

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

The Writing Process

October 26, 2017



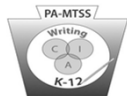
1

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2

Acknowledgments



Multi-Tiered System of Supports (MTSS) for "WRITING"

Special appreciation is extended to each of the following committee members who made significant contributions to the development of the MTSS WRITING training and technical assistance materials, in an effort to support dedicated educators across the Commonwealth in the advancement of systems, grade and student level writing outcomes.

Karen Brady, Dr. Wendy Farone, Dr. Cindy Goldsworthy, Marianne Dudek, Deb Fulton, Mary Beth Glover, Dr. Jennifer Lillenstein, Nichole Kopco, Dr. Joseph Kovaleski, Dr. Tim Runge, Ana Sainz de la Pena, Dr. Lana Edwards Santoro, and William Van Cleave

3

Agenda

1. Consider a Research-based Framework for Writing
2. Think About Visual Learners
3. Teach the Writing Process Explicitly and Strategically
4. Get Ready to Write
5. Define the Writing Process
6. Use POWER
7. Pull it All Together



4

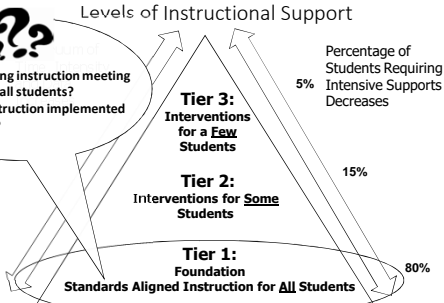
1. Consider a Research-based Framework for Writing



5

Levels of Instructional Support

- Is Tier 1 writing instruction meeting the needs of all students?
- Is writing instruction implemented with fidelity?



6

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

Sentences Bridge

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7

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

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8

Comprehensive Macro-level Writing Instruction

Webinar #1

Webinar #2
Micro-level Writing

Webinar #3

Webinar #4

Webinar #5

Interactive Writing

3. Writing for Content-area Learning

4. Writing Strategies

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9

Webinar Series

1. The Writing Process

2. Micro-level Writing

3. Genre and Discipline Specific Writing

4. Writing for Content Area Learning

5. Writing Strategies

Macro-level

Micro-level

Macro-level

Macro-level

Macro-level

When students who are deaf or hard of hearing have difficulty with foundational writing skills that undermine the writing process, often micro-level instruction is given more emphasis.

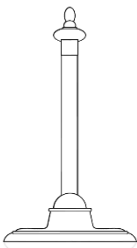
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10

Unbalanced Scale

Micro-level instructionally weighted

Foundational Skills
Lower Order Writing



Processing/Discourse Skills
High Order Writing

Strategically Balanced 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.

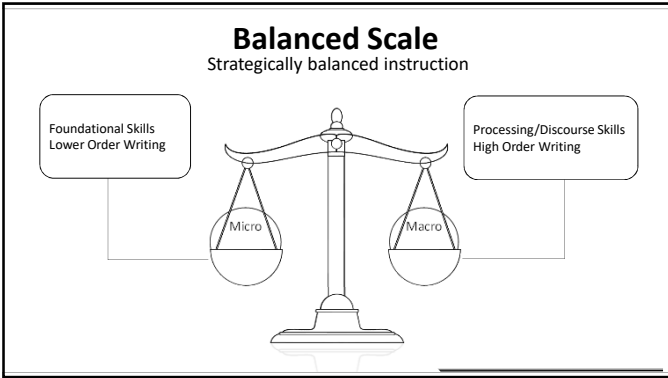
• Therefore, instruction must strategically combine micro- and macro-level related skills (lower-order and high-order processes).

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(Berninger et al., 1997, 1998; Berninger, Rutberg et al., 2006; Berninger, Vaughan, et al., 2000)

12


4



Instructional Mantra


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

-Anita Archer




14

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?”



15

2. Think About Visual Learners



16

What about 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.
- There is also the need for deaf students to develop higher order skills (e.g., planning, organizing, addressing an audience)
 - While macro-level skills may be more "on par" with hearing peers, many deaf and hard of hearing writers score below the norm on text-level semantics and thematic maturity (Musselman & Szanto, 1998).



17

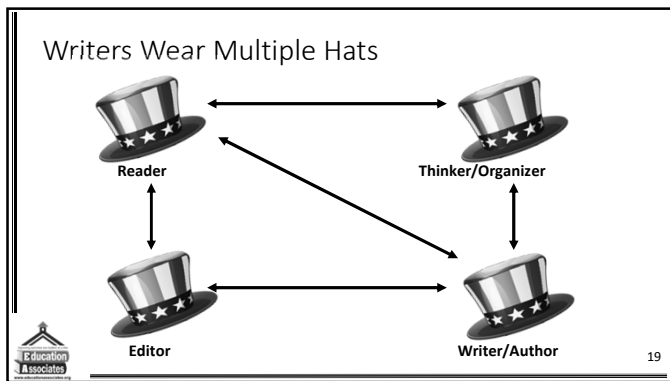
Other Common Challenges

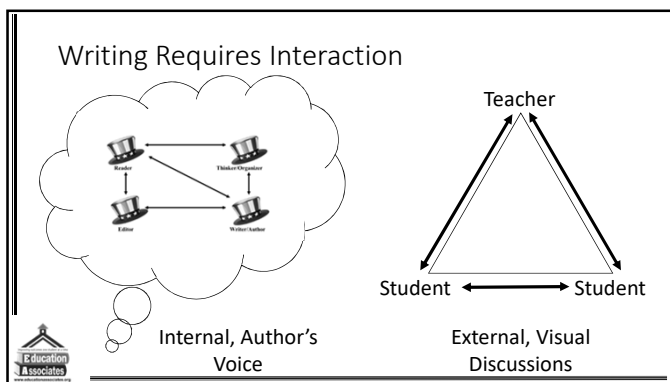
- Students don't know what written compositions should "look like."
- Students have difficulty executing and regulating the processes involved in writing, especially planning and revising.
- Students don't know what content to include in their compositions.
- Students are not fluent with micro skills (e.g., handwriting, spelling, mechanics).



(See research by Kimberly A. Wolbers, Hannah M. Dostal, Steve Graham)

18





Pause and Process

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

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21

3. Teach the Writing Process Explicitly and Strategically



22

Big Idea #1



Having students write and telling students to write is not explicit writing instruction.

- Explicit instruction teaches writing by showing students how to write through demonstrations, models, and “think alouds.”



23

Explicit Instruction

- Unambiguous and direct approach.
- A series of supports or scaffolds.
- Instruction is made of clear statements about the purpose and rationale for learning a new skill.
- Clear explanations and demonstrations of the instructional target.
- Practice with feedback until independent mastery.



When good writers write, how do they think? What does their thinking look like?



24

Components of Explicit Instruction

- I Do!
 - Model/Demonstrate
- We Do!
 - Lead/Guide
- You Do!
 - Independent Application



25

Big Idea #2



Students *won't* internalize the writing process without *seeing how text structure works*.

- Explicit instruction requires the use of visual scaffolds to visually represent the writing process and make it concrete.



26

Visual Scaffolds

- Students need to use visually-rich materials that illustrate how “good writers” think and write.
- Students need to see the writing process. Therefore, to prepare for explicit instruction, be ready to demonstrate and show students how to write. (Writing live in the classroom requires practice and preparation).

When good writers write, what does it look like?



27

4. Get Ready to Write



28

Big Idea #3



- You can't write without an idea.
 - . . . an idea about the critical features used in good writing.
 - . . . an idea about what to write about.



29

Getting Ready

- Highlight critical features.
- Explicitly teach and guide students to identify and apply critical features.
- Present examples/non-examples.
- Pre-writing and idea generation
- Telling/Retelling



30

Getting Ready: Critical Features

Think
Alouds



Critical Features: Informative/Explanatory ("Fact") Writing

- A fact paragraph has more than one sentence.
- The first sentence tells the topic or main idea.
- All the other sentences are about the topic.
- The sentences tell facts, not opinions.
- It includes the most important information.



32

Critical Features

- | | | |
|--|-------|----|
| • Does it have more than one sentence? | • YES | NO |
| • Does the first sentence tell the topic? | • YES | NO |
| • Are all the other sentences about the topic? | • YES | NO |
| • Do the sentences tell about facts, not opinions? | • YES | NO |
| • Does it have the most important information? | • YES | NO |



33

Getting Ready:

- Studying Models
- Examples and Non-Examples



Look for Critical Features and “Sameness” Across Touchstone Sources or Mentor Texts

- Information writing informs and tells facts.
 - *Bats* by Gail Gibbons
 - A book about how to make chocolate
 - A movie about different kinds of weather (rain, hurricanes, tornadoes)
 - Books about animals
 - Newspaper articles



35

Example

Fossils of dinosaur teeth are clues to what dinosaurs ate. By studying dinosaurs’ teeth, scientists learned that most dinosaurs were plant eaters, but some ate animals. Duck-billed dinosaurs, for example, had hundreds of teeth in their jaws. The teeth in each jaw were used to grind up plants. *Tyrannosaurus rex* had teeth that were six inches long, with edges like saws. These teeth were suited to tearing through flesh.



36

Non-Example

The only materials you need are fabric dye, rubber bands, and a white T-shirt. For the cost of only a few cents and an hour's time, you can learn to tie-dye. Fabric painting is fun too, but you need a special kind of paint. When you tie-dye, you wrap a rubber band around part of the T-shirt and dip it in the dye. Every shirt turns out different. When you tie-dye, no one else will have a shirt just like yours.



37

Non-Example

One out of every ten kids is left-handed. Many years ago, kids were not allowed to eat and write with their left hand. But now parents and teachers let kids use the hand they feel more comfortable using. Kids who are right-handed throw the ball with their right hand. Kids that are left-handed are better than kids who are right handed.



38

Resources to Consider

There is a wealth of material on the internet; you must sift through it and determine what works for you and your students. Sometimes you might need to create your own models (or use writing samples from former students –with student permission or with names removed). Some sites that may be helpful for finding models include:

<http://www.ereadingworksheets.com/writing/persuasive-essay-topics/>

<http://homeworktips.about.com/od/essaywriting/a/100-Persuasive-Essay-Topics.htm>


<http://www.buzzle.com/articles/persuasive-essay-topics-for-5th-grade.html>

<http://www.writingprompts.net/persuasive/>




39

Pause and Process




- How can you refine your think alouds to focus on the critical features that you will teach?
- How can use more examples and non-examples during your writing instruction to show students what good (and “bad”) writing looks like?



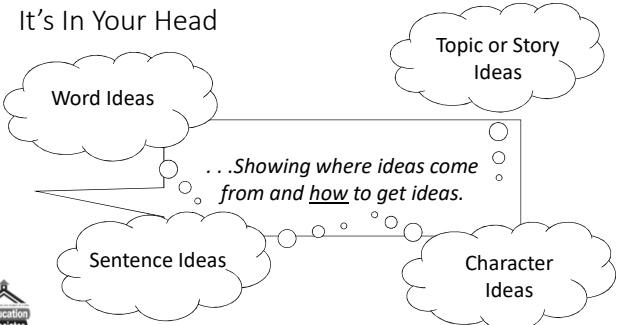
40

Visual Scaffolds

Getting Ready:
Pre-Writing and Idea
Generation



It's In Your Head




Word Ideas

Topic or Story Ideas

Sentence Ideas

Character Ideas

...Showing where ideas come from and how to get ideas.



14

For example. . .

List generation!

- things that are bright
- places where you should whisper
- fruits/vegetables
- breakfast/lunch/dinner foods
- things that can/cannot fit in your pocket
- things that are cold/hot
- things that are shorter/taller than you
- things that make loud noises
- Places you'd like to visit on vacation
- Things to do in _____ (town/city)
- Insects/mammals/amphibians/reptiles
- Important inventions
- Characters in _____
- Modes of transportation
- Favorite video games
- Things to take camping/to the beach
- People you admire
- Favorite restaurants
- Famous people (living/dead) you'd like to meet

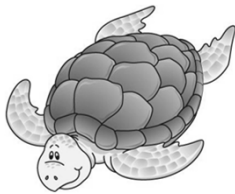


(Van Cleave, 2015, wvced.edu, wvanceave@wvced.com)

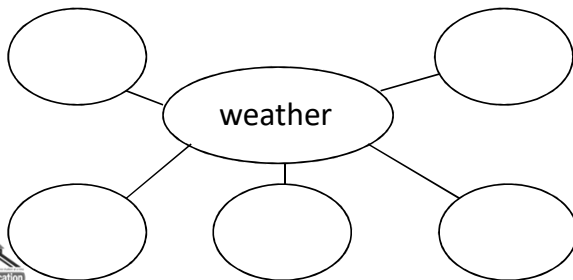
For example. . .

Word Bank!

sea turtle
reptile
swallow
species
migrate




For example. . .



45

(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?)

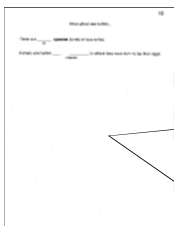
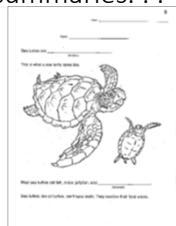


(3) Personality Traits:
(For example: What are the character's personality traits? List some describing words.)

[illegible][illegible]

Getting Ready: Telling/Retelling

Let's practice retelling before we write our summaries. . .



Hint: Practicing how to give feedback after a telling or retelling helps "front load" editing/revision practice.



Santoro, L. E., Howard, L., Baker, S. K., Fien, H., Chard, D. (2015). *Read Aloud! Developing narrative and scientific literacy – whole group curriculum*. Eugene, OR: Center on Teaching and Learning.
<https://dibels.uoregon.edu/market/movingup/readaloud>

Pause and Process



- What are some ways that you can help students have ideas for writing?
 - . . . an idea about the critical features used in good writing.
 - . . . an idea about what to write about.



50

5. Define the Writing Process



51

Big Idea #4



There are different ways to frame the steps of the writing process.

The bottom line:

- Explicitly teach a structured, sequential, and cumulative approach to writing that includes planning/pre-writing, drafting/outlining, revision, and publishing (when appropriate).
- Instructional language used in think alouds must be consistent.



52

Defining the Writing Process

- **POWER**
 - Plan
 - Organize
 - Write
 - Edit/Revise
 - Rewrite
- **Publish**

Think
Alouds



53

Defining the Writing Process

- **Pre-writing**
- **Drafting/Outlining**
- **Revision**
- **Publishing (optional stage)**

Think
Alouds



54

Defining the Writing Process

- Pre-writing
- Rough Draft
- Revising
- Editing
- Final Copy
- Publishing (optional stage)

Think
Alouds

55

Unaligned and Unclear = Confusion

Classroom #1

Paraprofessional

Classroom #2

56


POWER Strategy

Plan, Organize, Write, Edit/Revise, Rewrite

- Designed to make the writing process visible to students.
- Provides a structural framework for carrying out the thinking and organizational processes involved in each phase of writing.
- Helps frame the “self-talk” used by writers.

57

(Englert, Raphael, Anderson, Anthony, Fear, & Gregg, 1988; (Project Write: <http://kc.vanderbilt.edu/projectwrite/>)



Visual Scaffolds

•**POWER**

•Plan


•Organize

•Write


•Edit/Revise

•Rewrite

•**Publish**



58



Visual Scaffolds

•**POWER**

•Plan


•Organize

•Write


•Edit/Revise

•Rewrite

•**Publish**



59



Visual Scaffolds

•**POWER**

•Plan


•Organize

•Write

•Edit/Revise




•Rewrite

•**Publish**



60

- **POWER**
 - Plan
 - Organize
 - Write
 - Edit/Revise
 - Rewrite
- **Publish**



61


[illegible]

- **POWER**
 - Plan
 - Organize
 - Write
 - Edit/Revise
 - Rewrite
 - **Publish**


Visual Scaffolds

[illegible]

Pause and Discuss



- How will you define the steps of writing process for your students? What steps will you teach?
- How will you visually display the steps of the writing process?
 - If you visually display the steps of the writing process, but don't follow or refer to them, the visual display alone does not qualify as explicit writing instruction.



63

Big Idea #5



When teaching the writing process, all steps must be explicitly taught, **but** not all writing samples need to be developed through each phase of the writing process.



64

For example. . .



Plan



Organize

Write
(First Draft)



Edit/Revise

Rewrite
(Final Draft)



Topic 1

Topic 2

Topic 3



65

Big Idea #6









When using graphic organizers to teach the writing process, don't overuse graphic organizers! Keep materials focused, streamlined, and aligned with the purpose of instruction.


- In other words, *use a few graphic organizers purposefully and strategically.*



66

Visual Scaffolds


- **POWER**
 - Plan  **Think Sheet**
 - Organize  **Draft Paper**
 - Write  **Edit/Revise Sheet**
 - Edit/Revise  **Final Paper**
 - Rewrite  **Special Formatting**
- **Publish**  **Special Formatting**

 67

Use Think Sheets and Edit/Revise Sheets

- Think sheets and edit/revise sheets are. . .
 - Graphic aids.
 - Prompted note-taking tools that help remind students of the thinking strategies and dialogue that good writers use.

These tools will look different depending on instructional purpose and grade level.

 68

Visual
Scaffolds

Sample Think Sheets

Topic:

Key Idea:


Detail:

Detail:

Key Idea:

Detail:

Detail:

 69

Sample Think Sheets

Topic Sentence:

Key Idea:

Key Idea:

Key Idea:

Conclusion:

Topic Sentence:

Key Idea:

Detail:

Key Idea:

Detail:

Conclusion:

Sample Think Sheets

Story Retell

Who: Amilew and Amilew.

Problem: Hector

Solution:

The End

(fall)

Story Retell

Who: Amilew and Amilew.

Problem: The pencil got stuck.

Solution: Amilew put the pencil in the box.

The End: Amilew was happy again.

(spring)

Sample Think Sheets

Name _____ Date _____

Title _____

Who (Main Character):

What Happened-First:

(page 1-front)

What Happened-First:

What Happened-End:

to story.

(page 2-back)

Sample Edit/Revise Sheets

Story Writing Check List

Does the story include all the parts?

Yes ☒ or Fix ☒

Main Character ☒ Yes ☒ Fix ☒

What Happened-First ☒ Yes ☒ Fix ☒

What Happened-Next ☒ Yes ☒ Fix ☒

What Happened-End ☒ Yes ☒ Fix ☒

Does each sentence go into the story? ☒ Yes ☒ Fix ☒

Are the sentences in order? ☒ Yes ☒ Fix ☒

Does the writing show "personality"? ☒ Yes ☒ Fix ☒

Does each sentence begin with a capital? ☒ Yes ☒ Fix ☒

Does each sentence end with an endmark? ☒ Yes ☒ Fix ☒

Story Writing Check List

Does the story include all of the parts of a good story?

Author: Yes ☒ Fix ☒ Yes ☒ Fix ☒

Main Character: Yes ☒ Fix ☒ Yes ☒ Fix ☒

Character Traits: Yes ☒ Fix ☒ Yes ☒ Fix ☒

What Happened-First: Yes ☒ Fix ☒ Yes ☒ Fix ☒

What Happened-Next (Middle): Yes ☒ Fix ☒ Yes ☒ Fix ☒

What Happened-End: Yes ☒ Fix ☒ Yes ☒ Fix ☒

Does each sentence name something and tell more? Yes ☒ Fix ☒ Yes ☒ Fix ☒

Does each sentence go with the story? Yes ☒ Fix ☒ Yes ☒ Fix ☒

Are the sentences in the right order? Yes ☒ Fix ☒ Yes ☒ Fix ☒

Does the writing show "personality"? Yes ☒ Fix ☒ Yes ☒ Fix ☒

Editor: Yes ☒ Fix ☒ Yes ☒ Fix ☒

Does each sentence begin with a capital? Yes ☒ Fix ☒ Yes ☒ Fix ☒

Does each sentence end with an endmark? Yes ☒ Fix ☒ Yes ☒ Fix ☒

Are words spelled correctly? Yes ☒ Fix ☒ Yes ☒ Fix ☒

Is the writing neat? Yes ☒ Fix ☒ Yes ☒ Fix ☒

Something you like:

Something to make the story better:

Finally, moveable parts and text sorting helps students visualize and understand text structure.

Topic Sentence:

Key Idea:

Detail:

Conclusion:

Materials Alignment

- Align materials with purpose of instruction, critical writing features, and instructional language.
 - Examples and Non-Examples
 - Think Sheets (for planning and organizing)
 - Revision Sheets (for editing and proofreading)
 - Focused on content and structure
 - Assessment and Scoring Rubrics
 - Analytic (e.g., PA Writing Rubric)
 - Primary Trait (Rubrics specific to genre and critical features)

Pause and Process



- What materials are you currently using?
- How can you improve the alignment of your materials? Consider aligning your materials to your think alouds and instructional language.
- How can you coordinate the use of writing materials within and across grades? -between paraprofessionals and classroom teachers?



76

6. Use POWER



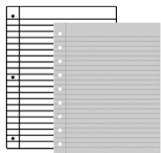
77

Big Idea #7



Visual
Scaffolds

- Help students see that the stages of the writing process are uniquely different.
 - Show how each component of the writing process is different by strategically differentiating visual scaffolds.



78

Step 1: Plan

- Use a Think Sheet aligned with the purpose for writing to plan and generate ideas.
 - Brainstorm
 - Generate lists
 - Obtain information if needed
 - Consider other sources of information if applicable



79

Step 1: Plan

- I Do! [Topic #1 - Turtles]
 - Model/Demonstrate
- We Do! [Topic #2 - Snakes]
 - Lead/Guide
- You Do! [Topic #3 - Sharks]
 - Independent Application

Name: _____ Date: _____

T: Sea turtles are reptiles

Sea turtles have shells that are hard and bony for protection.

Sea turtles have lungs and they breathe air.

Baby sea turtles hatch from eggs.

C: We learned that sea turtles are in the family of air breathing reptiles.



80

Step 2: Organize

- Review the ideas on the Think Sheet used for planning and organize your thinking.
 - Cross out ideas you won't use.
 - Connect ideas that go together.
 - Number the ideas in the order you want to write about them.

...cluster, group, and categorize ideas!



81

Step 2: Organize

- I Do! [Topic #1 - Turtles]
 - Model/Demonstrate
- We Do! [Topic #2 - Snakes]
 - Lead/Guide
- You Do! [Topic #3 - Sharks]
 - Independent Application

Think Sheet (2)

Name: _____ Date: _____

Topic: Turtles

T: Sea turtles are reptiles.

Sea turtles have shells that are hard and bony for protection.

Sea turtles have lungs and they breathe air.

1 Baby sea turtles hatch from eggs.

C: We learned that sea turtles are in the family of air breathing reptiles.



82

Step 3: Write

- Students use their Think Sheets as guide for writing a first draft.
- **Tips!:**
 - Use a blank sheet of lined, colored paper, instead of white, to remind students that this is not the final draft.
 - Approach writing as drafting. Encourage students to write “**flash drafts**” or “**sloppy copies**” to help diminish reluctance to revise.



83

Step 3: Write

- I Do! [Topic #1 - Turtles]
 - Model/Demonstrate
- We Do! [Topic #2 - Snakes]
 - Lead/Guide
- You Do! [Topic #3 - Sharks]
 - Independent Application

Writing Prompt 1

Name: _____ Date: _____

Topic: _____

Draft 1

Sea turtles are reptiles...



84

Step 4: Edit/Revise

- Use an Edit /Revise Sheet to:
 - Edit/Revise at the content and structure levels.
 - Proofread at the mechanics, spelling, and conventions levels.
- **Set reasonable, achievable goals for revisions.**
For example. . .
 - Something irrelevant you can cross out.
 - Wording you can change.
 - Something missing that would make the sentence or paragraph clearer or more interesting.



85

Step 4: Edit/Revise

- I Do! [Topic #1 - Turtles]
 - Model/Demonstrate
- We Do! [Topic #2 - Snakes]
 - Lead/Guide
- You Do! [Topic #3 - Sharks]
 - Independent Application

Name _____ Title _____

1 - Edit/Revise Sheet

Topic _____

Informative Writing Checklist

Check	Yes	No
• A purpose that informs or teaches the reader		
• A beginning that tells the topic or main idea		
• A middle where all of the sentences are the details about the topic		
• Sentences in the beginning and middle that "link" the details		
• An end that brings writing to a close		
Are all of the parts organized with ideas that go together?		
Does each sentence begin with a capital?		
Does each sentence end with an endmark?		

Something you like _____

Something to make your writing more interesting _____



86

Edit/Revise

Revision is NOT editing, but editing IS part of revision.



87

Edit/Revise

- **Revision (. . . is the process)**

- Conceptual, “big picture,” often relates to content.
- Making changes to the text based on self-evaluation and feedback from others.

- **Editing**

- Specific, focused on surface details like punctuation, spelling, mechanics.
- Making changes to ensure that the text correctly adheres to the conventions of written English.



88

COPS (Editing)

Think
Alouds

- Have I **C**apitalized the first word of sentences and proper names?
- How is the **O**verall appearance?
- Have I put in commas and end **P**unctuation?
- Have I **S**pelled all words correctly?



any genre

89

ARMS (Revising)

Think
Alouds

- **A**dd words and sentences (be descriptive, capture all ideas).
- **R**emove words and sentences (be concise).
- **M**ove words and sentences (sentence fluency, organization).
- **S**ubstitute words and sentences (word choice, voice).




any genre

90

WIRMI
(Revising)

Think Alouds

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




any genre

91

Practice, Practice, Practice!


- Practice editing together!
- Have students edit their own paragraphs using the edit/revise think sheet.
- Find opportunities for teacher feedback
 - As you circulate during partner work
 - In individual writing conferences with students
 - By focusing on critical features
- Incorporate peer editing and discussion.



92

Step 5: Rewrite

- Have students write another draft (or drafts)
 - Write your next draft
 - If the draft is final, do final proofreading



93

Step 5: Rewrite

- I Do! [Topic #1 - Turtles]
 - Model/Demonstrate
- We Do! [Topic #1 - Turtles]
 - Lead/Guide
- You Do! [Topic #3 - Sharks]
 - Independent Application

Writing Prompt #



Name _____ Date _____
Title _____ Underline Title

Graph 2

(This section contains horizontal lines for writing.)

[illegible]

Step 5: Rewrite Final Proofreading

- Model a strategy for proofreading the final draft and correcting mechanical errors (word order, spelling, capitalization, and punctuation)
- Use an overhead of a final draft with a variety of errors
- Have students proofread sentences and make corrections on their final drafts.

... Keep final proofreading simple when rewriting the final copy. Correct any glaring spelling, punctuation, and grammar errors. Final proofreading gives writing its polish and correctness.

[illegible]

Use Draft Sorting to Help Struggling Writers Understand Rewriting

Draft #

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, fish, insects, and other stuff.

#2

#1

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.

#3

The snapping turtle is a green shelled reptile that can weight 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 America.

Most snapping turtles are omnivores or plant eaters. They can eat small fish, insects, snakes, and even dead animals. Yuck!

Step 6: Publish

- Decide what will be published –typed, made in book form, displayed on a bulletin board, assembled into a yearbook or class literacy journal, etc.
- Consider if other media can be incorporated – technology, art, music, drama, etc.

Not all work needs to be published!



97

What Writers Say About Publishing

"I still encourage anyone who feels at all compelled to write to do so. I just try to warn people who hope to get published that publication is not all that is cracked up to be. But writing is. Writing has so much to give. . .The act of writing turns out to be its own reward. . .The problem that comes up over and over again is that people want to get published. They kind of want to write, but they really want to be published. You'll never get to where you want to be that way, I tell them. There is a door to walk through, and writing can help you find it and open it."

- Anne Lamott



98

Pause and Process



- How can you more clearly differentiate the components of the writing process?
- What visual scaffolds can you use to help students distinguish the different components?



99

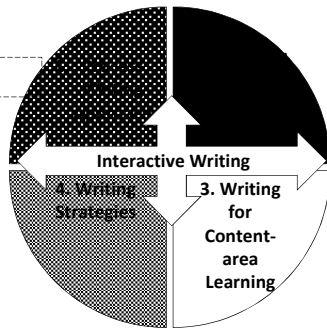
7. Pull it All Together



100

Comprehensive Macro-level Writing Instruction

Webinar #1



101

Instructional Mantra

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

-Anita Archer



102

Big Ideas for the Writing Process



1. Explicit instruction teaches writing by showing students how to write through demonstrations, models, and “think alouds.”
2. Explicit instruction requires the use of visual scaffolds to visually represent the writing process and make it concrete.
3. Writing requires ideas. . .
 - Ideas about critical features used in good writing.
 - Ideas about what to write about.



Big Ideas for the Writing Process



4. Steps in the writing process must be defined and taught explicitly. Instructional language and think alouds must be consistent.
5. All steps of the writing process must be explicitly taught, but not all writing samples need to be developed through each phase.
6. Use a few (not many) graphic organizers purposefully and strategically.
7. Help students see that the steps of the writing are uniquely different. Show how each component is different by strategically differentiating visual scaffolds.



Next Steps

- Follow-up PLC on November 20, 2017 for The Writing Process Webinar

Instructional Application:



1. Use examples and non-examples to help get students ready for writing.
2. Define/clarify the writing process. Make it visual!
3. Review materials used for writing. Are they clear and aligned with instructional focus? Do they help differentiate the steps in the writing process? How do they visually provide scaffolding?
4. Have fun teaching writing!





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


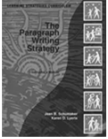
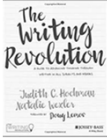
107

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/>

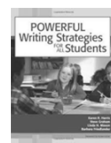
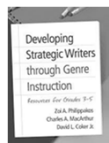
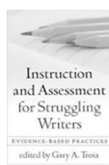
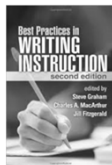




108

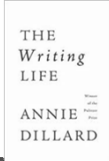
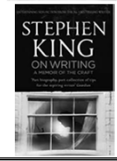
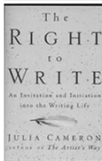
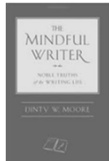
From the Bookshelf: Research-based Resources on Writing

Discusses research and best practice

Provides research-based classroom application



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.



112

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>



113

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/>



114

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115
