



## Welcome

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

<https://recapd.com/w-581218>

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

### Writing Strategies

April 19, 2018



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## Agenda

1. Consider a Research-based Framework for Writing
2. Think About Visual Learners
3. Promote Student Self-Regulation, Self-Efficacy, and Adaptive Attributions
4. Select Strategies Based on Student Writing Needs
5. Use Highly Promoted Materials for Strategy Instruction
6. Explicitly Teach Writing Strategies
7. Pull it All Together

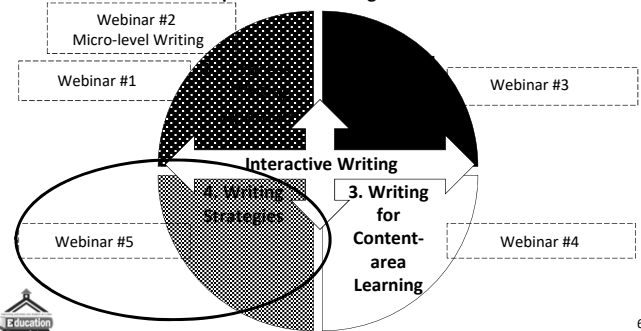


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## 1. Consider a Research-based Framework for Writing



## Comprehensive Writing Instruction

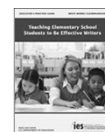


## Webinar Series

- |  |             |
|--|-------------|
| 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 |

## Research-based Practices

1. IES Report: *Teaching Elementary School Students to be Effective Writers* (IES Educators Practice Guide, June 2012)
2. IES Report: *Teaching Secondary Students to Write Effectively* (IES Educators Practice Guide, November 2016)
3. Writing Next Report



## Strategic and Interactive Writing Instruction



Dr. Steve Graham



Dr. Kimberly Wolbers



Dr. Hannah Dostal

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## Self-Regulated Strategy Development (SRSD)

- Over twenty years of research on self-regulation consistently shows that a “self-regulated” approach to writing contributes to improves in student writing knowledge, strategic behaviors, self-regulation skills, and motivation.
- Research has demonstrated that well designed strategy instruction can produce **substantial** gains in writing quality for struggling writers.

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Writing Process

Writing Strategies

Elementary

Secondary

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What is a Strategy?



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## What is a Strategy?

A strategy is a set of operations or actions that a person consciously undertakes to accomplish a goal.



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## Good Writers Use Strategies!

- The ultimate goal of strategy development is for students to **deliberately** and **independently** activate taught strategies when writing.
- Over time, strategies for planning, writing, editing, and revising, will, in essence, become the "invisible knowledge" that students carry in their heads while engaging in writing tasks.



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For example. . .

*I'm going to teach you a "trick" that will help you with your writing. You will learn a strategy, or trick, that good writers use for. . .*



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## Student Outcomes

- Student self-selection and independent use of strategies.
- Mastery of higher level cognitive processes involved in composing.
- Autonomous, reflective, creative, self-regulated use of effective writing strategies.
- Knowledge of the characteristics of good writing.
- Positive attitudes and beliefs about writing and one's own capabilities as a writer (self-efficacy); attributions to effort and strategy use.



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## Student Outcomes

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



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

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## 2. Think About Visual Learners



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## What about Writing for Visual Learners?

- There is a need for deaf students to develop cohesiveness in their writing.
  - Students typically rely on associative kinds of writing techniques –and don't fully understand the components and flow of the writing process.



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

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## What about Writing for Visual Learners?

- There is the need for deaf students to develop the inner dialogue ("writer's voice") used by of expert writers.
  - Often students don't use inner discourse to prompt self-questioning and self-monitoring when writing.



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

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## Research-based Instruction for Visual Learners

- Emphasizes a strategic, interactive approach.
- Instruction that promotes metacognitive strategies and helps students self-monitor and evaluate their own writing.
- Instruction that focuses on strategies to help students navigate critical components of the writing process.



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

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## Pause and Process



- What challenges with genre and discipline specific writing do you notice with your students?



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## 3. Promote Student Self-Regulation, Self-Efficacy and Adaptive Attributions



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## Writing Strategies

Self-Regulated Strategy Development

(SRSD)



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

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## Self-Regulated Strategy Development (SRSD)

The following develop in tandem:

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



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## Self-Regulation

- “Self-regulated learners” are learners who plan, set goals, organize, **self-monitor**, and **self-evaluate their learning**.

Self-regulation is the ownership of learning.



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For example. . .

**Directions:** Place a checkmark next to each story part as you include it in your story.

Check as I plan

- ☐ Where and when (setting)
- ☐ Character(s)
- ☐ Problem
- ☐ Plan
- ☐ Ending

Check as I write

- ☐ Where and when (setting)
- ☐ Character(s)
- ☐ Problem
- ☐ Plan
- ☐ Ending



narrative writing

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## Describing Words Story Questionnaire

**Directions:** Please answer each question below. Circle your answer.

**When you wrote your story. . .**

- |   |        |
|---|--------|
| 1. Did you look at the pictures and write down good describing words?                             | YES NO |
| 2. Did you let your mind think free?  | YES NO |
| 3. Did you like the words you thought of?   | YES NO |
| 4. Did you remember your goal? – use more good describing words than last time?                   | YES NO |
| 5. Did you think of a good story idea?  | YES NO |
| 6. Did your story make sense and use good describing words?                                       | YES NO |
| 7. Did you read your story and then fix it?   | YES NO |
| 8. Did you take your time?  | YES NO |
| 9. Did you remember to use everything you know about writing stories to help you while you wrote? | YES NO |
| 10. Did you tell yourself you did a good job?   | YES NO |



narrative writing

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## Self-Efficacy

- Self-efficacy is the belief in your capabilities to achieve a goal or an outcome, and related to your perceived capabilities for learning or performing behaviors at designated levels.

Make a prediction. What do you think the research says about student self-efficacy and writing achievement?



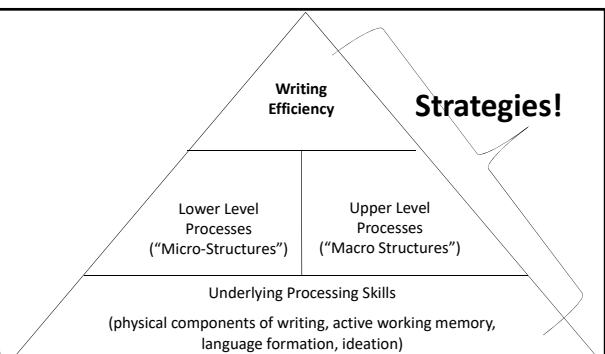
## What the Research Says

- The degree to which a student perceives him or herself able to perform a writing task influences his or her performance.
- In turn, improved performance makes the student feel more competent.



Writing Self-Efficacy				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(1) When writing, I expect to have to get stuck.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(2) When writing, I expect to have to get stuck.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(3) When my class is asked to write, I am one of the best.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(4) When writing, I expect to have to get stuck.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(5) When writing, I expect to have to get stuck.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(6) When writing, I expect to have to get stuck.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(7) When my class is asked to write, I am one of the best.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(8) When writing, I expect to have to get stuck.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(9) When my class is asked to write, I am one of the best.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

From Graham, S., Schwartz, S., & MacArthur, C. (1993). Learning disabled and normally achieving students' knowledge of writing and the composing process, attitude toward writing and self-efficacy. *Journal of Learning Disabilities*, 26, 237-249.

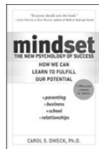




## Mindset and Adaptive Attributions

### • Growth-based Mindset

- Based on the belief that your basic qualities **are things you can cultivate through your effort.**



### • Fixed Mindset

- Based on the belief that your basic qualities are fixed.
  - Will I succeed or fail?
  - Will I look smart or dumb?
  - Will I be accepted or rejected?
  - Will I feel like a winner or a loser?

(Dweck, 2006) 33

## Promoting Positive Mindset and Adaptive Attributions

- Help students to develop strategies or **scripts** when they engage in negative **self-talk**, and reinforce them for using those strategies or scripts.
- Include students in **goal setting** and monitoring to help them connect their hard work with increased academic success.
- Celebrate process, and provide explicit feedback that connects it with their use of new/appropriate learning strategies, skills, or behaviors.

(National Center on Intensive Intervention) 34

## Examples of Positive Self-Talk



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## Self-Statements


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

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## Self-Statement Chart

Visual  
Scaffolds

To think of good ideas:
_____
_____
While I work:
_____
_____
To check my work:
_____
_____



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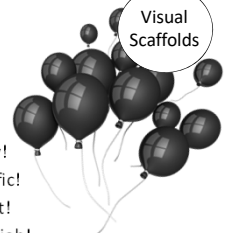

## Self-Reinforcement

Visual  
Scaffolds

**Reward Yourself!!! Say Something Nice!!!**



- Awesome!
- That was my best job!
- Wonderful!
- Outstanding!
- Splendid!
- Fantastic job!
- Excellent! Keep up the good work!
- Well done!
- Good job!
- Terrific!

- Wow!
- Terrific!
- Great!
- Nice job!
- Super!
- I'm a Genius!

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## Examples of Goal Setting





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## Goal Setting

• "I am going to write a paper that changes the reader's opinion or point of view."

*...connect goals to the critical features of writing.*



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## Sample Goals

- **General purpose of the paper** – “Write a paper that will be fun to read.”
- **Completeness of the paper** – “Write a story that has all of the basic parts.”
- **Length** – “Write a paper that is 120 words long.” “Write a paper with ten sentences.” “Write a paper with five paragraphs.”
- **Specific Attributes** – “Write a paper that has four reasons to support your premise.” “Share with the reader four things about the main character.”
- **Vocabulary** – “Write a story containing 15 describing words.”
- **Sentence Variety** – “Write a paper in which one-fourth of the sentences are either compound or complex.”
- **Mechanics** – “Write a paper with no spelling errors.”



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## Sample Goals

- **General Goal:** Take a position on the assigned topic and write a paper that persuades the reader you are right.
- **Elaborated Goals** (for example):
  - A statement that says what you believe
  - Two or three reasons that support your belief
  - Examples or supporting information for each reason
  - Two or three reasons why others might disagree
  - A statement about why these reasons are wrong



opinion/argumentative writing 42

## SCHEME (Goal Setting)

Visual  
Scaffolds

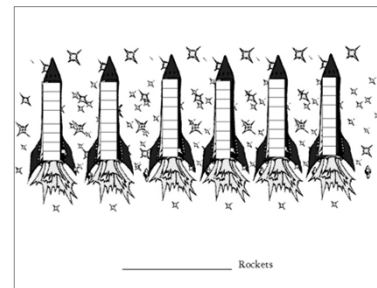
- **Skills check.** Complete an inventory that focuses on what you are currently doing well when writing and what you need to improve on.
- **Choose goals.** Based on the skills check, develop goals for your next writing assignment (e.g., find a place to write, reread my paper before turning it in, and get all of the information I need before I write).
- **Hatch** a plan for how to meet your specified goals.
- **Execute** the plan for achieving your goals.
- **Edit.** If you experience difficulty in achieving a goal, put actions into place to remedy this situation.



any genre 43

## Visual Presentation of Goals

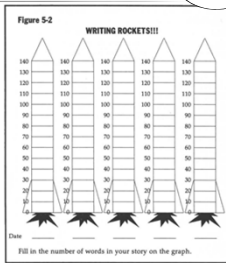
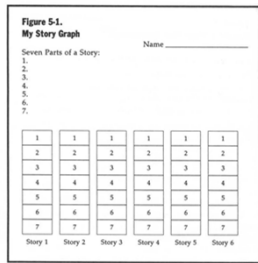
Visual  
Scaffolds



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## Visual Presentation of Goals

Visual  
Scaffolds



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## Pause and Process



What does SRSD mean?

- a) Self-Regulated Strategy Development
- b) Strategy Regulation and Story Development
- c) Strategic "Riting" Strategic Doing
- d) None of the above

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## Pause and Process



Goal setting, self-monitoring, and self-reinforcement are examples of. . .

- a) Problem-solving
- b) Self-regulation
- c) Self-study
- d) Self-empowerment

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## Pause and Process



- What can you do to promote self-regulation, self-efficacy, and a growth-based mindset during the writing process?
- How can you incorporate the use of social scripts to promote self-reinforcement and the use of reward statements?
- How can you teach students to set goals and use more positive self-talk?

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Step 1: Collect Student Writing Samples

Step 2: Score quantitatively and qualitatively

Step 3: Consider "Six Measurable Components"

1. Fluency
2. Grammar
3. Conventions
4. Content
5. Penmanship
6. Student Knowledge of the Writing Process

### Writing Process Checklist

**Step 1: Plan** Place a checkmark in each section that you did while writing or at paper.

**Step 2: Write**

- ☐ I made a checklist for what I would write on the paper.
- ☐ I started writing about 10 minutes before my class.
- ☐ I got started writing right away.
- ☐ I kept track of my time from start writing on the paper.
- ☐ I finished writing about 10 minutes before my class was to start.

**Step 3: Reviewing the Task**

- ☐ I asked the teacher for the teacher's directions and goals.
- ☐ I asked the teacher for help on part of the assignment that I didn't understand.
- ☐ I restated the directions in my own words.

**Step 4: Planning**

- ☐ I did what I was told and took my paper.
- ☐ I asked the teacher what I needed to do to complete.
- ☐ I started thinking my own ideas before I started writing.
- ☐ I took a thinking break before I wrote my paper.

**Step 5: Writing on a Dependent or Non-dependent**

- ☐ I told the teacher what I was thinking about always; time was up this is before I started writing.
- ☐ All of the information I needed before I started to write.
- ☐ I kept all of the information in my head and didn't need to write anything down.

**Write**

- ☐ thought about what I wanted my paper to accomplish and write
- ☐ thought about the reader and write
- ☐ looked at what I had and write
- ☐ checked my paper and write

**Editing**

- ☐ checked for the clarity of my paper
- ☐ checked to make sure that the reader would understand everything I had to say
- ☐ checked to make sure that I accomplished the goal for my paper
- ☐ checked to make sure that my writing was clear, concise, and easy to grasp all of my points
- ☐ checked spelling, capital letters, and punctuation errors
- ☐ wrote a closing to my paper before turning it in

**Getting Feedback**

- ☐ asked other people before I had to turn it in
- ☐ asked my teacher to help when I needed it
- ☐ asked my classmates or other people when I needed it

**Reflection**

- ☐ did not stop writing until I had finished my paper
- ☐ knew how to stop when I had finished my paper

- What component(s) of the writing process are difficult for students?
  - Planning and organizing strategies based on text structure
  - Writing strategies based on navigating the writing process
  - Editing strategies based on grammar use and mechanics
  - Revising strategies based on evaluation criteria
- What genre(s) of writing are difficult for students?
  - Narrative
  - Informational/explanatory
  - Opinion/argumentative

## Select An Appropriate Strategy


**Task Specific**

- Planning and Organizing
- Writing
- Editing
- Revising

AND


**Genre**

- Narrative
- Informational / Explanatory
- Opinion / Argumentative
- OR**
- Any Genre




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## Pause and Process



- What component(s) of the writing process are difficult for students?
  - Planning and organizing strategies based on text structure
  - Writing strategies based on how to navigate the writing process
  - Editing strategies based on grammar use and mechanics
  - Revising strategies based on evaluation criteria
- What genre(s) of writing are difficult for students?
  - Narrative
  - Informational/explanatory
  - Opinion/argumentative
  - All genres



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## 5. Use Highly Prompted Materials for Strategy Instruction




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## Plan

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

Topic: \_\_\_\_\_

Who: Who am I writing for? \_\_\_\_\_


Why: Why am I writing this? \_\_\_\_\_

What: What do I already know? (Brainstorm)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

How: How do I group my ideas?

Graham, S., & Harris, K. R. (20015). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore: Paul H. Brookes.



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## Self Edit

Author's name: \_\_\_\_\_

Read to check information.

What is my paper mainly about?

What do I like best? Put a \* next to the best part and explain why.

What parts are not clear? Put a ? next to the unclear parts, and tell why they are not clear.

Is the paper interesting? Tell why or why not.

Question yourself to check organization.

Did I:

Tell what was being explained?	Yes	Sort of	No
Tell what things you need?	Yes	Sort of	No
Make the steps clear?	Yes	Sort of	No
Use keywords (first, second)?	Yes	Sort of	No
Make it interesting?	Yes	Sort of	No

Plan revisions. (look back)

What parts do I want to change?

1. \_\_\_\_\_

2. \_\_\_\_\_

Write two or more questions for my editor.

1. \_\_\_\_\_

2. \_\_\_\_\_

Graham, S., & Harris, K. R. (20015). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore: Paul H. Brookes.

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## Peer Edit

Author's name: \_\_\_\_\_ Editor's name: \_\_\_\_\_

Read to check information. (Author: Read your paper aloud to your editor.)

What is the paper mainly about?

What do I like best? Put a \* next to the part you liked best and tell why you like it here.

What parts are not clear? Put a ? next to the unclear parts, and tell what made the part not clear.

Is the paper interesting? Tell why or why not here.

Question yourself to check organization.

Did the author:

Tell what things you need?	Yes	Sort of	No
Use keywords (first, second)?	Yes	Sort of	No

Plan for editing conference.

What two parts do you think should be changed or revised? (For anything marked "Sort of" or "No," should the author add to, take out, reorder?)

1. \_\_\_\_\_

2. \_\_\_\_\_

What could help make the paper more interesting?

Talk.

Talk to the author of the paper. Talk about your comments on this editing think-sheet. Share ideas for revising the paper.

Graham, S., & Harris, K. R. (20015). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore: Paul H. Brookes.

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## Revision Think Sheet

Author's name: \_\_\_\_\_

List suggestions from your editor:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Decide on the suggestions to use.

Put a \* next to all the suggestions that you will use in revising your paper.

Think about making your paper more interesting.

List ideas for making your paper more interesting to your reader.

Return to your first draft.

On your first draft, make all changes that you think will improve your paper. Use ideas from the lists you have made on this think-sheet.

Graham, S., & Harris, K. R. (20015). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore: Paul H. Brookes.

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Think about how you can incorporate more **prompts and guided thinking** into existing graphic organizers . . .

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For Example. . .

Figure 3. Highly Prompted Note Sheet

Story Note Sheet

Setting - where and when the story took place.

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

Character Clues - appearance, actions, dialogue, comments of others, thoughts.

Problem/Conflicts.

Attempts - how the characters try to solve the problem.

Resolution - how the problem gets solved or does not get solved.

(Dickson, Chard, Simmons, 1993)

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## Pause and Process



- How can you add more **prompting** and **guided thinking** to your existing materials to help support the development of a student's inner "writer's voice?"

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## 6. Explicitly Teach Writing Strategies



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## Examples of Writing Strategies



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# Planning and Organizing



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## PLAN (Planning and Organizing)

- Pay attention to the writing assignment by identifying what you are asked to write about and how you should develop your essay.
- List your main ideas after gathering and evaluating ideas.
- Add supporting ideas (e.g., details, examples, elaborations, evidence) to each main idea. Consider whether each main idea is still relevant.
- Number the order in which you will present your ideas.



informational writing

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## POW (Planning and Organizing)

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



any genre 67

## Pull Apart the Prompt

Prompt:

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

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



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### 3 Step with TREE (Planning and Organizing)

#### • Step 1. Think

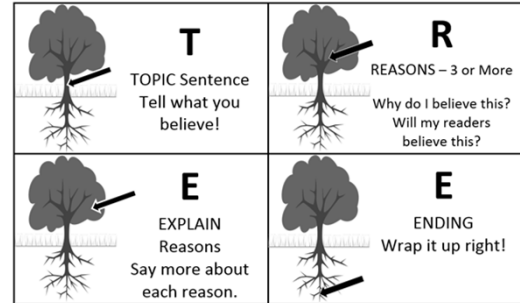
- Who will read my paper?
- Why am I writing this paper?

#### • Step 2. Plan what to say using TREE

- **T**: Note topic sentence: \_\_\_\_\_
- **R**: Note reasons:
- **E**: Examine each reason above – Will by reader believe this?
- **E**: Note ending: \_\_\_\_\_
- Number which idea will go first, second, third, and so on.

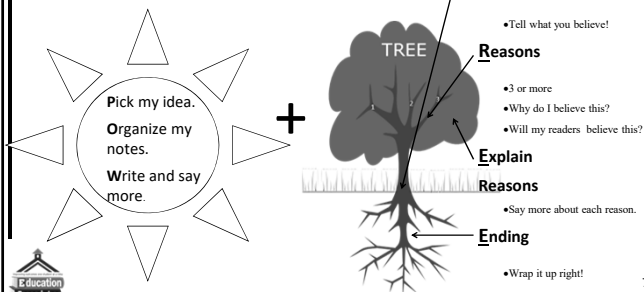
#### Step 3. Write and say more

opinion/argumentative writing 69



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### POW + TREE



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### STOP and DARE

- General framework for planning and writing a persuasive essay that addresses both sides of an issue (De La Paz & Graham, 1997).
- Extends TREE by encouraging a more balanced reflection about the topic.
- The word STOP serves as a general reminder to stop, reflect, and plan before writing.

opinion/argumentative writing 72



- Ssuspend judgment
- Take a side
- Organize ideas
- Plan more as you write

[illegible]

Education  
Associates

- **D**evelop a topic statement to support your thesis as you write.
- **A**dd supporting ideas to support your thesis.
- **R**eject possible arguments from the other side.
- **E**nd with a conclusion.



- **Step 1.** Brainstorm what you know about the topic
- **Step 2.** Use a graphic organizer to categorize and arrange the information
- **Step 3.** Organize the information by numbering which main idea will come first, second, etc.
- **Step 4.** Continue planning and using graphic organizer as you write
- **Step 5.** Use graphic organizer to see whether all the important information was used in the essay



### Writing Process Strategy - **POWER** Strategy

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

- 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.



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

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## Editing



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COPS  
(Editing)

- 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 79

## Revising



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## SCAN (Revising)

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



opinion/argumentative writing 81

## STAR (Revising)

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



any genre 82

## WIRMI (Revising)

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



any genre 83

## Pause and Process



POW (Pull Apart the Prompt-Organize My Notes-Write and Say More) is an example of a writing strategy that focuses on the \_\_\_\_\_ phase of the writing process.

- a) Planning and Organization
- b) Writing
- c) Editing
- d) Revision



84

## Pause and Process



SCAN (Does it make sense?-Is it connected to my belief?- Can I add more?-Note errors?) is an example of a writing strategy that focuses on the \_\_\_\_\_ phase of the writing process

- a) Planning and Organization
- b) Writing
- c) Editing
- d) Revision



85

## Pause and Process



- What strategy could you teach to help increase writing independence and improve your students understanding of writing process?
- What strategy could you teach to help “fill in a gap” where there is an area of instructional need?
- ... Or, if the sample strategies presented don’t address your instructional needs, identify the stage of writing (e.g., planning and organizing, writing, editing, revising) that you need to address through strategy instruction.



86

## Explicit and Systematic Instruction



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## Strategy Instruction

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

Instructional commitment and effort is required for strategy instruction.



88

## Remember the Instructional End Goal. . .

- Student self-selection of strategies and independent use.

Teach to mastery!



89

## Students Should Know. . .

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



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

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## Steps for Teaching Writing Strategies

1. Develop and Activate Background Knowledge
2. Discuss It
3. Model It
4. Memorize It
5. Support It
6. Independent Performance

Recursive Steps



(Santangelo, Harris, & Graham, 2007)

91

## 1. Develop Background Knowledge

- Read and discuss examples and non-examples for the genre to be used in writing instruction.
- Discuss **self-regulation strategies** related to goal setting and self-monitoring.

Students are taught any background knowledge needed to use the strategy successfully.



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## 2. Discuss It (Discourse is Critical)

- Discuss self-monitoring and goal setting (i.e., graphing).
- Discuss the strategy to be learned: purpose, benefits, how and when it can be used.
- Address how **negative or ineffective self-talk, attitudes, or beliefs may be addressed in positive ways.**

The strategy as well as it's purpose and benefits are discussed and described.



93

## 3. Model It

- Model and collaborative demonstrate writing and self-regulation strategies.
- **Model self-assessment and self-recording through graphing.**
- **Continue student development of self-regulation strategies across tasks and situations.**

The teacher models the strategy.



94

## 4. Memorize It

- Reinforce the importance of memorize the strategy and the mnemonics.
- Continue to confirm and support memorization throughout all stages.

The student memorizes the steps of the strategy and any accompanying mnemonic.



95

## 5. Support It – Guided Practice

- Teachers and students use writing and self-regulation strategies collaboratively to achieve success in composing – using prompts such as **strategy charts, personal self-statement sheets, and graphic organizers.**
- Teachers and students collaborate, collaborate, collaborate!
- **Self-regulation components (goal setting, self-instructions, self-monitoring, and self-reinforcement) are all being used.**

The teacher supports or scaffolds student mastery of the strategy.



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## 6. Independent Performance

- Students are able to **use writing and self-regulation strategies independently**; teachers monitor and support/enhance as needed.
- Fading of overt self-regulation may begin (e.g., graphing may be discontinued, self-statement sheets may not be out during writing).

Students use the strategy with few or no supports.



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## Remember Your Resource Packet. . .

See the Self-Reflection Checklist for SRSD implementation. This checklist can also be used to document fidelity of implementation.

**Which of these SRSD practices do you already use when teaching a writing strategy?**

1 – I do this often    2 – occasionally    3 – have tired it    4 – haven't tried this yet



98

## Implementation Considerations

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



99

## Challenges

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



100

...but, for students, learning a second writing strategy is faster than learning the first one!



101

Your instructional investment has a pay off. Writing strategies are powerfully effective.



102

### Pause and Process



SRSD instruction requires the application of the following instructional stages:

- a) Model-Lead-Test
- b) Activate Background Knowledge-Discuss It-Model It-Memorize It-Support It-Independent Performance
- c) Topic-Reasons-Explanations-Ending
- d) Generating Content-Organizing Compositions-Formulating Goals-Executing Mechanics-Revising Text



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### Pause and Process



- How can you integrate and increase your reference to self-regulation strategies throughout your writing instruction?



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## Resources



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## Resources to Consider



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



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## More Resources to Consider

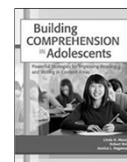
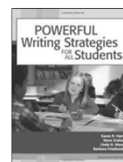


Teaching Secondary Students to Write Effectively - 6-12 (IES Educators Practice Guide, November 2016, see pages 9-14)  
[http://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc\\_secondary\\_writing\\_110116.pdf](http://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_secondary_writing_110116.pdf)



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## Even More Resources to Consider



108

## 7. Pull it All Together



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## What is a Strategy?

A strategy is a set of operations or actions that a person consciously undertakes to accomplish a goal.



110

## Self-Regulated Strategy Development (SRSD)

The following develop in tandem:

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



111

## Strategies for Self-Regulation

- Self-monitoring Checklists
- Self-statement Charts
- Reward Statement Charts
- Goal Setting (i.e., visualizing)



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## Strategies for Writing

### Task Specific

- Planning and Organizing
- Writing
- Editing
- Revising

AND

### Genre

- Narrative
- Informational / Explanatory
- Opinion / Argumentative
- OR
- Any Genre



113

## Student Outcomes

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



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

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## Strategic and Interactive Writing Instruction



Dr. Steve Graham



Dr. Kimberly Wolbers



Dr. Hannah Dostal

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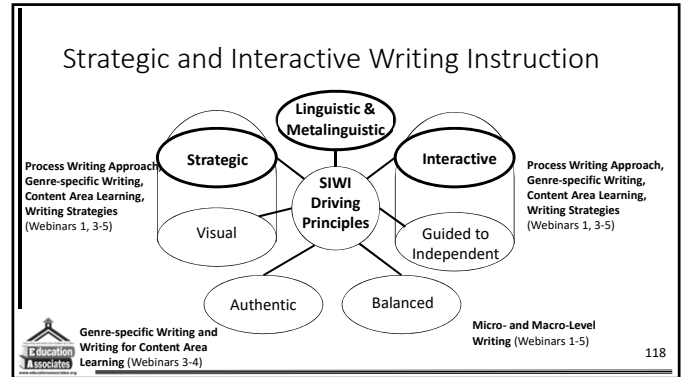
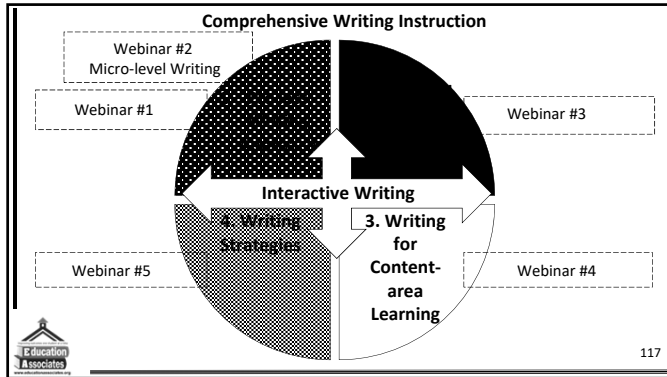


## Strategic and Interactive Writing Instruction

1. Strategic instruction rooted in cognitive theories of composing
2. Interactive instruction based on sociocultural theories of teaching and learning
3. Linguistic competence and metalinguistic knowledge drawn from first and second language acquisition theory



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**Next Steps**

**Instructional Application:**

1. Select and explicitly teach a writing strategy in an area of student writing need.
2. Promote student self-regulation, self-efficacy, and a growth-based mindset during the writing process.
3. Celebrate your success with writing instruction!

**Celebrate!**

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**Next Steps**

**Follow-up PLC on May 17, 2018 for Writing Strategies.**

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Check Out!



Post-test

Code:

[https://www.surveymonkey.com/r/webinar\\_April19](https://www.surveymonkey.com/r/webinar_April19)

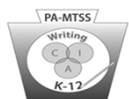


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THANK  
YOU



## Acknowledgments



### Multi-Tiered System of Supports (MTSS) for “WRITING”

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

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

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## Acknowledgments

PresenterMedia

Graphics used in this webinar have been obtained through the presenter's license with PresenterMedia.



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## Resources and References

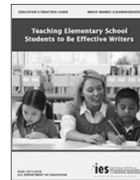


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## From the Bookshelf: Research-based Practice Guides

- 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](http://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_secondary_writing_110116.pdf)



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## 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”

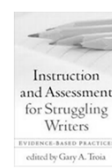
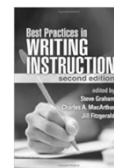
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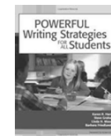
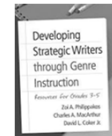
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## From the Bookshelf: Research-based Resources on Writing

Discusses research and best practice



Provides research-based classroom application



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## From the Bookshelf: Writers Discuss the Writing Process



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  - <http://www.parcconline.org/ela-literacy-test-documents>
- Explicit Instruction with Anita Archer: Demonstration of summary frame with 1<sup>st</sup> graders
  - <http://explicitinstruction.org/video-elementary/elementary-video-6/>
- FCRR (Florida Center of Reading Research) Expository Text structure
  - <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>
- Instructional Strategies Online: Graphic Organizers
  - <http://olc.spsd.sk.ca/DE/PD/instr/strats/graphicorganizers/index.html>
- Iris Center for Improving Student Writing Performance
  - <http://iris.peabody.vanderbilt.edu/module/pow/>
- PaTTAN: videos, resources
  - <http://www.pattan.net/category/Educational%20Initiatives/Reading>



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- 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.writedesigonline.com/organizers/>



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