

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

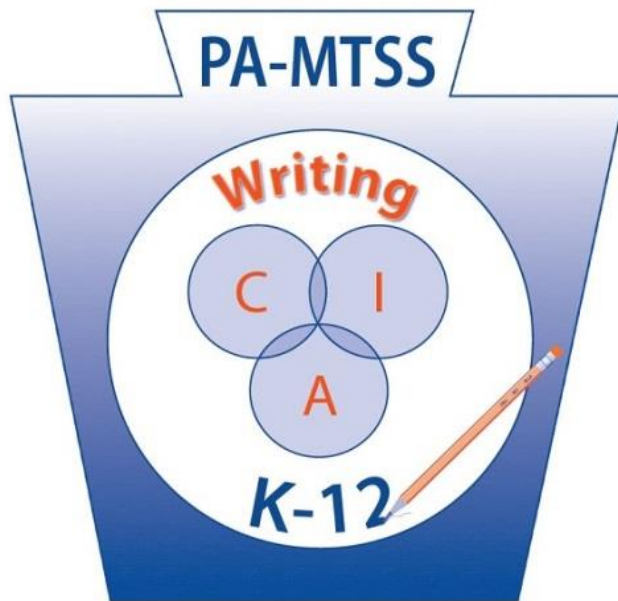
Activity Booklet

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Activities

Activity 1: Writing Process - Review

Participants will be divided into small groups for this activity. Each group will be assigned a form of writing to think about with more focus and depth.

I DO/WE DO: Narrative Writing Problem/Solution pages 8-13

Narrative Writing Problem/Solution							
Problem	Who What Where When Why How						
Solution	<table border="1"> <thead> <tr> <th>Attempted Solutions</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> </tr> </tbody> </table>	Attempted Solutions	Results	1.	1.	2.	2.
Attempted Solutions	Results						
1.	1.						
2.	2.						
Results	Results						

Group #1: Informative/Explanatory Writing Main Idea and Details pages 14-19

Informative/Explanatory Writing Main Idea and Details		
Who?		
What?	Who	Where?
What	Title or Main Idea	Where
When?	Why?	Why?

Group #2: Informative/Explanatory Writing Summary pages 20-25

Informative/Explanatory Writing Summary
Main Idea:
Detail 1:
Detail 2:
Detail 3:
Concluding Sentence:

Group #3: Informative/Explanatory Writing Compare and Contrast pages 26-31

Informative/Explanatory Writing Compare and Contrast	
Concept #1	Concept #2
How Alike?	
How Different?	

Group #4: Opinion/Argumentative Writing pages 32-37

Opinion/Argumentative Writing		
My opinion (the shark I want to study) is:		
Because... (my reasons for choosing this shark):		
List at least 2 strong reasons why you choose _____	Explain Hammerhead shark facts that support your reason.	Explain Whale shark facts that support your reason.

Each group will work on the following tasks:

First, read the article about “Sharks” by Susanna Batchelor.

Next, each small group will use the materials provided to write as “student writers.” When working in groups, you will:

1. PLAN. Plan writing using the Think Sheet provided. [Be a “student writer.”]
2. WRITE. Use your Think Sheet to write a short paragraph! [Be a “student writer.”]
3. REFLECT. Reflect on “what worked well” and “what didn’t work as well” with your Think Sheet. Based on your experience planning and writing, design a Think Sheet that will help students in grades 3-12 plan and write your assigned form of writing. Sketch a potential Think Sheet that you think will work with your students. [Reflect as an educator.]

Bonus/If you have time questions. . .

- What critical writing features would you emphasize during instruction? What are some terms and phrases you’ll need to use in your instructional language?
- How will you align your Edit/Revise Sheet with the critical writing features you’ve identified? Sketch an Edit/Revise Sheet that can be used with your Think Sheet.

When we discuss this Activity as a whole group, we’ll review writing and reflections from each of the small groups. Here are some things to think about when we have our group discussion:

- Does the writing entertain, inform, or persuade?
- How does each Think Sheet focus on critical writing features and help develop discourse knowledge about writing?
- How do instructional features evolve across forms of writing? For example, how does the use of the 5Ws change from narrative writing to a report using main idea and details? How does the use of main ideas and details build into summarizing? How does the use of reasons evolve across forms of informative/explanatory and opinion/argumentative writing?

Facts about Sharks

by Susanna Batchelor

My name is Susanna Batchelor and I am a veterinarian from England. I dive with sharks to learn more about them. I have dived with many different types of sharks all over the world. There are about 400 different types of sharks. Many of them are named after the way they look or where they live. For example, the hammerhead shark has a head shaped like a hammer; the whale shark is as big as a whale; and the reef shark lives on coral reefs. Sharks range from a few centimeters to many meters in length. And they eat all sorts of different foods - from tiny plankton, to fish, to larger mammals like seals.

I have collected some interesting facts about two different kinds of sharks – hammerhead sharks and whale sharks.

Interesting Facts about Hammerhead Sharks:

- 1) have a head shaped like a hammer to help it detect electrical signals given off by its prey
- 2) swing their heads from side to side like a metal detector
- 3) their eyes and nostrils are at each end of the "hammer"
- 4) the position of the eyes allows it to look 360° - in a full circle
- 5) hunt alone at night
- 6) feed mainly on fish and squid
- 7) grow up to 4 meters long
- 8) get scared by the sound of divers' bubbles
- 9) have been known to eat other sharks

Interesting Facts about Whale Sharks:

- 1) can grow to 18 meters long
- 2) are the largest fish in the world
- 3) feed on plankton that comes through their massive gills
- 4) have 3,000 tiny teeth but they don't use them for chewing
- 5) are very curious and will often slow down to inspect divers and even follow their bubbles
- 6) make long migrations across the oceans to find food
- 7) can live a long time
- 8) have a pattern of spots on their sides (just behind the gills) like a fingerprint that is unique to each individual and can be used for identification

* * * *

For more pictures and shark videos, you can go to <http://www.childrenoftheearth.org/sharkinformation-kids/interesting-facts-about-sharks-for-kids.htm>

Batchelor [available online] <http://www.childrenoftheearth.org/shark-information-kids/>. Permission to reproduce is given when authorship is fully cited.

I DO/WE DO - Narrative Writing
Problem/Solution

1. Plan a story featuring a shark as the main character. During your planning, focus on identifying a problem that the main character encounters in the story and brainstorm how the character can solve the problem. When planning and organizing your ideas, fill out the Problem/Solution Think Sheet that is provided with this Activity.
2. Use your Think Sheet to write your story!
3. Reflect on “what worked well” and “what didn’t work as well” with your Think Sheet. Based on your experience planning and writing, design a Think Sheet that will help students in grades K-3 plan and write a story that features a problem and solution.

Sketch a Think Sheet for Narrative Writing – Problem/Solution

4. What critical writing features will you emphasize during your instruction? What are some terms and phrases you'll need to use in your instructional language?

Critical Writing Features and Instructional Language

5. How will you align your Edit/Revise Sheet with the critical writing features you've listed above? Sketch an Edit/Revise Sheet that can be used with your Think Sheet.

Edit/Revise Sheet

6. Use the examples below and develop a writing frame to help support students who require additional instructional scaffolding. Align the writing frame with your Think Sheet, critical writing features, instructional language, etc.

Example(s):

The title of this story is ----

---- is the main character.

---- is ----.

His/her main problem/conflict/goal is ----.

At first, ---- tried to solve this problem/conflict by ----.

Later, he/she tried to solve the problem/conflict by ----.

In the end, ----- was able to solve the problem by ----.

Your Writing Frame

Narrative Writing Problem/Solution

Problem

Who
What
Where
When
Why
How

Solution

Attempted Solutions	Results
1.	1.
2.	2.

Results

Results

Title: _____ Topic: Sharks

[illegible]

[illegible]

Group #1 – Informative/Explanatory Writing
Main Idea and Details

1. Plan a report that tells what you learned about Susanna Batchelor and her work with sharks. Use the Main Idea and Details Think Sheet provided with this Activity to plan and organize your ideas. (Hint: Think about reporting on who the author is, where she works, what she studies, etc.).
2. Use your Think Sheet to write your report!
3. Reflect on “what worked well” and “what didn’t work as well” with your Think Sheet. Based on your experience planning and writing, design a Think Sheet that will help students in grades K-3 plan and write a report that features a main idea and details.

Sketch Think Sheet for Informative/Explanatory Writing – Main Idea & Details

4. What critical writing features will you emphasize during your instruction? What are some terms and phrases you'll need to use in your instructional language?

Critical Writing Features and Instructional Language

5. How will you align your Edit/Revise Sheet with the critical writing features you've listed above? Sketch an Edit/Revise Sheet that can be used with your Think Sheet.

Edit/Revise Sheet

6. Use the examples below and develop a writing frame to help support students who require additional instructional scaffolding. Align the writing frame with your Think Sheet, critical writing features, instructional language, etc.

Example(s):

---- is a ----. (Who?)
---- lives in ----. (Where?)
---- works with ----. (What?)
---- learns about sharks when she ---- in the ocean. (When?)
Her favorite sharks are ----. (What?)
She likes Hammerhead sharks because. . . (Why?)
She likes Whale sharks because. . . (Why?)

Your Writing Frame

Informative/Explanatory Writing

Main Idea and Details

Who?

What?

Where?

Who

What

Title or Main Idea

Where

When

Why

When?

Why?

Title: _____ Topic: Sharks

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**Group #2 – Informative/Explanatory Writing
Summary**

1. Plan a summary that tells what you learned about Susanna Batchelor and her work with sharks. Use the Summary Think Sheet provided with this activity to plan and organize your ideas. (Hint: Think of your summary as a burger or sandwich. Figure out how your bun --main idea and conclusion-- can hold and connect all of the parts in the burger or sandwich -details).
2. Use your Think Sheet to write your summary!
3. Reflect on “what worked well” and “what didn’t work as well” with your Think Sheet. Based on your experience planning and writing, design a Think Sheet that will help students in grades K-3 plan and write a summary.

Sketch Think Sheet for Informative/Explanatory Writing – Summary

4. What critical writing features will you emphasize during your instruction? What are some terms and phrases you'll need to use in your instructional language?

Critical Writing Features and Instructional Language

5. How will you align your Edit/Revise Sheet with the critical writing features you've listed above? Sketch an Edit/Revise Sheet that can be used with your Think Sheet.

Edit/Revise Sheet

6. Use the examples below and develop a writing frame to help support students who require additional instructional scaffolding. Align the writing frame with your Think Sheet, critical writing features, instructional language, etc.

Example(s):

The main thing I learned about Susanna Batchelor (or sharks) was ----.

First, the author pointed out that ----.

This was important because -----.

Next the author mentioned -----.

Finally the author said -----.

The most interesting thing was -----.

Your Writing Frame

Informative/Explanatory Writing Summary



Main Idea:

Detail 1:

Detail 2:

Detail 3:

**Concluding
Sentence:**

Title: _____ Topic: Sharks

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**Group #3 – Informative/Explanatory Writing
Compare/Contrast**

1. Plan an essay that tells what you learned about Hammerhead and Whale sharks. Use the Compare and Contrast Think Sheet provided with this activity to plan and organize your ideas.
2. Use your Think Sheet to write your summary!
3. Reflect on “what worked well” and “what didn’t work as well” with your Think Sheet. Based on your experience planning and writing, design a Think Sheet that will help students in grades K-3 plan and write a compare/contrast essay.

Sketch Think Sheet for Informative/Explanatory Writing – Compare and Contrast

4. What critical writing features will you emphasize during your instruction? What are some terms and phrases you'll need to use in your instructional language?

Critical Writing Features and Instructional Language

5. How will you align your Edit/Revise Sheet with the critical writing features you've listed above? Sketch an Edit/Revise Sheet that can be used with your Think Sheet.

Edit/Revise Sheet

6. Use the examples below and develop a writing frame to help support students who require additional instructional scaffolding. Align the writing frame with your Think Sheet, critical writing features, instructional language, etc.

Example(s):

1. _____ and _____ are _____.	---- and ---- are the same in several different ways --
2. Both _____ and _____ have _____.	-. For example, ----.
3. _____ and _____ are both similar because they both _____.	Although ---- and --- are the same, they are different in some interesting ways ---.
4. There are several major differences between _____ and _____.	
The most notable is _____.	

Your Writing Frame

Informative/Explanatory Writing

Compare and Contrast

Concept #1

Concept #2

How Alike?

How Different?

Title: _____ Topic: Sharks

This image shows a blank 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.

Group #4 – Opinion/Argumentative Writing

1. Plan an essay that tells which shark (Hammerhead *or* Whale shark) you want to learn more about and why. First, decide which shark you would want to study. Second, find the best shark facts to support your reasons. Third, explain your reasons. Be sure to use facts about Hammerhead and Whale sharks to explain why you would study the shark you chose and not the other shark. Use the Opinion/Argumentative Think Sheet provided with this activity to plan and organize your ideas.
2. Use your Think Sheet to write your summary!
3. Reflect on “what worked well” and “what didn’t work as well” with your Think Sheet. Based on your experience planning and writing, design a Think Sheet that will help students in grades K-3 plan and write an opinion essay.

Sketch Think Sheet for Informative/Explanatory Writing – Opinion/Argumentative Writing

4. What critical writing features will you emphasize during your instruction? What are some terms and phrases you'll need to use in your instructional language?

Critical Writing Features and Instructional Language

5. How will you align your Edit/Revise Sheet with the critical writing features you've listed above? Sketch an Edit/Revise Sheet that can be used with your Think Sheet.

Edit/Revise Sheet

6. Use the examples below and develop a writing frame to help support students who require additional instructional scaffolding. Align the writing frame with your Think Sheet, critical writing features, instructional language, etc.

Example(s):

<p>There are a number of reasons why ----</p> <p>The most important reason is ----</p> <p>Another reason is ----</p> <p>A further reason is ----</p> <p>So you can see why ----</p>	<p>I think that ----</p> <p>I feel this way because ----</p> <p>Another reason I feel this way is - ----</p> <p>Most importantly, I think ----</p> <p>For the reasons, I believe that ----</p>	<p>Though not everybody would agree, I want to argue that ----</p> <p>I have several reasons for arguing this point of view ----</p> <p>A further reason is ----</p> <p>Furthermore ----</p> <p>Therefore, although some people might argue ----</p> <p>I have shown that ----</p>
---	--	--

Your Writing Frame

Opinion/Argumentative Writing

My opinion (the shark I want to study is):

Because... (my reasons for choosing this shark):

List at least 2 strong reasons why you choose_____.	Explain Hammerhead shark facts that support your reason.	Explain Whale shark facts that support your reason.

Title: _____ Topic: Sharks

[illegible]

Activity #2: Writing Next –Inquiry Activities & Collaborative Writing

Group #1: Inquiry Activities (page 19)

Effective Instructional Elements (Topic)	What is the effective instructional element? Describe it.
Proposition (Main Idea/Gist Statement)	How does it improve student writing? Why is it an effective instructional practice?
Statistics	What is the effect size?
Facts	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).
Examples	What are some examples of this effective instructional practice?
Expert Authority	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: Collaborative Writing (page 16)

Effective Instructional Elements (Topic)	What is the effective instructional element? Describe it.
Proposition (Main Idea/Gist Statement)	How does it improve student writing? Why is it an effective instructional practice?
Statistics	What is the effect size?
Facts	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).
Examples	What are some examples of this effective instructional practice?
Expert Authority	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 3: Inquiry-based Writing Projects

Review the 12-week writing program outlined below on teaching students in Grades 11-12 how to write a scientific literature review on a self-selected topic. By the conclusion of the program, students submit a 6-10 page, APA-formatted research paper with 12 to 16 sources of reference material.

Lessons	Focus
1	The Benefits of the Scientific Literature Review
2	The Student's Assignment Begins
3	Making it Meaningful: Browsing Databases
4	Creating and Organizing the Research Folder
5	Researching the Introduction
6	How to Read and Take Notes from a General Press Article
7	How to Write the Introduction
8	Searching for Peer-Reviewed Studies
9	How to Read and Take Notes from a Peer Reviewed Journal Study
10	How to Write the Methodology
11	How to Write The Results of Research
12	How to Use and Create a Table, Chart, or Graph for the Research
13	How to Write the Analysis of Research
14	How to Write the Conclusion
15	How to Write the Abstract
16	How to Write the Reference List
17	Creating a Title and Completing the Cover Page
18	Putting it All Together to Turn the Scientific Literature Review in to the Teacher

Each lesson is designed as a 50-minute session. Starting activities take approximately 5-10 minutes, student work time takes between 30-40 minutes, and a concluding reflection is approximately 5-10 minutes.

Schmidt, R. K., Smyth, M. M., & Kowalski, V. K. (2014). *Teaching the scientific literature review: Collaborative lessons for guided inquiry*. Santa Barbara, CA: Libraries Unlimited.

Student Worksheet

Topic Brainstorming

Fill in one-word or short-phrase answers. Be quick and spontaneous. You will not be tied to this, so be honest, thoughtful, and don't worry!

1. What interests you in general (outside of school, other subjects)?
2. What science class topics interested you?
3. Why do science topics interest you? What is important about them?
4. Is there a possible connection between any of those topics?
5. Which two topics are you most interested in? Are there related narrow and broader topics?
 - 1.
 - 2.
6. Write your interest in the form of a question. (It doesn't have to be perfect!):
 - 1.
 - 2.

Excerpt from:

Schmidt, R. K., Smyth, M. M., & Kowalski, V. K. (2014). *Teaching the scientific literature review: Collaborative lessons for guided inquiry*. Santa Barbara, CA: Libraries Unlimited.

Activity 4: Writing Next – Writing for Content-area Learning & Summarizing

Group #1: Writing for Content-area Learning (pages 20-21)

Effective Instructional Elements (Topic)	What is the effective instructional element? Describe it.
Proposition (Main Idea/Gist Statement)	How does it improve student writing? Why is it an effective instructional practice?
Statistics	What is the effect size?
Facts	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).
Examples	What are some examples of this effective instructional practice?
Expert Authority	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: Summarizing (page 16)

Effective Instructional Elements (Topic)	What is the effective instructional element? Describe it.
Proposition (Main Idea/Gist Statement)	How does it improve student writing? Why is it an effective instructional practice?
Statistics	What is the effect size?
Facts	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).
Examples	What are some examples of this effective instructional practice?
Expert Authority	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 5: Integrating Writing and Using Written Responses

(1) Brainstorming! . . . How many ways can you identify for integrating writing in reading instruction and content area instruction and discipline-specific literacy?

Integrating Writing in Reading Instruction	Integrating Writing in Content Area Instruction and Discipline-specific Literacy

(2) How are you currently using written responses during reading and content area instruction?

Written Responses in Reading Instruction	Written Responses in Content Area Instruction and Discipline-specific Literacy

(3) How can you increase the use of written responses during instruction? (e.g., Describe at least one activity that doesn't include writing now and discuss how writing can be incorporated in the future).

--

Activity 6: Main Idea and Details

Part 1: Write a title for the passages below!

Title:

The basic unit of writing practice is the timed exercise. You may time yourself for ten minutes, twenty minutes, or an hour. It's up to you. At the beginning you may want to start small and after a week increase your time. It doesn't matter. What does matter is that whatever amount of time you choose for that session, you must commit yourself to it and for that full period:

1. *Keep your hand moving.* (Don't pause to reread the line you have just written. That's stalling and trying to get control of what you're saying.)
2. *Don't cross out.* (That is editing as you write. Even if you write something you didn't mean to write, leave it.)
3. *Don't worry about spelling, punctuation, grammar.* (Don't even care about staying within the margins and lines of the paper.)
4. *Lose control.*
5. *Don't think. Don't get logical.*
6. *Go for the jugular.* (If something comes up in your writing that is scary or naked, dive right into it. It probably has lots of energy.)

These are the rules. It is important to adhere to them because the aim is to burn through to the first thoughts, to the place where the energy is unobstructed by social politeness or the internal censor, to the place where you are writing what your mind actually sees and feels, not what it thinks it should see or feel. It's a great opportunity to catch the oddities of your mind. Explore the rugged edge of thought. Like grating a carrot, give the paper the colorful coleslaw of your consciousness. . . First thoughts have tremendous energy.

Excerpt from:

Goldberg, N. (2010). *Writing down the bones*. Boston: Shambhala

Title:

We write to capture a bit of ourselves and a bit of the world that is floating (and occasionally hurtling at incredible speed) past the window of our lives. We write to cap the net over the butterfly that is our very existence.

Excerpt from:

Moore, D. W. (2012). *The mindful writer: Noble truths of the writing life*. Somerville, MA. Wisdom Publications

Part 2: Circle the sets of sentences that best match the title listed below.

Title: Getting Started

You sit down, I say. You try to sit down at approximately the same time every day. That is how you train your unconscious to kick for you creatively.

You put a piece of paper in the typewriter, or you turn on your computer and bring up the right file, and then you start at it for an hour or so.

Mr. Henshaw: He we go again. I'll never write another list of questions for an author to answer, no matter what the teacher says.

I wish I had a secret I could let you in on, some formula . . .some code word that has enabled me to sit at my desk and land flights of creative inspiration like an air-traffic controller. But I don't. All I know is that the process is pretty much the same for almost everyone.

It was the middle of her story, where something exciting should happen. And it did. That growly sound chased her! . . .abandoning all rules of punctuation and sentence structure in her panic to escape Little Red began running on and on and on she grabbed random nouns from her word basket tossing them out to fill up the chasm of blank space nothingness. . .

* * * *

Excerpts from:

Cleary, B. (1983). *Dear Mr. Henshaw*. Columbus, OH: Weekly Reader Books.

Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York: Anchor Books

Sweet, M. (2013). *Little red writing*. San Francisco: Chronicle Books.

Activity 7: Summarizing – Impressions/Exchange-Compare

The story impressions method (McGinley & Denner, 1987), similar to exchange-compare writing (Wood, 1986), utilizes a cooperative learning framework. Students are assigned to a group and given roles for writing a summary that predicts the content of a lesson or unit text based on key vocabulary provided by the teacher. Once the group has read the text, they rewrite their summary to reflect the actual content of the text and their improved understanding of the material.

Step 1: Teacher assigns students to heterogeneous groups and gives each student a role to perform based on his/her strengths:

- Researcher: consults secondary materials such as dictionary, encyclopedia, or other topic-related documents to help group complete the composing task.
- Scribe: records summary generated by group
- Content Editor: checks summary against text for accuracy of information
- Proofreader: checks summary for accuracy of writing mechanics and grammar usage
- Reporter: reads summary aloud to group for editing and to rest of the class for discussion

Step 2: Teacher lists and pre-teaches 10-15 key vocabulary words from text

Step 3: Each group uses these words to predict the informational content of the unit contained in the text to be read and writes a short collaborative summary (one or two paragraphs) in which each word is used.

Step 4: Students read the text.

Step 5: Each group rewrites the collaborative summary to reflect new understandings of the actual text content.

Step 6: Each group reads summary to the rest of the class for discussion and feedback.

Vocabulary and Phrases:

writing	physical	activated	keep your hand moving
sight, smell, taste, feeling	mind and body	mind barriers	alive

Summary:

Activity 8: Question-Answer Relationships

Use the QAR framework for asking and answering questions to write four questions about *The Three Little Pigs*. Write Right There, Think and Search, Author & You, and On your Own questions. Provide answers for each of your questions too.

In the Book QARs	In Your Head QARs
Right There Question: Answer:	Author & You Question: Answer:
Think and Search Question: Answer:	On Your Own Question: Answer:

THE THREE LITTLE PIGS



nce there were three little pigs who lived together in mutual respect and in harmony with their environment. Using materials that were indigenous to the area, they each built a beautiful house. One pig built a house of straw, one a house of sticks, and one a house of dung, clay, and creeper vines shaped into bricks and baked in a small kiln. When they were finished, the pigs were satisfied with their work and settled back to live in peace and self-determination.

But their idyll was soon shattered. One day, along came a big, bad wolf with expansionist ideas. He saw

POLITICALLY CORRECT BEDTIME STORIES

the pigs and grew very hungry, in both a physical and an ideological sense. When the pigs saw the wolf, they ran into the house of straw. The wolf ran up to the house and banged on the door, shouting, "Little pigs, little pigs, let me in!"

The pigs shouted back, "Your gunboat tactics hold no fear for pigs defending their homes and culture."

But the wolf wasn't to be denied what he thought was his manifest destiny. So he huffed and puffed and blew down the house of straw. The frightened pigs ran to the house of sticks, with the wolf in hot pursuit. Where the house of straw had stood, other wolves bought up the land and started a banana plantation.

At the house of sticks, the wolf again banged on the door and shouted, "Little pigs, little pigs, let me in!"

The pigs shouted back, "Go to hell, you carnivorous, imperialistic oppressor!"

At this, the wolf chuckled condescendingly. He thought to himself: "They are so childlike in their ways. It will be a shame to see them go, but progress cannot be stopped."

So the wolf huffed and puffed and blew down the house of sticks. The pigs ran to the house of bricks, with the wolf close at their heels. Where the house

THE THREE LITTLE PIGS

of sticks had stood, other wolves built a time-share condo resort complex for vacationing wolves, with each unit a fiberglass reconstruction of the house of sticks, as well as native curio shops, snorkeling, and dolphin shows.

At the house of bricks, the wolf again banged on the door and shouted, "Little pigs, little pigs, let me in!"

This time in response, the pigs sang songs of solidarity and wrote letters of protest to the United Nations.

By now the wolf was getting angry at the pigs' refusal to see the situation from the carnivore's point of view. So he huffed and puffed, and huffed and puffed, then grabbed his chest and fell over dead from a massive heart attack brought on from eating too many fatty foods.

The three little pigs rejoiced that justice had triumphed and did a little dance around the corpse of the wolf. Their next step was to liberate their homeland. They gathered together a band of other pigs who had been forced off their lands. This new brigade of *porcinistas* attacked the resort complex with machine guns and rocket launchers and slaughtered the cruel wolf oppressors, sending a clear signal to the rest of the hemisphere not to meddle in their

POLITICALLY CORRECT BEDTIME STORIES

internal affairs. Then the pigs set up a model socialist democracy with free education, universal health care, and affordable housing for everyone.

Please note: The wolf in this story was a metaphorical construct. No actual wolves were harmed in the writing of the story.

Activity 9: Double-Journal (Note-taking Application)

Review the Jigsaw Content Learning activity below and discuss the following questions:

1. How does the activity target main idea and detail identification?
2. How does the activity use summarizing?
3. How does the activity use note-taking?
4. How does the activity use question asking/answering?

* * * *

A Jigsaw Content Learning group (Aronson & Patnoe, 1997) is a cooperative learning strategy for social studies and science which can aid in preparing research reports. It can be coupled with double entry journals (Cox, 1996) for an effective and efficient means of learning from multiple source materials on a topic.

Step 1: Students are assigned to home groups and each person in each group is given a different source material (e.g., a magazine article about exercise and cardiovascular health, a newspaper clipping about a new medical procedure and drugs that can help reduce the risk of heart attacks, a consumer brochure outlining health eating tips for promoting cardiac health, and a textbook chapter about the human circulatory system) to read.

Step 2: Each student completes a double-entry journal while reading the assigned source text. This is a journal in which the student records some important piece of information from the source text on the left side of the journal page (with an accompanying page number) and a response, question, or evaluative comment on the right side.

Step 3: After completing their double-entry journal, students disperse to an expert group, a group where everyone else has read the same source text. Members of the expert group share their journal entries and summarize the material using a graphic organizer (e.g., Venn diagram, attribute chart). The double-entry journal could be expanded to a triple-entry journal by having students within the expert groups respond to teach others' responses, questions, or evaluation in a third column.

Step 4: Students return to their home groups to teach the other members about the content information they learned (using the graphic organizer) from their text and discuss how this information related to that covered by the other texts, noting similarities and differences in their journals.

Double-Entry Journals

What's the purpose of a double-entry journal?

The purpose of double-entry journal (DEJ) is to give students an opportunity to express their thoughts and become more involved with the material they encounter. Double-entry Journals can be used for both articles and listening that are assigned in class.

How does it work?

Students will divide their pages into two with a vertical line down the center. On the left side, they will copy down short quotes from the original text that they find interesting in some way. In the right column, they will write their personal responses to the quotes on the left.

What should they write?

Write their reactions to the quote that they chose. Their reactions can include their own opinions, disagreements, interpretations, events in their lives that the quote reminds them of, comments about grammar, and guesses about the meaning of new words. In effect, they are talking back to the author or speaker as they write their responses.

How is a DEJ helpful?

Double-entry journals allow students to pick out the parts that THEY think are important, and to ask the questions that They have, instead of doing exercises that the teacher made up. Doing their reading this way will help to improve their comprehension and vocabulary. It will also help them remember the material better.

Double Journal Entry

LEFT	RIGHT
Drawings, notes, diagrams, observations, word clusters, focused free writes, webs, predictions; unknown vocabulary, etc. go on the left-side of the DEJ. (These items are the unknown components of a lesson - in other words, they are the guesses - the "uncooked" elements that go into a lesson.)	The right-side is reserved for the "cooking" of new information. This is the side that gets the processing or the FIX-Up part of the DEJ.

The double entry journal serves for all the disciplines. "Thinking begins with perception: all knowledge is mediated." Putting those thought on paper is processed learning.

These tips might help you get started:

1. Sometimes you may want to give prompts to be written on the left-side.
 2. You may want to use separate spiral notebooks for each subject or you may have students tab certain parts for certain subjects.
 3. The double entry journal can be used to set goals, test hypothesis, extend concepts and evaluate new information.
 4. The double entry journal can also serve as a basis for longer pieces that evolve during writing workshop.
 5. When students articulate connections, they learn and understand information better. The double entry journal quickly tells teachers what students have or have not learned.
 6. In doing any research projects, the double entry journal serves as a place to set their own research goals, form questions to which they would like answers, and take notes in answer to their questions.
 7. The double entry journal can serve as a "holding tank" for data to be used later on.
-

RUBRIC FOR JOURNAL/RESPONSE LOG

This rubric is based on a response of anywhere from 50-100 words for each entry. The entries must reflect a good understanding of reading skills and strategies such as prediction, character analysis, understanding of plot etc.

4	Demonstrates a complete understanding and interpretation of text evidenced by a wide variety of reading skills and strategies in the responses.	Writes a substantial number of responses, completing or going beyond the required amount.	Responses are thorough and thoughtful.	Exhibits a level of comprehension that extends beyond the literal to the personal, critical, evaluative responses.
3	Demonstrates adequate understanding and interpretation of text evidenced by some variety of skills and strategies in the responses.	Writes an adequate number of responses, completing only the required amount.	Responses are fairly thorough and are thoughtful.	Exhibits a level of comprehension that extends beyond the literal to the personal with some critical responses.
2	Demonstrates some understanding and interpretation of text evidenced by little variety of reading skills and strategies in the responses.	Writes a limited number of responses.	Some responses are incomplete or irrelevant.	Exhibits a level of comprehension that is mostly literal or personal, with few critical responses.
1	Demonstrates very limited understanding and interpretation of text evidenced by no variety of reading strategies in the responses.	Writes very few responses.	Many responses are disjointed incomplete or irrelevant.	Exhibits a level of comprehension that is mostly literal with some personal responses, and no critical responses.

Different Ways to Keep a Double Entry Journal

Left Hand Side	Right Hand Side
Quotes from the text	Visual commentary (drawings, visual analogies, doodles)
Quotes from the text	Written reactions, reflections, commentary, musings (“Hmmm...”)
Quotes from the text	Connections <ul style="list-style-type: none"> ➤ Text to text ➤ Text to Self ➤ Text to world
Observations, details revealed by close reading	Significance
What the text says...	Why the text says this...
Questions: “I wonder why...”	Possible answers: “Maybe because...”
Quotes from texts	Questions (Clarifying & Probing)
Quotes from texts	Social Questions (Race, class, gender inequalities)
Quotes from texts	Memories
Quotes from texts	Naming Literary or Persuasive (Rhetorical) Techniques

Activity 10: Writing Next – Writing Strategies

Writing Strategies (pages 15-16)

Effective Instructional Elements (Topic)	What is the effective instructional element? Describe it.
Proposition (Main Idea/Gist Statement)	How does it improve student writing? Why is it an effective instructional practice?
Statistics	What is the effect size?
Facts	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).
Examples	What are some examples of this effective instructional practice?
Expert Authority	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 11: Attitudes and Self-Efficacy

Consider how you feel about writing (and writing instruction!) and complete the following two surveys about attitudes toward writing and writing self-efficacy. As you complete the following items, reflect on (a) how attitudes and our own self-efficacy can affect our writing instruction and students' experience with writing and (b) how understanding student attitudes about writing and their overall self-efficacy can help educators improve writing instruction.

Attitudes Toward Writing				
(1) I like to write.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(2) I would rather read than write.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(3) I do writing on my own outside of school or work.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(4) I avoid writing whenever I can.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(5) I would rather write than do math problems.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(6) Writing is a waste of time.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 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.

Writing Self-Efficacy

(1) When writing a paper, it is easy for me to get ideas.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(2) When writing a paper, it is hard for me to organize my ideas.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(3) When my class is asked to write a report, mine is one of the best.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(4) When writing a paper, it is easy for me to get started.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(5) When writing a paper, I find it easy to make all of the changes I need to make.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(6) When writing a paper, it is easy for me to write my ideas into good sentences.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(7) When my class is asked to write a story, mine is one of the best.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(8) When writing a paper, it is hard for me to keep the paper going.

1
Strongly

2
Disagree

3
Unsure

4
Agree

5
Strongly

Disagree			Agree	
(9) When my class is asked to write a book report, mine is one of the best.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(10) When writing a paper, it is hard for me to correct my mistakes.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 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.

Activity 11: Writing Strategies

Self-Regulated Strategy Development (SRSD) is an example of an explicit instructional approach for writing development and self-regulation. Self-regulated learners are learners who plan, set goals, organize, self-monitor, and self-evaluate their learning and performance. Over twenty years of research on self-regulation consistently shows that a self-regulated approach to writing contributes to improvements in student writing knowledge, strategic behaviors, self-regulation skills, and motivation (Santangelo, Harris, & Graham, 2007). The SRSD model has six recursive stages that guide students' acquisition and application of a writing strategy and corresponding self-regulation behaviors. In other words, the stages can and should be reordered, combined, modified, and repeated to meet the needs of individual students. Teachers can use these steps when teaching any writing strategy.

Steps for Teaching Writing Strategies		
Stage	Description	Additional Information
1. Develop and Activate Background Knowledge	Students are taught background knowledge and preskills needed to use the strategy successfully including specialized vocabulary (e.g., setting, characters, persuade, opinion, etc.).	<ul style="list-style-type: none"> The teacher identifies and assesses these prerequisites.
2. Discuss It	The teacher and students discuss the purpose and benefits of using the new strategy, with the writing strategy being carefully explained.	<ul style="list-style-type: none"> The teacher and students examine each student's current level of performance on the targeted writing genre to help students see what they are doing now and what they can expect to do once they learn the strategy.
3. Model It	The teacher models how to use the strategy and self-regulation techniques while writing an actual composition during this stage.	<ul style="list-style-type: none"> Modeling also includes the use of initial prompts such as mnemonics, think sheets, and other graphic organizers typically used with most writing strategies. The teacher can also model the use of goal setting, such as including all four parts of the strategy, and evaluate the composition to see if the goal was met.
4. Memorize It	Students memorize the steps in the composing strategy and the meaning of any mnemonics used to represent the strategy steps.	<ul style="list-style-type: none"> It is okay for students to paraphrase the information, as long as the original meaning is maintained. Memorization of the strategy can continue into the next stage, or be combined with the next stage.
5. Support It	Students practice using the strategy with the teacher providing scaffolded assistance.	<ul style="list-style-type: none"> The teacher provides as much support and assistance as needed, and may write collaboratively for some period of time with any student who needs this level of assistance. Individual goal setting can be used to help students develop independence with the strategy.
6. Independent Performance	Students use the strategy with little or no support.	<ul style="list-style-type: none"> Prompts, interaction, and guidance are faded at a pace appropriate to individual students. These steps are now "in your head." Plans for maintenance and generalization are planned and implemented. These include booster sessions over time.

Strategy instruction can be effective with all types of students, including special education students and English language learners, but it is critical that teachers find ways to respond to their **unique learning needs**. Many students may require more intense and explicit instruction to learn essential writing strategies. Teachers should consider the following to respond to unique learning needs:

- Provide additional explanation about the strategy, its component parts, and how it works.
- Pre-teach prerequisite skills and processes needed to use the strategy before teaching the strategy instructing.
- Model again how to use and apply the steps within the strategy as needed.

Extend the use of mnemonic devices, think sheets, and charts to help students remember the steps of the strategy.

- Provide extended feedback and support as students practice using the strategy.
- Use instruction based on criteria for *mastery* learning rather than time-constrained criteria.

* * * *

Review the DARE to DEFEND writing strategy in your Activity Booklet and reflect on the following:

1. What is the purpose of the strategy (e.g., is it for planning, revision, or both)?
2. When/how could this strategy be used during writing instruction for students receiving Tier 3 instruction?
3. How does the strategy promote “good writing self-talk?”
4. How is goal setting incorporated in the strategy?

DARE TO DEFEND***The parts of a good opinion paper include:***

- D** → Develop a position statement
- A** → Add supporting details
- R** → Report and refute counter-arguments
- E** → Ed with a strong conclusion

The steps to write a good opinion paper are:

- D** → Develop a list of idea word for my essay
- E** → Evaluate their importance
- F** → Find even more ways to convince my readers
- E** → Encourage myself through self-talk
- N** → Now write an essay with clear ideas, sharp sentences, and great impact
- D** → Decide if I met my writing goals



Generate idea to build arguments. . .

[illegible]

DARE to DEFEND
Score Card for Opinion Paper

Author _____ Partners _____

Points

- 1 = Needs a lot of work
 2 = Could be a little better
 3 = Pretty good the way it is
 4 = Terrific, other kids should see this

Questions for your Partner

After reading and marking the author's essay answer the following:

1. Does the writer use lots of descriptive words?	1	2	3	4
2. Does the writer use different kinds of sentences that are clear?	1	2	3	4
3. Is the essay convincing?	1	2	3	4
4. Does the essay include logical supporting ideas?	1	2	3	4
5. Does the writer include and logically refute counter-arguments	1	2	3	4
6. Is the paper free of errors (such as in spelling and punctuation)?	1	2	3	4

Author Goals

My total points this time was _____

My score _____ **did/did not** go up from last time

The quality goal for my next essay is _____ points

Next time I will try to improve my score most for question number 1 2 3 4 5 6

I also have set a quantity goal for my next essay of _____

Activity 13: Self-Reflection on SRSD Instruction

Review the following survey from Harris and Graham *POW+TREE+TWA for Writing Persuasively from Source Text: Lesson Plans, Materials, and Tips*. How can you use this tool to help define the quality of Tier 3 writing instruction? So, **SRSD: What is familiar to you? What is new?**

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

1—I do this often, 2—occasionally, 3—have tried it, 4—haven’t tried this yet

Stage 1: Activate Background Knowledge

I pre-assess students’ knowledge related to the writing genre (such as elements of a story or persuasive essay, parts of a paragraph) before I introduce a writing strategy. 1 2 3 4

I collect pre-instruction, genre specific writing samples before teaching a new strategy and use these to help me plan instruction and meet differing needs. 1 2 3 4

I build or strengthen identified sub-skills needed before teaching a new strategy (Elements of a topic sentence, definition of fact versus opinion). 1 2 3 4

Stage 2: Discuss it

I provide students with mnemonics to aid them in recalling steps to a writing strategy, and/or the elements that should be included in a genre. 1 2 3 4

I have students articulate how using a specific strategy will improve their writing. 1 2 3 4

I have students articulate when and where else they will use the strategy so that their use of the strategy will transfer to other settings. 1 2 3 4

I have students use a scoring system to repeatedly score *model and peer* writing pieces 1 2 3 4

I have students use a scoring system to repeatedly score their *own* writing pieces. 1 2 3 4

I begin self-regulation through teaching students how to use what they learn from scoring their writing to set goals and how to monitor their progress toward achieving them. 1 2 3 4

Stage 3: Model it

I have students read *appropriate* model papers/mentor texts and have them identify strengths and actively score these texts with me. 1 2 3 4

I model each step of how to use self-regulation and writing strategies as I write with my students, including how I deal with cognitive, behavioral, and affective challenges. 1 2 3 4

I model self-talk targeted to my students’ needs and strengths as I model. 1 2 3 4

I teach students how to generate and use personal self-talk that helps them stay focused on the task, persist through challenges, monitor their performance, and self-reinforce. 1 2 3 4

Stage 4: Memorize it

	1	2	3	4
I have students memorize the mnemonic for the writing strategy (what each step means and why each step is important) through using it often.				
I have students memorize the steps in the writing strategy mnemonic and their importance through ball toss games, poems, songs, quizzes, other activities.	1	2	3	4
I continue checking for and supporting memorization as instruction goes on.	1	2	3	4

Stage 5: Support it

I cultivate self-regulation through teaching students to guide themselves through all the steps of the writing process with checklists of these steps.	1	2	3	4
I plan for how I will fade the scaffolds students use (such as teaching students to create their own graphic organizer on scratch paper; co-writing with me) so that students can use the strategies anywhere.	1	2	3	4
I have students practice using the strategy repeatedly until initial mastery, offering scaffolds as needed to meet individual needs.	1	2	3	4
I have students plan, draft, and revise entire pieces.	1	2	3	4
Students receive structured, consistent teacher and peer feedback, and self-assess.	1	2	3	4
I have students score their own and peers' writing samples so that they are receiving and using feedback to set goals and monitor progress toward them.	1	2	3	4
I ensure that students can see gains in their writing by having them graph their pre-instruction scores for use of genre elements, effective vocabulary, and so on, and the scores they receive on each subsequent piece they write.	1	2	3	4
I help students connect the successes they have in writing to using the self-regulation and writing strategies so that they see the value of the strategies.	1	2	3	4
I withdraw from providing direction as I scaffold students' learning to self-regulate the writing process and use of specific genre strategies.	1	2	3	4

Stage 6: Independent Performance

Once students show mastery, I have them write at least two samples that meet criteria and consider scaling up their goals and continuing instruction in this genre.	1	2	3	4
I ask students to show evidence of having used the strategy in other settings.	1	2	3	4
I reintroduce mnemonics and graphic organizers as needed to provide booster sessions over time.	1	2	3	4

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?

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

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

* Included in core reading instruction.

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

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

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
Aligning Writing Instruction with the PA Core Standards and Writing Scope and Sequence				
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.)				
Scheduling Time for Writing				
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).				
Considering Language When Teaching the Writing Process				
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> .)				
Implementing Explicit Writing Instruction				
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 narrative writing.				
Instructional language explicitly defines quality of writing terms, academic language and vocabulary, and critical discourse features for informative/explanatory writing.				

Instructional language explicitly defines quality of writing terms, academic language and vocabulary, and critical discourse features for <i>opinion/argumentative</i> 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.				

Getting Ready				
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.”				
Planning and Organizing				
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).				
Writing				
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”).				
Editing and Revising				
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!				
Rewriting				
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.				
Publishing				
Not all work is published.				
When publishing, other media is considered –technology, art, music, drama, etc.				
Implementing Motivating and Engaging Writing Routines				
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
Student Work				
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.				
Instructional Approach				
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	1. What components of comprehensive writing instruction are taught? <i>(Process, Strategies, Writing for Content-Area Learning, Discipline-specific Writing)</i> 2. What specific process elements, strategies (writing & content area learning) and discipline-specific writing will be taught?	When will writing instruction occur? <i>(Daily and Across the Yearly Curriculum)</i>
English/Language Arts		
Social Studies/History		
Science		
Library Sciences		

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

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