writing.				
All stages of the writing process are clearly defined.				
Stages of the writing process are outlined for students and visually displayed in the classroom.				
All stages of the writing process are explicitly taught (with an “I do-We do-You do” approach).				
A structured, sequential, and cumulative approach is used to teach writing.				
Think Sheets are <i>strategically</i> used to teach the planning and organizing phases of the writing process (e.g., only a couple graphic organizers are used with focus and purpose).				
Edit/Revise Sheets are used to teach the editing and revision phases of the writing process.				
All materials, including Think Sheets and Edit/Revise Sheets, align with instructional goals and the critical features use to define narrative, informative/explanatory, opinion/argumentative writing.				
When teaching the writing process, all phases are explicitly taught, but not all writing samples are developed through each phase of the writing process.				
Organizational frames are used, when needed, to help scaffold the writing process.				
All materials (e.g., Think Sheets, Edit/Revise Sheets) and organizational frames are considered temporary instructional support as students transition from assisted to independent writing.				

<b>Getting Ready</b>				
Touchstone and/or mentor texts are used to highlight critical features of narrative, informative/explanatory, opinion/argumentative writing.				
Examples and non-examples are presented when introducing narrative, informative/explanatory, opinion/argumentative writing.				
Students are explicitly taught to identify the critical features of narrative, informative/explanatory, opinion/argumentative writing.				
Key vocabulary/phrases are highlighted to help students learn what narrative, informative/explanatory, opinion/argumentative writing “sounds like.”				
<b>Planning and Organizing</b>				
Think Sheets are <i>strategically</i> used to teach the planning and organizing phases of the writing process (e.g., only a couple graphic organizers are used with focus and purpose).				
When planning, students are taught to generate ideas, brainstorm, obtain information (if needed) and consider other sources of information (if applicable).				
When organizing, students are taught to review their ideas and organize their thinking (e.g., cross out, connect ideas, number ideas in sequence).				
<b>Writing</b>				
Draft paper is used for writing (e.g., colored paper, special draft paper, drafting notebook).				
Writing a rough draft is emphasized (e.g., “Flash Drafts,” “Sloppy Copies”).				
<b>Editing and Revising</b>				
Instruction emphasizes that “editing is part of revision.” For example, editing occurs at content <i>and</i> structure levels and there is proofreading at the mechanics, spelling and convention levels.				

Achievable goals are set for student revision. For example, “find something irrelevant you can cross out,” or “look for wording that you can change.”				
Teacher conferencing and feedback is provided to all students individually.				
Peer collaboration is incorporated into the editing and revision process.				
Lots of editing and revision practice is provided!				
<b>Rewriting</b>				
Students rewrite drafts (. . .sometimes multiple times).				
A strategy for final proofreading is explicitly taught.				
Final proofreading is kept simple when rewriting a final copy. For example, only glaring errors are corrected to help give writing its polish and correctness.				
<b>Publishing</b>				
Not all work is published.				
When publishing, other media is considered –technology, art, music, drama, etc.				
<b>Implementing Motivating and Engaging Writing Routines</b>				
Daily writing lessons are cohesive and include a variety of instructional components (e.g., fluency warm-up, explicit instruction, check-ins, independent writing and conferencing, sharing).				
All aspects of the writing curriculum are covered comprehensively (e.g., both micro- and macro-level features are taught).				

Materials are thoughtfully selected and used with purpose (e.g., writing notebooks, writing folders, visually displayed checklists, and personal journals are used purposefully).				
Writing goals are set for all students.				
Quality, structured feedback is provided to students on their writing.				
A process for peer collaboration is including when teaching the writing process.				
A process for peer collaboration is explicitly taught.				
Opportunities are created to enhance students' self-efficacy with writing.				
Students have opportunities to respond to authentic writing experiences and assignments.				
Teachers create classroom environments that are supportive, pleasant, and enthusiastic about writing.				

## Classroom Snapshot

Review the “Attributes of High Quality Writing Instruction” checklist (Troia, 2015). Self-reflect and consider whether these attributes are present in your classroom.

Attributes of High Quality Writing Instruction	Already in Place	Partially in Place	Not in Place	Evidence and Notes
<b>Student Work</b>				
There are frequent opportunities for students to regulate their writing behaviors, the writing environment, and the use of resources.				
Daily writing occurs at school and home with students working on a wide range of composing tasks for multiple authentic audiences and purpose				
Students select their own writing topics or may modify teacher assignments, which are compatible with students’ interests.				
Students work through the writing process at their own pace.				
Students present work in progress as well as completed papers to other students in and out of the classroom to receive praise and feedback.				
Students’ written work is prominently displayed in the classroom and throughout the school.				
<b>Instructional Approach</b>				
Teachers intentionally adjust their instructional emphasis on meaning, form, and process to meet individual student’ needs.				
Instruction covers a broad range of knowledge, skills, and strategies, including writing conventions, sentence, paragraph, and text structure, then functions and forms of writing, and planning and revising.				
Teachers overtly model the writing process, writing strategies and skills, and positive attitudes toward writing during teacher-directed lessons.				
Follow-up instruction is provided to ensure mastery of target knowledge, skills, and strategies.				



Instructional Routines				
A predictable routine typically entails a short lesson, then an individual progress check, followed by independent writing and conferencing, and finally group sharing.				
Regular student-teacher conferences are scheduled to discuss progress, establish writing goals and self-evaluation criteria, and provide individualized feedback, all in context of high expectations.				
Cooperative arrangements are established where students help one another plan, draft, revise, edit, and publish their written work.				
Teachers arrange for periodic conferences and frequent communication with families to discuss the writing program and students' progress.				
Genre Study				
An instructional cycle, lasting a couple of weeks to an entire marking period, focuses on a single genre (e.g., exposition) and one or two particular forms of that genre (e.g., research report and informational article) that embeds the writing process and writing instruction.				
Graphic aids or mnemonic devices are used to help students develop explicit understanding of the genre structure.				
Touchstone texts are shared to exemplify structure, valued genre traits, and high-quality writing features.				
Instruction establishes a compelling purpose and audience for composing texts that use the genre structure.				
Students are given time to explore potential ideas for writing through reflection, discussion, and research (writing notebooks are helpful for this).				
Key vocabulary/phrases are explicitly taught and help lead students to create texts that “sound” like those written by authors.				
Graphic aids are provided for planning texts.				
Students have opportunities to “flash-draft” parts of their papers to diminish their reluctance to revise.				
Students are given time to proceed through multiple iterations of revising and editing before publishing the final product.				

\*Troia, G. A. (2015, June). *Effective core instruction and common assessments for secondary writing*. Presented at the Pennsylvania Technical Training and Assistance Network, MTSS Implementers' Forum, Harrisburg, PA.

## Community of Writers - Roles and Responsibilities

### Community of Writers Roles and Responsibilities Planning Chart(s)

Teacher/Staff Member	<b>1. What components of comprehensive writing instruction are taught?</b> <i>(Process, Strategies, Writing for Content-Area Learning, Discipline-specific Writing)</i>  <b>2. What specific process elements, strategies (writing &amp; content area learning) and discipline-specific writing will be taught?</b>	<b>When will writing instruction occur?</b> <i>(Daily and Across the Yearly Curriculum)</i>
English/Language Arts		
Social Studies/History		
Science		
Library Sciences		

Teacher/Staff Member	<b>1. What components of comprehensive writing instruction are taught?</b> <i>(Process, Strategies, Writing for Content-Area Learning, Discipline-specific Writing)</i>  <b>2. What specific process elements, strategies (writing &amp; content area learning) and discipline-specific writing will be taught?</b>	<b>When will writing instruction occur?</b> <i>(Daily and Across the Yearly Curriculum)</i>
Physical Education		
Art		
Music		
Drama		

<b>Teacher/Staff Member</b>	<b>1. What components of comprehensive writing instruction are taught?</b> <i>(Process, Strategies, Writing for Content-Area Learning, Discipline-specific Writing)</i>  <b>2. What specific process elements, strategies (writing &amp; content area learning) and discipline-specific writing will be taught?</b>	<b>When will writing instruction occur?</b> <i>(Daily and Across the Yearly Curriculum)</i>

Teacher/Staff Member	<b>1. What components of comprehensive writing instruction are taught?</b> <i>(Process, Strategies, Writing for Content-Area Learning, Discipline-specific Writing)</i>  <b>2. What specific process elements, strategies (writing &amp; content area learning) and discipline-specific writing will be taught?</b>	<b>When will writing instruction occur?</b> <i>(Daily and Across the Yearly Curriculum)</i>

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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/speconn/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#.Ve2i7Zcj7N>

