Changing Writing Instruction

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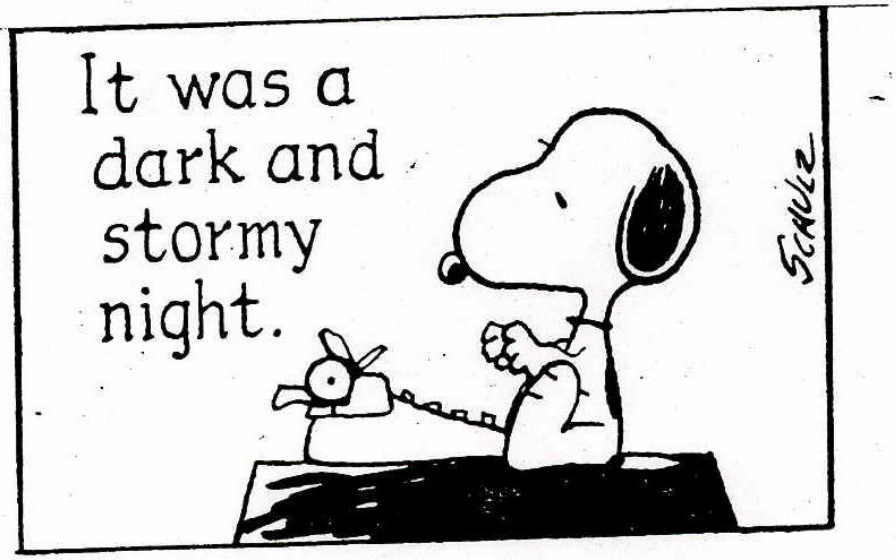
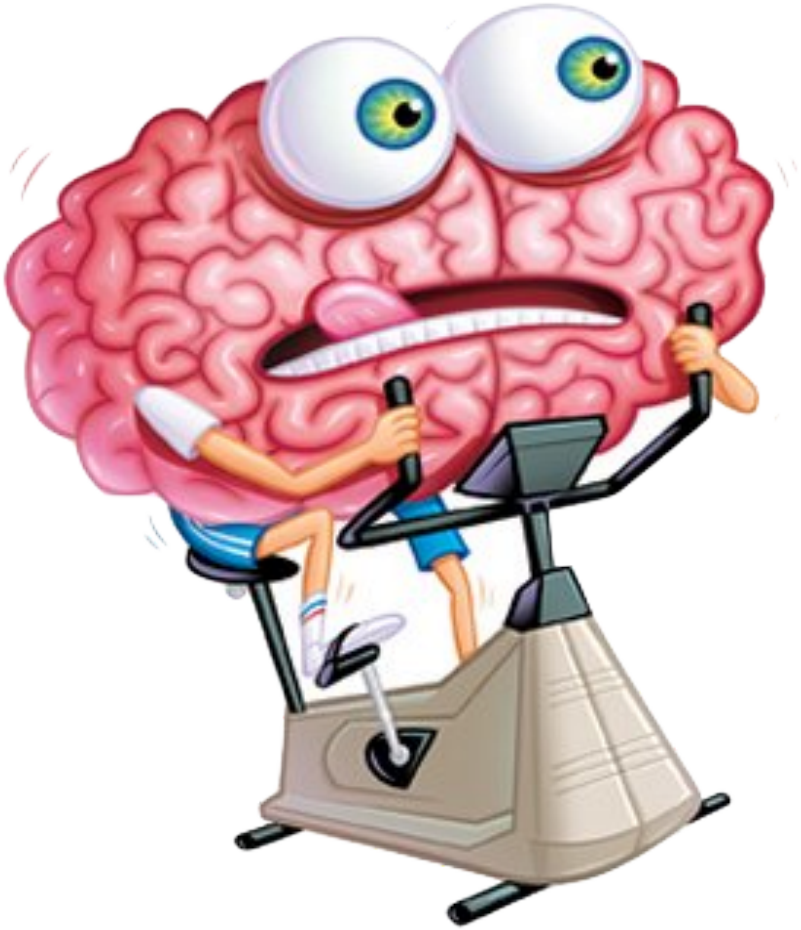
Students' Writing is Not What It Should Be.



CONTEXT – CLASSROOM WRITING PRACTICES

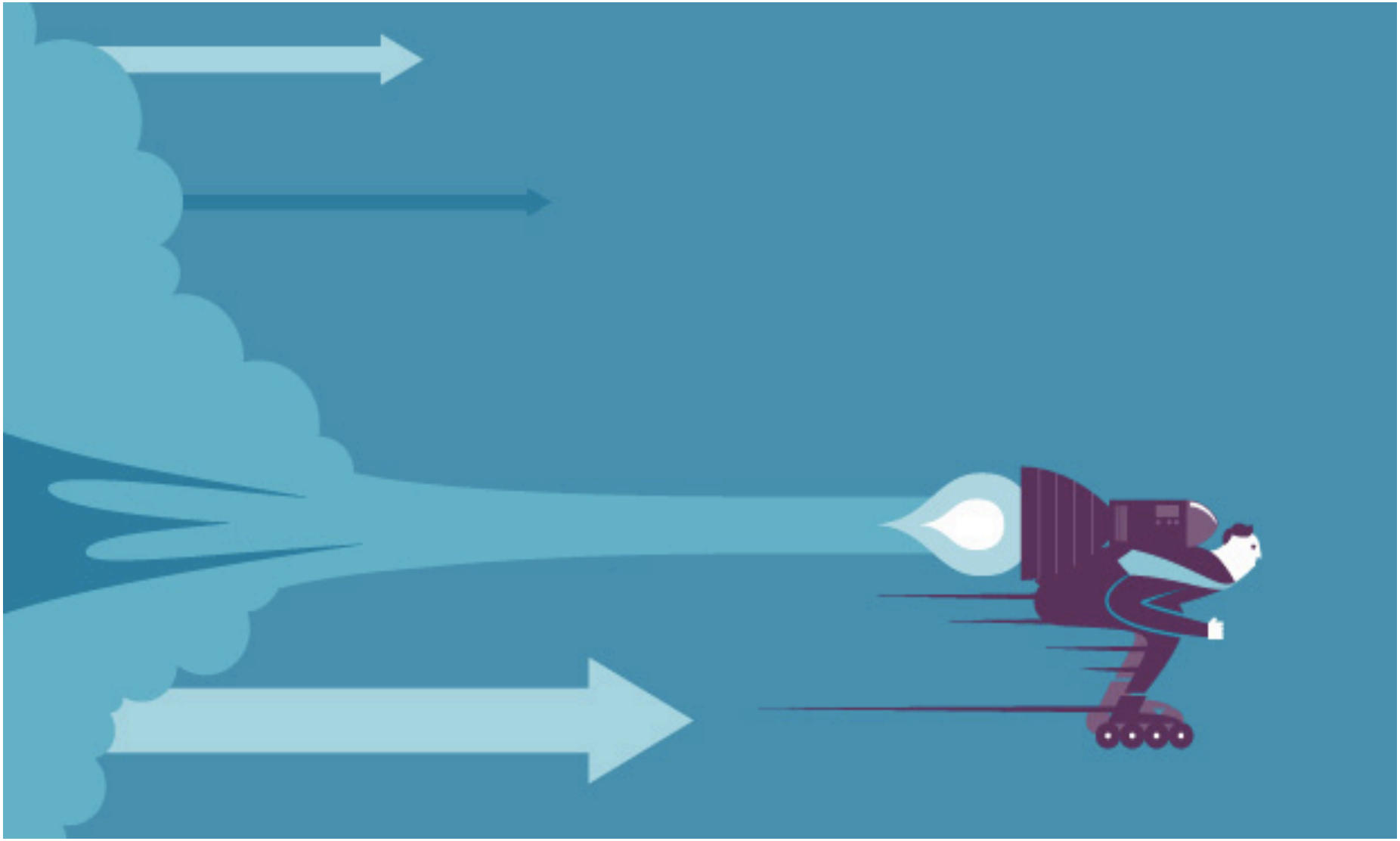
CONTEXT: TEACHER PREPARATION

ONE PART OF THE SOLUTION – INCREASE TEACHERS' KNOWLEDGE & EXPERTISE



1. KNOWLEDGE – WHY WRITING I S IMPORTANT

WRITING BOOSTS READING & LEARNING



2. KNOWLEDGE – EFFECTIVE WRITING INSTRUCTION

Promoting Young Children's Writing

- Write
- Support
- Teach
- Connect
- Create

WRITE

Increase how much students write

- 12 percentile jump

Action Steps

- Students spend a minimum of an hour per day on writing
  - At least 30 minutes dedicated to teaching strategies, techniques, and skills
  - The remaining 30 minutes should be used for writing practice
- Integrate writing practice into other content area instruction

Actions Steps Continued.

1. Help students understand the different purposes of writing

2. Expand students concept of audience

WRITE 2

- Extended opportunities for writing
- Writing for real audiences
- Engaging in cycles of planning, translating, and reviewing
- Personal responsibility and ownership
- Creation of a supportive writing environment

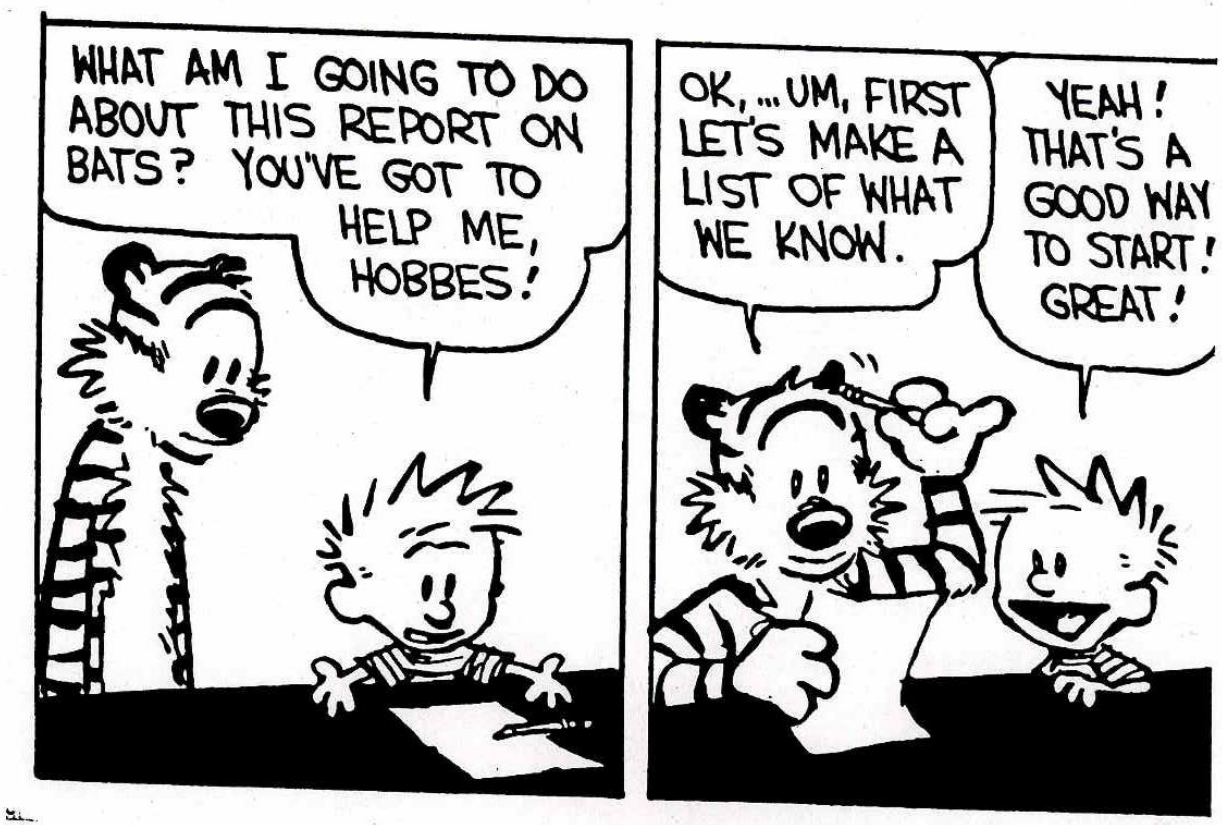
THIS IS THE PROCESS APPROACH TO WRITING –

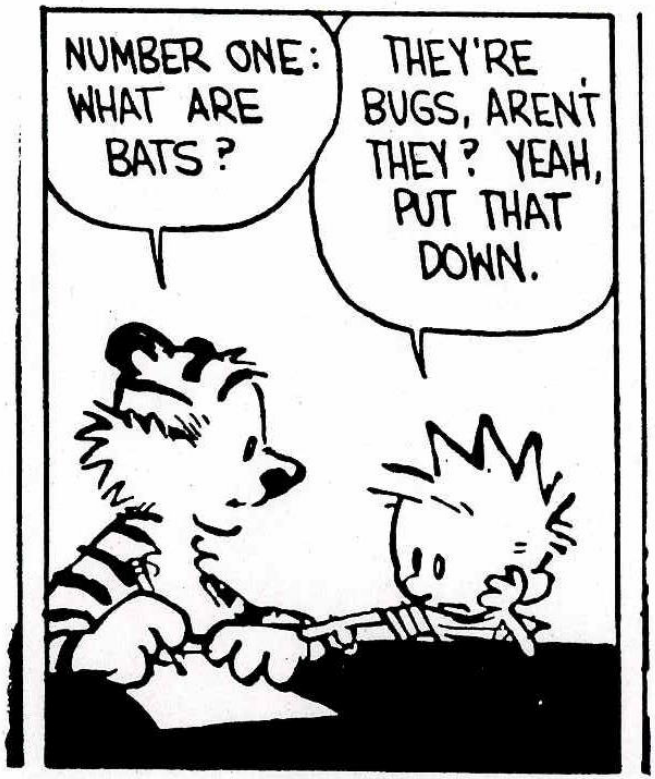
– 16 percentile jump

SUPPORT – Clear Writing Goals

Involves assigning students specific goals for the written product they are to complete.

– 28 percentile jump


WHAT AM I GOING TO DO ABOUT THIS REPORT ON BATS? YOU'VE GOT TO HELP ME, HOBBES!
OK, ... UM, FIRST LET'S MAKE A LIST OF WHAT WE KNOW.
YEAH! THAT'S A GOOD WAY TO START! GREAT!


NUMBER ONE: WHAT ARE BATS?
THEY'RE BUGS, AREN'T THEY? YEAH, PUT THAT DOWN.

#1 Bats = Bugs
ARE YOU SURE?
THEY FLY, RIGHT? THEY'RE UGLY AND HAIRY, RIGHT? C'MON, THIS IS TAKING ALL DAY!
WATTERSON

SUPPORT - Peers Working Together to Compose

- Involves students working together to plan, draft, and/or revise their compositions.

– 31 percentile jump

SUPPORT – Assessment

Assessment included adult feedback to students, peer feedback, self-assessment, and progress monitoring

Feedback

– 29 percentile jump

Self-Assessment

– 18 percentile jump

SUPPORT - Pre-Writing Activities

- Involves students engaging in activities (such as using a graphic organizer) designed to help them generate or organize ideas for their composition.

21 percentile jump

- IMPORTANT NOTICE: If you are one of the hundreds of parachuting enthusiasts who bought our EASY SKY Diving book, please make the following correction: On page 8, line 7, the words “state zip code” should have read

- “pull rip cord”

SUPPORT – 21st Century Technology

Involves having students use word processing and related software to write.

– 18 percentile jump

- This effect is tripled

when we use more sophisticated workbenches

Rules for Writing a Paragraph

- Write for as long as you can hold your breath without getting blue in the face
- Then put in a comma
- When you yawn put in a semicolon, and when you sneeze, that's time for a paragraph.

TEACH – Writing Strategies

- Involves explicitly and systematically teaching students strategies for planning, revising, and/or editing text.
- Instruction is designed to teach students to use these strategies independently.
- Writing strategies range from processes such as brainstorming (which can be applied across genres) to strategies designed for specific types of writing, such as stories or persuasive essays.

– 35 percentile jump

Action Steps

1. Teach students strategies for the various components of the writing process
2. Gradually release writing responsibility from the teacher to the student
3. Guide students to select and use appropriate writing strategies
4. Encourage students to be flexible in their use of the components of the writing process

Suspend Judgment

- Consider each side before taking a position. Brainstorm ideas for and against the topic.
  - Did I list ideas for each side? If not, do this now.
  - Can I think of anything else? Try to write more!
  - Another point I haven't considered yet is...

Take a Side

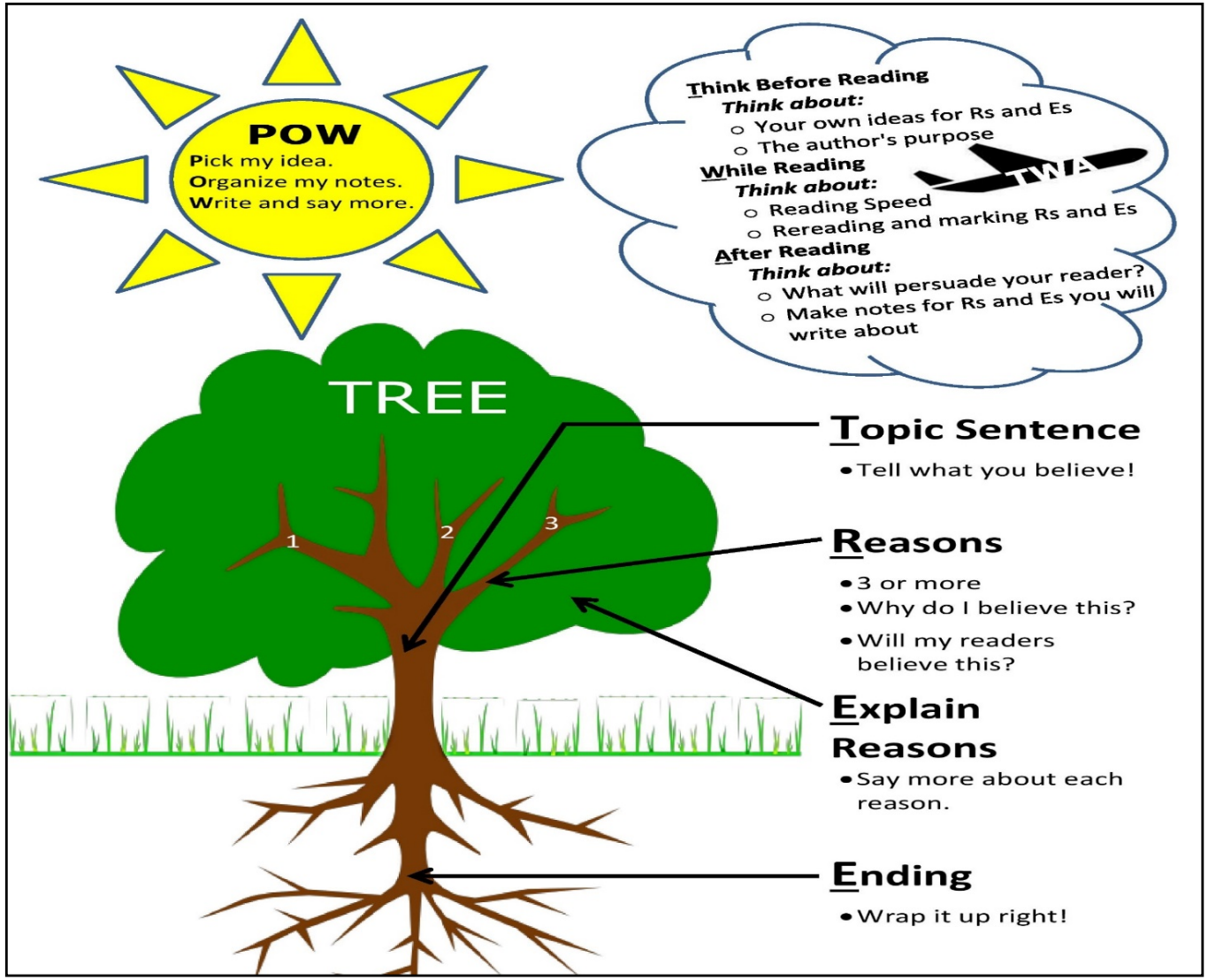
- Read your ideas. Decide which side you believe in or which side can be used the make the strongest argument. Place a + on the side that shows your position.

Organize Ideas

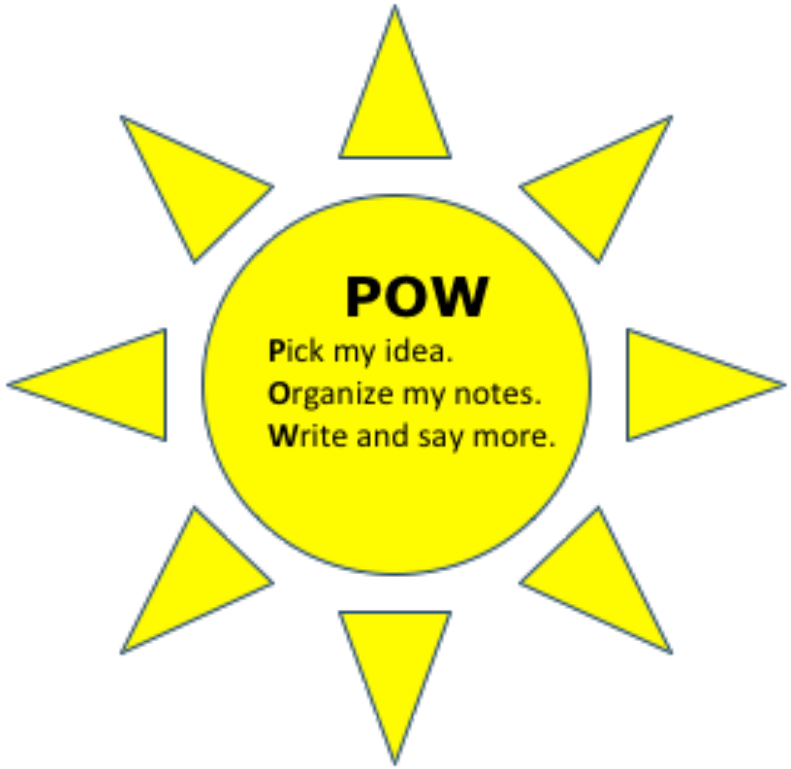
- Choose ideas that are strong and decide how to organize them for writing.
  - Put a star next to the ideas you want to use. Choose at least ___.
  - Choose at least ___ arguments to refute.
  - Number your ideas in the order you will use them.

Plan More as You Write

- Continue to plan as you write. Use all four essay parts in **DARE**.
  - **D**evelop your Topic Sentence
  - **A**dd Supporting Ideas
  - **R**eject Arguments on the Other Side
  - **E**nd with a Conclusion

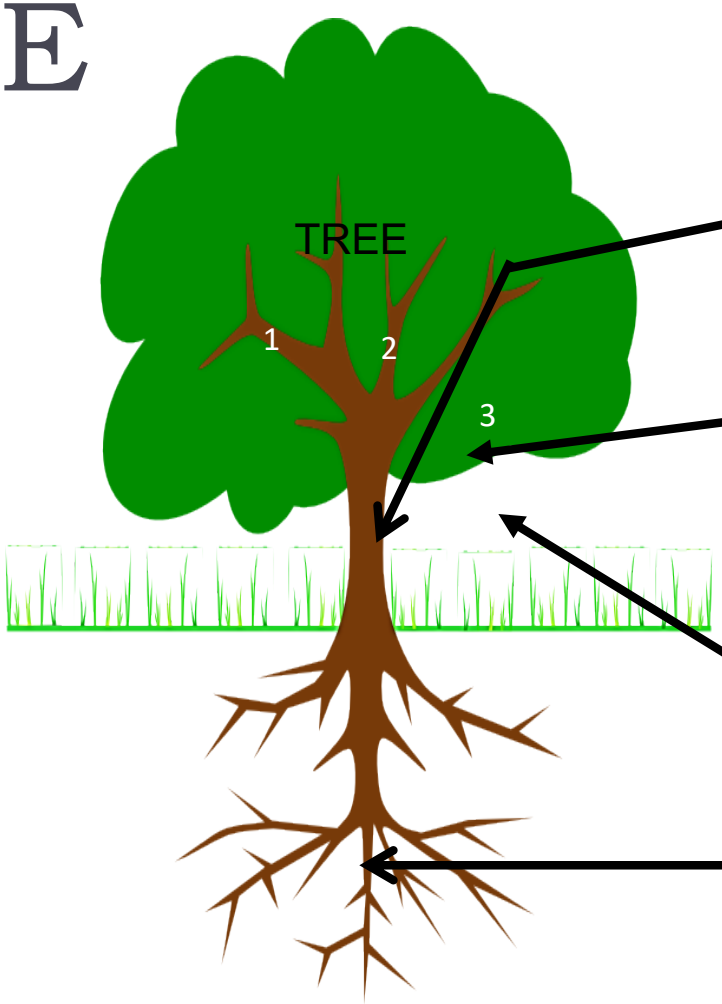

POW
Pick my idea.
Organize my notes.
Write and say more.
Think Before Reading
Think about:
Your own ideas for Rs and Es
The author's purpose
While Reading
Think about:
Reading Speed
Rereading and marking Rs and Es
After Reading
Think about:
What will persuade your reader?
Make notes for Rs and Es you will write about
TREE
1
2
3
Topic Sentence
Tell what you believe!
Reasons
3 or more
Why do I believe this?
Will my readers believe this?
Explain Reasons
Say more about each reason.
Ending
Wrap it up right!

POW Writing Strategy



- POW
  - Pick my idea
  - Organize my notes
  - Write and say more
- Used with any type of writing
- Gives students POWer when writing

TREE



Writing Strategy

Topic Sentence

- Tell what you believe!

Reasons

- 3 or more
- Why do I believe this?
- Will my readers believe this?

Explain Reasons

- Say more about each reason.

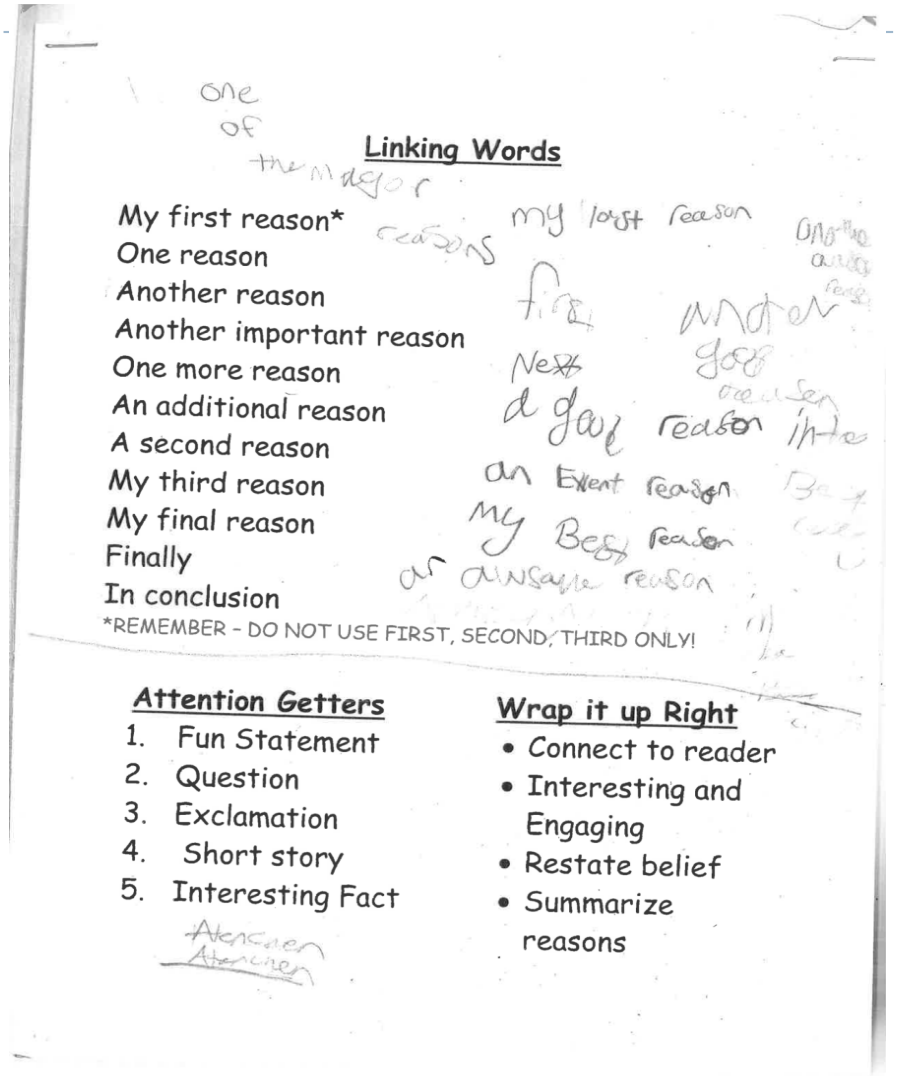
Ending

- Wrap it up right!

Student Planning Sheet

TREE

T	Topic Sentence: Tell what you believe.
R **E**	Reasons – 3 or more. Explain each reason further. Reason: Explanation:
	Reason: Explanation:
	Reason: Explanation:
E	Ending: Wrap it up right.



Linking Words

My first reason*
One reason
Another reason
Another important reason
One more reason
An additional reason
A second reason
My third reason
My final reason
Finally
In conclusion

*REMEMBER - DO NOT USE FIRST, SECOND, THIRD ONLY!

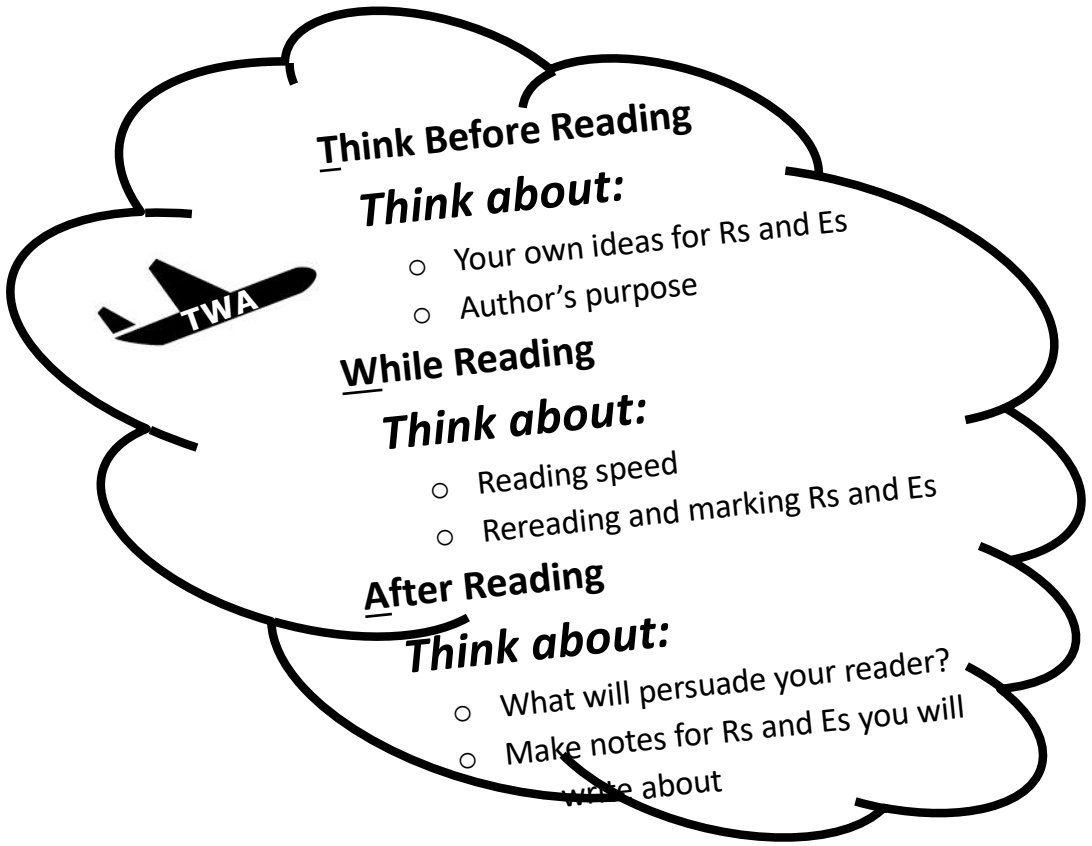
Attention Getters

1. Fun Statement
2. Question
3. Exclamation
4. Short story
5. Interesting Fact

Wrap it up Right

- Connect to reader
- Interesting and Engaging
- Restate belief
- Summarize reasons

TWA Think Before, While, and After Reading



Reading Strategy

- Close reading strategy
- Used to identify reasons and explanations from text
- Incorporated to meet CCSS
- Initially developed and validated by Linda Mason

Informational Text

- 4th to 5th grade reading level
- Four to six paragraphs
- Approximately 300 words

Things to Do in Orlando, Florida

Orlando is a city in the state of Florida. A lot of people go to Orlando because Disney World is there. Disney World is a great park. It has rides for all ages. There are also shows during the day. Disney World has a water park too. At night, there is always a parade. There are also fireworks at night!

People visiting Orlando can go to other fun parks nearby. Visitors like Universal Studios. Universal Studios has many rides based on movies. Universal Studios also has fun shows you can watch. Sea World is also nearby. You can see ocean animals in shows there. Lego Land is also nearby. Kids can play with Legos there. There are rides and a water park too.

There are many other things to do near Orlando. There are zoos and gardens. You can take hot air balloon rides, go to an alligator show, or see a museum. There are many good museums in Orlando where you can learn a lot. The Orlando Science Center is a lot of fun and you learn a lot about science. You can even see space rockets. Dinosaur World is an outdoor museum people love.

A lot of people go to cities near Orlando to see sports. There are baseball games, football games, and car races nearby. Orlando has a pro basketball team, too! Florida's many beaches are another reason to go to Orlando. People can swim or play in the sand.

Orlando has nice weather all year. In the winter, it does not get very cold. The highs are usually above 60 degrees. In the summer, it does not get too hot. Highs are usually in the 80s. Orlando gets a lot a sun, too. There are many things to do in Orlando even when it rains. There are many indoor and outdoor things to do in Orlando.

Things to Do in Orlando, Florida

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People visiting Orlando also go to other fun parks nearby. Visitors like Universal Studios. Universal Studios has many rides based on movies. Universal Studios also has fun shows you can watch. Sea World is also nearby. You can see ocean animals in shows there. Lego Land is also nearby. Kids can play with legos there. There are rides and a water park too.

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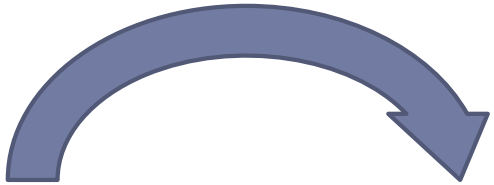


POW

T ✓ ✓
W ✓ ✓
A ✓ ✓

T You should go to Orlando, Florida

Next R ✓ 2: fun parks nearby

E: Sea world, Lego Land, and water parks

Another reason ✓ R: 3 other things to do

✓ E: hot air balloons, Science Center, and Dinosaur museum

Finally ✓ R: 4 to see sports

E: baseball, football, and car races

E: pro basketball team

One of my major reason ✓ R: 1 Florida has diesny world

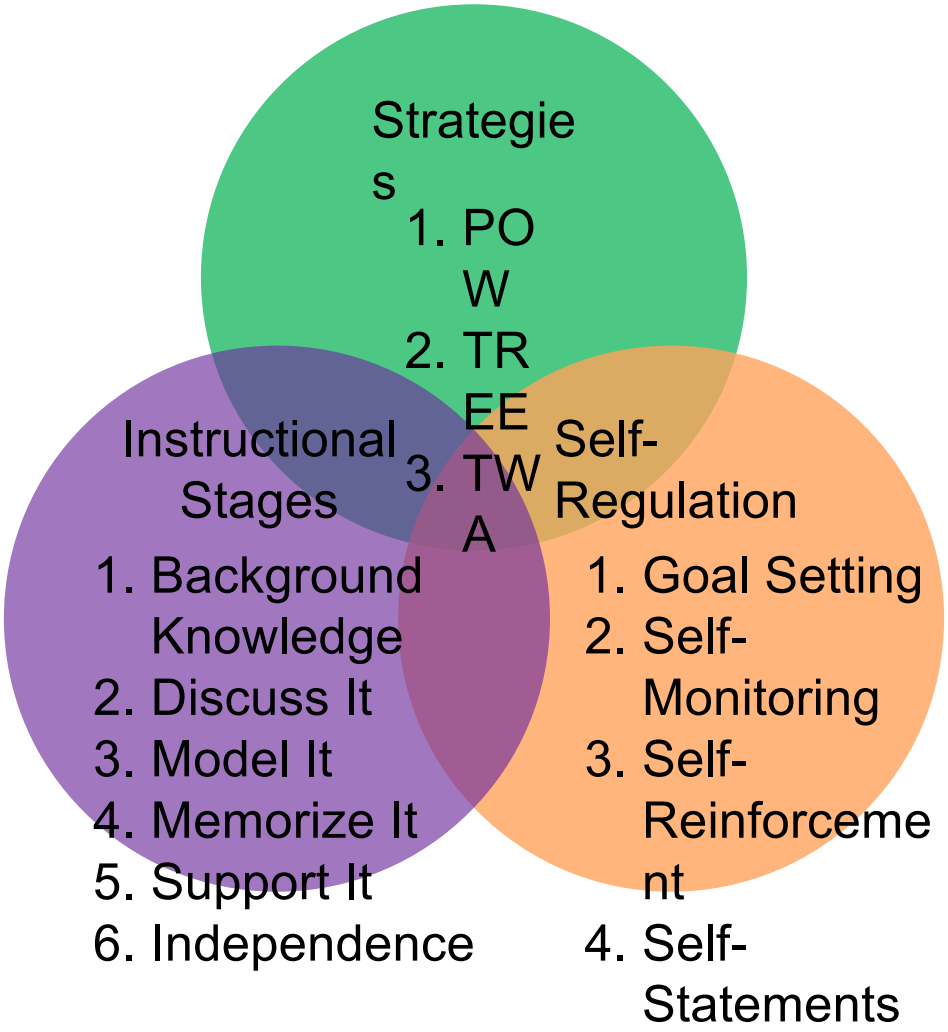
✓ E: games, rides, and actives

- diesny world
- Parks
- other things
- sports

11

Hey classmates, You should go to Orlando, Florida. One of my major reasons is Floridaa has diesnyworld. Diesnyworld has games, rides, and actives. Next there's fun parks nearby. It has sea world, Lego Land, and waterparks. Another reason is theirs other things to do in Orlando, Florida. You can ride hot air balloons, see the Science Center, and the Dinosaur museum. Finally you can see sports. Like baseball, football, and car races. You can also see a pro basketball team. Thats why you should go Orlando, Florida because diesny world, parks, other things, and sports.

SRSD


Strategies
1. POW
2. TREE
3. TWA
Instructional Stages
1. Background Knowledge
2. Discuss It
3. Model It
4. Memorize It
5. Support It
6. Independence
Self-Regulation
1. Goal Setting
2. Self-Monitoring
3. Self-Reinforcement
4. Self-Statements

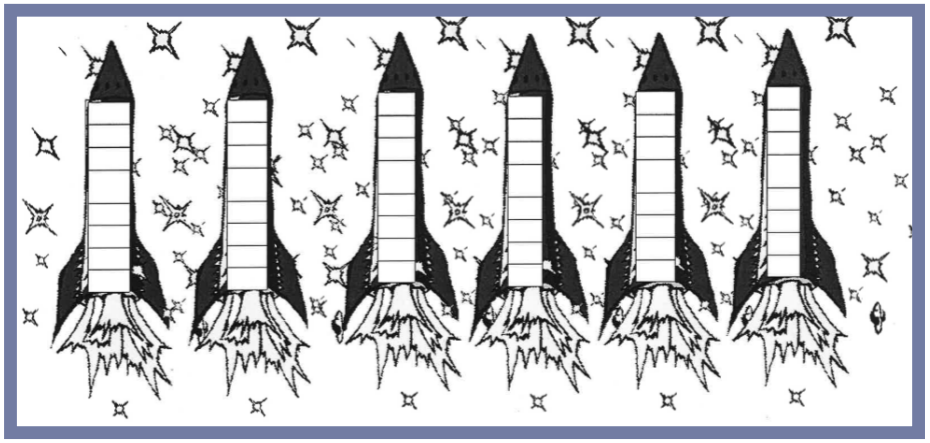
Self-Regulation Components

1. Goal-Setting
2. Self-Monitoring
   - Self-Assessment
   - Self-Recording
3. Self-Reinforcement
4. Self-Instructions/Self-Statements

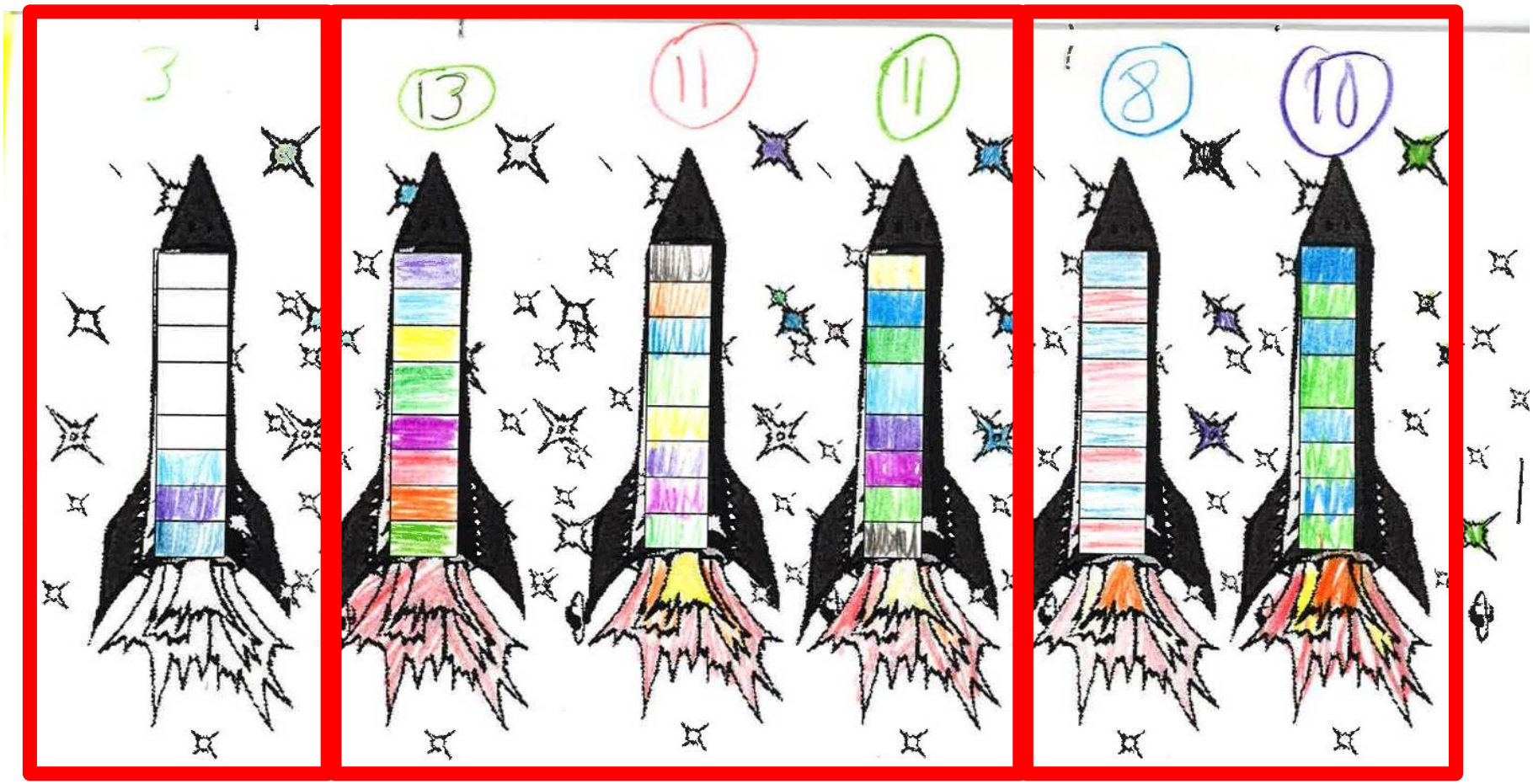
Self-Assessment and Self-Recording

Rockets

- Graphing the parts of TREE in the rocket
- Colored one star for every linking word
- Helps student visualize progress
- Allows student to see where improvement is needed



Student's Graphs



Self-Statements

1. Problem Definition
   - "What is my purpose for writing?"
2. Focusing Attention & Planning
   - "Take a deep breath, good ideas will come."
   - "I need to make a plan."
3. Strategy
   - " I can use TWA to help me find good reasons and explanations."
4. Self-Evaluating & Error Correcting
   - "Have I followed all the steps? Let me check. Oops, I missed one; That's okay, I can revise."
5. Coping & Self-Control
   - "Okay, I need to go slow and take my time. I can do this."
6. Self-Reinforcement
   - "Hurray! I'm done!; I'm getting better at this!"

My Self – Statements

To think of good ideas:

I need to use tree to help me. I can use paw for any type of writeing that I am doing. remember two, think about my reading speed. What do I need to do first. put two across the top of the paper

While I work:

To need to take time on my work. To do my work. I will get faster at doing two.

To check my work:

I can check my work, I am a great writer in my head good ideas, good job, use your brain have fun when you writeing story as. rereading will help me persuade

- Pavlov studied the salvation of dogs.

TEACH – Transcription Skills

Teach handwriting and spelling

– 21 percentile jump

- When a child in an affluent neighborhood was asked to write a story about a poor family she chose her own.

- Once upon a time there was a poor family. The father was poor. The mother was poor. The children were poor. The nannies were poor. The pool man was poor. The personal trainer was poor.

TEACH – Sentence Construction Skills

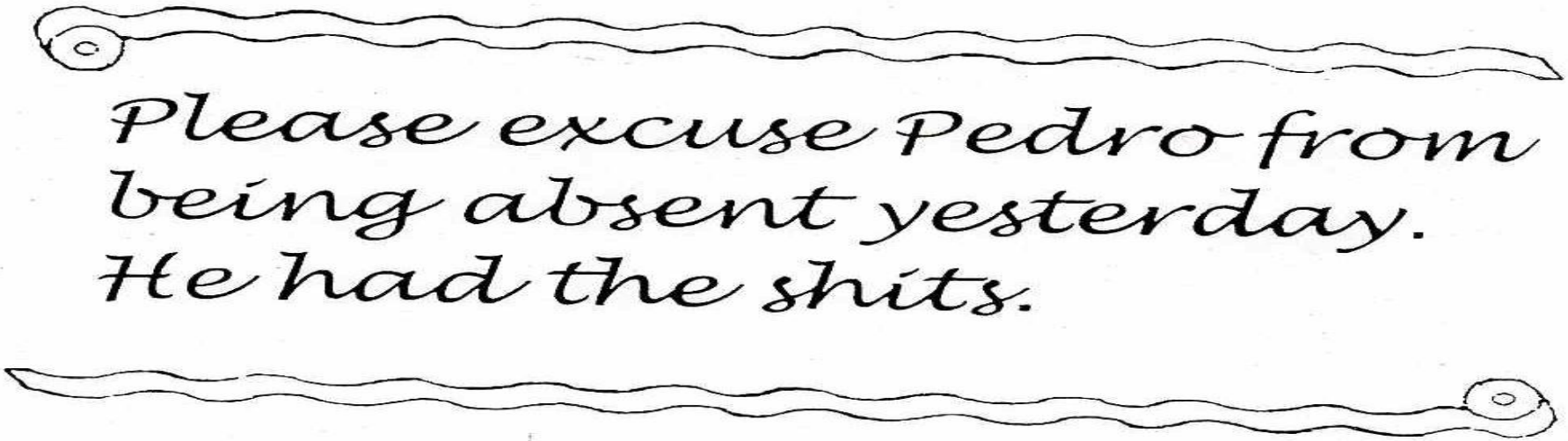
- Involves teaching students to construct more complex and sophisticated sentences through exercises such as sentence combining where two or more basic sentences are combined into a single sentence.

  – 19 percentile jump

Please excuse Pedro from being absent yesterday. He had dyrea.

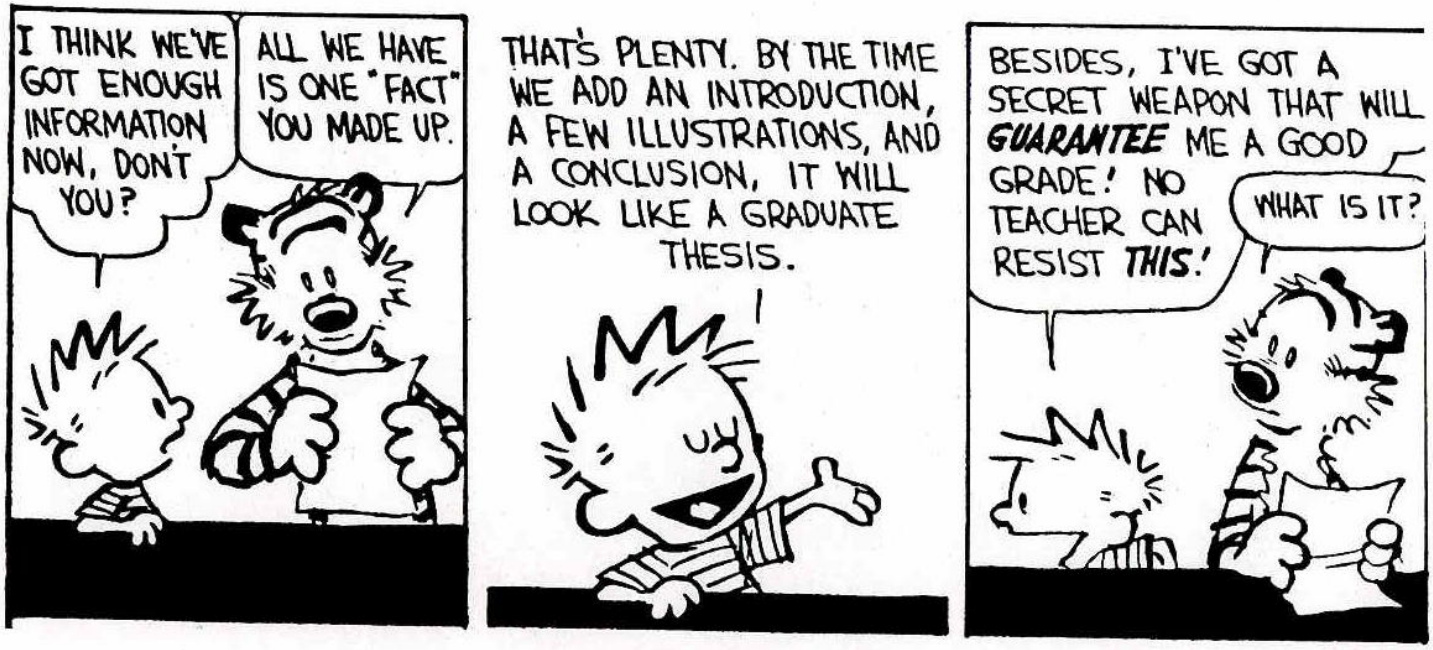
Please excuse Pedro from being absent yesterday. He had diahre.

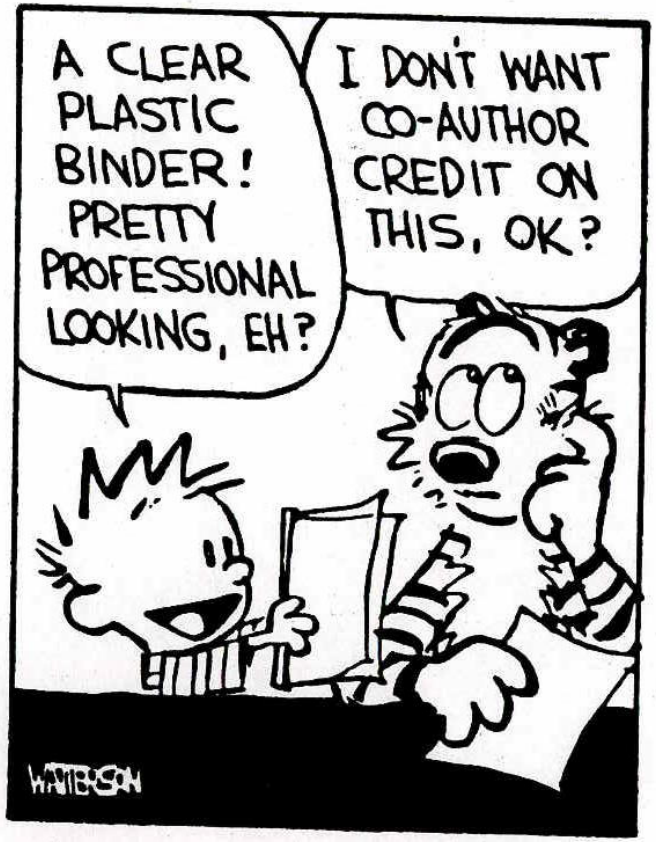
Please excuse Pedro from being absent yesterday. He had ~~direathe~~.


Please excuse Pedro from
being absent yesterday.
He had the shits.

TEACH – Vocabulary for Writing

- Tier 2 words
- Genre Vocabulary
- Content Words
- - 28 Percentile Point Jump


I THINK WE'VE GOT ENOUGH INFORMATION NOW, DON'T YOU?
ALL WE HAVE IS ONE "FACT" YOU MADE UP.
THAT'S PLENTY. BY THE TIME WE ADD AN INTRODUCTION, A FEW ILLUSTRATIONS, AND A CONCLUSION, IT WILL LOOK LIKE A GRADUATE THESIS.
BESIDES, I'VE GOT A SECRET WEAPON THAT WILL GUARANTEE ME A GOOD GRADE! NO TEACHER CAN RESIST THIS!
WHAT IS IT?


A CLEAR PLASTIC BINDER! PRETTY PROFESSIONAL LOOKING, EH?
I DON'T WANT CO-AUTHOR CREDIT ON THIS, OK?
WATTERSON

TEACH - Writing Knowledge

Explicitly teaching students the basic structure of different types of text

- 21 percentile jump

Have Students Emulate Model Text

- 10 percentile jump

- Give me an example of a double negative.

- Never-Never land

- Oh that's not a double negative.
- "I don't know no double negatives."

- Oh that's not a double negative.
- "I don't know no double negatives."

WHAT SHOULD WE DO ABOUT GRAMMAR?

- Provide Models (examples and non-examples)
- Demonstrate How to Apply
- Practice Together
- Use in Context

CONNECT To Reading & Learning

Use writing to support understanding of what is read: 18 percentile jump

Connect writing and reading instruction: 18 percentile jump

Use writing to support Learning: 13 percentile jump

Macrorules for Summarizing
(Weisberg & Balajthy, 1990)

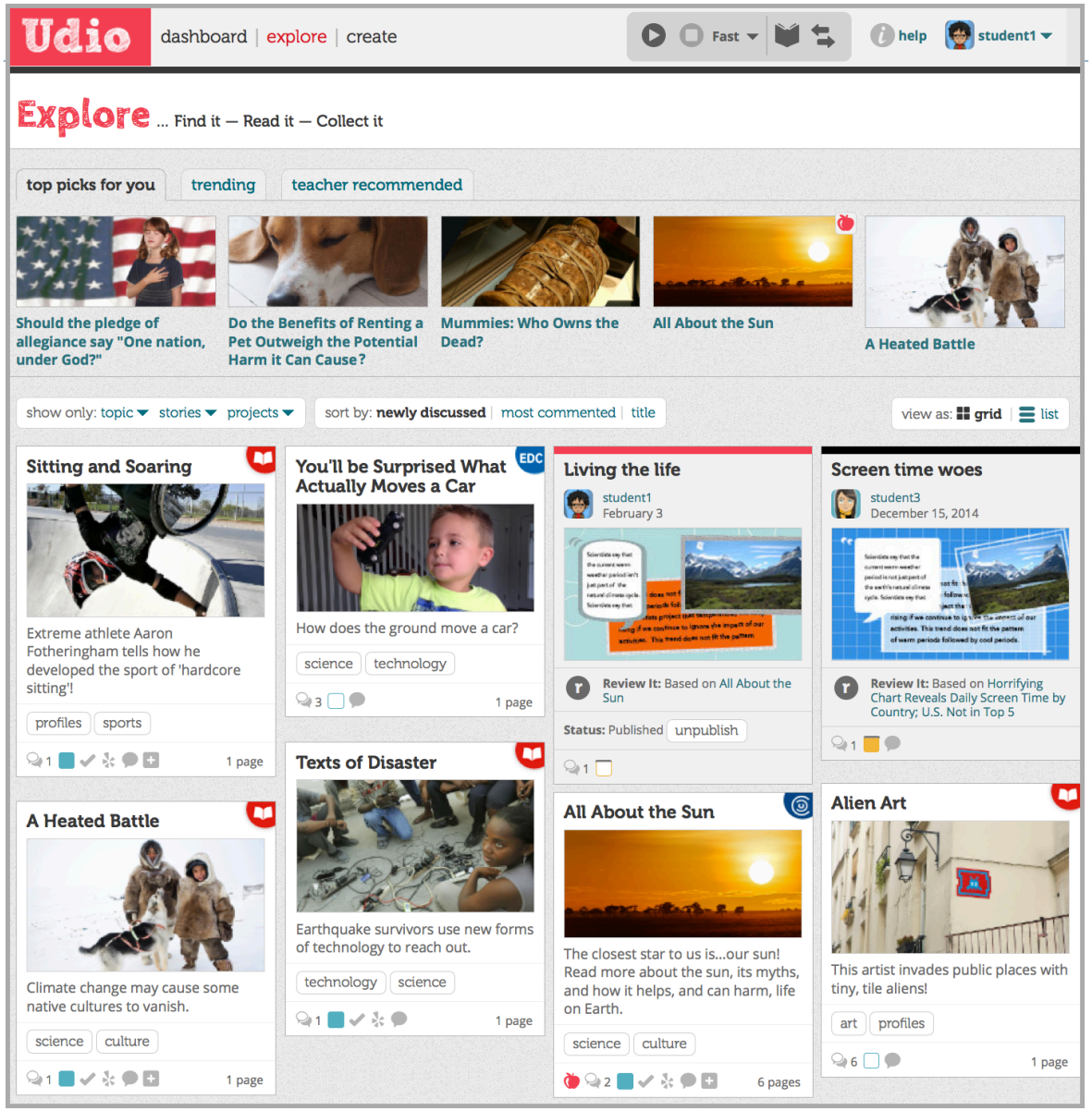
- Content Area: Social Studies
- Grade Level(s): 10-12

1. Delete material that is unimportant
2. Delete material that it repetitive
3. Substitute a superordinate term for subordinate ones (i.e., collapse lists)
4. Select a topic sentence
5. If there is no topic sentence, invent one

*Students were taught to underline and cross out information using different colors. Summary writing was **modeled** and **explained**

Udio

Explore


Udio
dashboard | explore | create
Fast
help
student1
Explore ... Find it — Read it — Collect it
top picks for you
trending
teacher recommended
Should the pledge of allegiance say "One nation, under God?"
Do the Benefits of Renting a Pet Outweigh the Potential Harm it Can Cause?
Mummies: Who Owns the Dead?
All About the Sun
A Heated Battle
show only: topic stories projects
sort by: newly discussed | most commented | title
view as: grid | list
Sitting and Soaring
Extreme athlete Aaron Fotheringham tells how he developed the sport of 'hardcore sitting'!
profiles
sports
1 page
You'll be Surprised What Actually Moves a Car
How does the ground move a car?
science
technology
1 page
Living the life
student1
February 3
Review It: Based on All About the Sun
Status: Published unpublish
Screen time woes
student3
December 15, 2014
Review It: Based on Horrifying Chart Reveals Daily Screen Time by Country; U.S. Not in Top 5
A Heated Battle
Climate change may cause some native cultures to vanish.
science
culture
1 page
Texts of Disaster
Earthquake survivors use new forms of technology to reach out.
technology
science
1 page
All About the Sun
The closest star to us is...our sun! Read more about the sun, its myths, and how it helps, and can harm, life on Earth.
science
culture
6 pages
Alien Art
This artist invades public places with tiny, tile aliens!
art
profiles
1 page

Read

Udio dashboard | explore | create

Fast help student1

Junk Food: Should Schools Sell It?

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Many young people now acknowledge that eating too much junk food is not good for their health. They realize that soda, chips, and candy have little nutritional value. They know that these foods have too much sugar, salt, fat and refined starches. Yet they continue to eat junk food regularly.

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Many also admit that they do not incorporate enough exercise into their daily routines. There is a higher incidence of type 2 diabetes among youth in recent years. This has been linked to rising obesity rates. Diabetes is a disease in which either the body's insulin levels are too low or the body does not respond to the insulin level that is present. The digestive system breaks down food to make glucose, which provides the body's energy. Insulin is an important hormone that helps the body utilize glucose. Insulin is needed to transport glucose to muscles and other tissues of the body.

Despite the link between diabetes and weight, some think that schools should keep selling soda and snacks. They argue that students should have a choice about what they eat. Selling snacks also generates money for schools. Other people think that schools make junk food too accessible. They believe that schools should cooperate with health professionals on initiatives aimed at changing kids' eating and fitness habits. For example, schools could fill snack machines with more nutritious foods.

Discuss It (3)

Start a new discussion.

write draw record

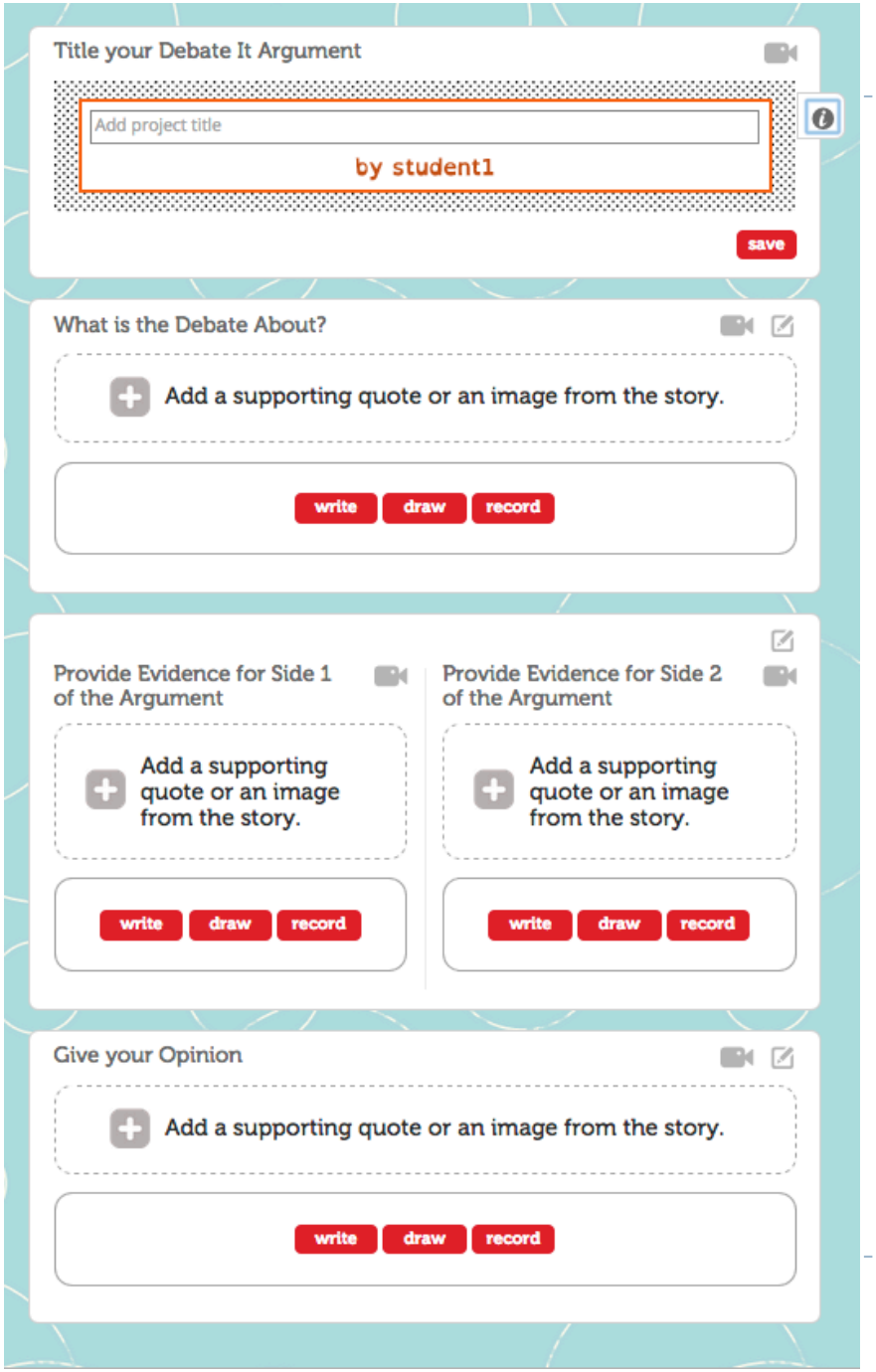
Respond to a discussion.

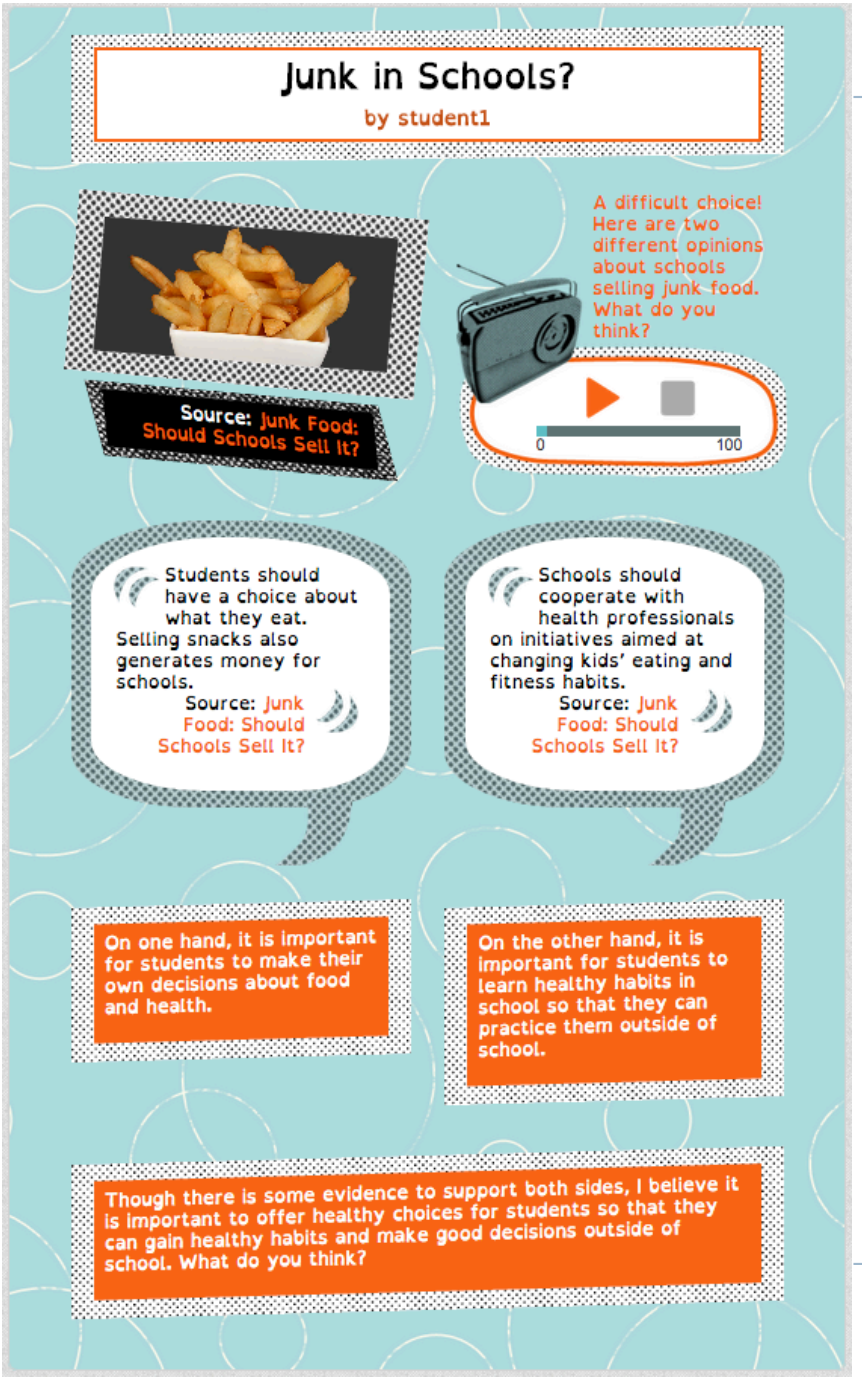
student1
3:18PM Today
In my opinion, we should try and eat more healthy food.
Respond | Delete

student1
3:17PM Today
Play Stop
0:00
Respond | Delete

student1
3:17PM Today
This makes me wonder if I am eating other foods that are not good for me.
Respond | Delete

Writing in Service of Reading





CREATE a Pleasant Writing Environment

Create a writing environment where students are free to take risks, their work and effort are appreciated, and writing is valued.

Some Action Steps

1. Teachers should participate as members of the community by writing and sharing their writing
2. Give students writing choices
3. Praise Students Efforts and Accomplishments
4. Write for real purposes
5. Publish students' writing, and extend the community beyond the classroom
6. Set realistic but challenging goals for students

More Action Steps

- Established a stimulating mood during writing time, and made it clear they enjoyed writing and teaching it.
- Created a positive classroom, where students were encouraged to try hard, believe that the writing skills and strategies they were learning helped them to write well, and attribute success to effort and the tactics they were learning.
- Developed classroom routines, such as sharing writing in progress and completed papers with peers, which promoted positive interactions among students.
- Adapted writing assignments and instruction so that they were appropriate to students' interest and needs, especially students who find learning to write challenging.
- Connect writing in and out of school.

3. KNOWLEDGE – DEVELOPING & ACTIVATING VISIONS FOR WRITING

WHAT CAN IHE's DO?

- Make Writing a Priority
- Develop A Cogent Vision
- Coursework & Practicum
- Develop Practicum Sites with Master Writing Teachers
- Support Preservice Teacher Beyond College
- Become Writing Advocates