



You Want Me to Write What?

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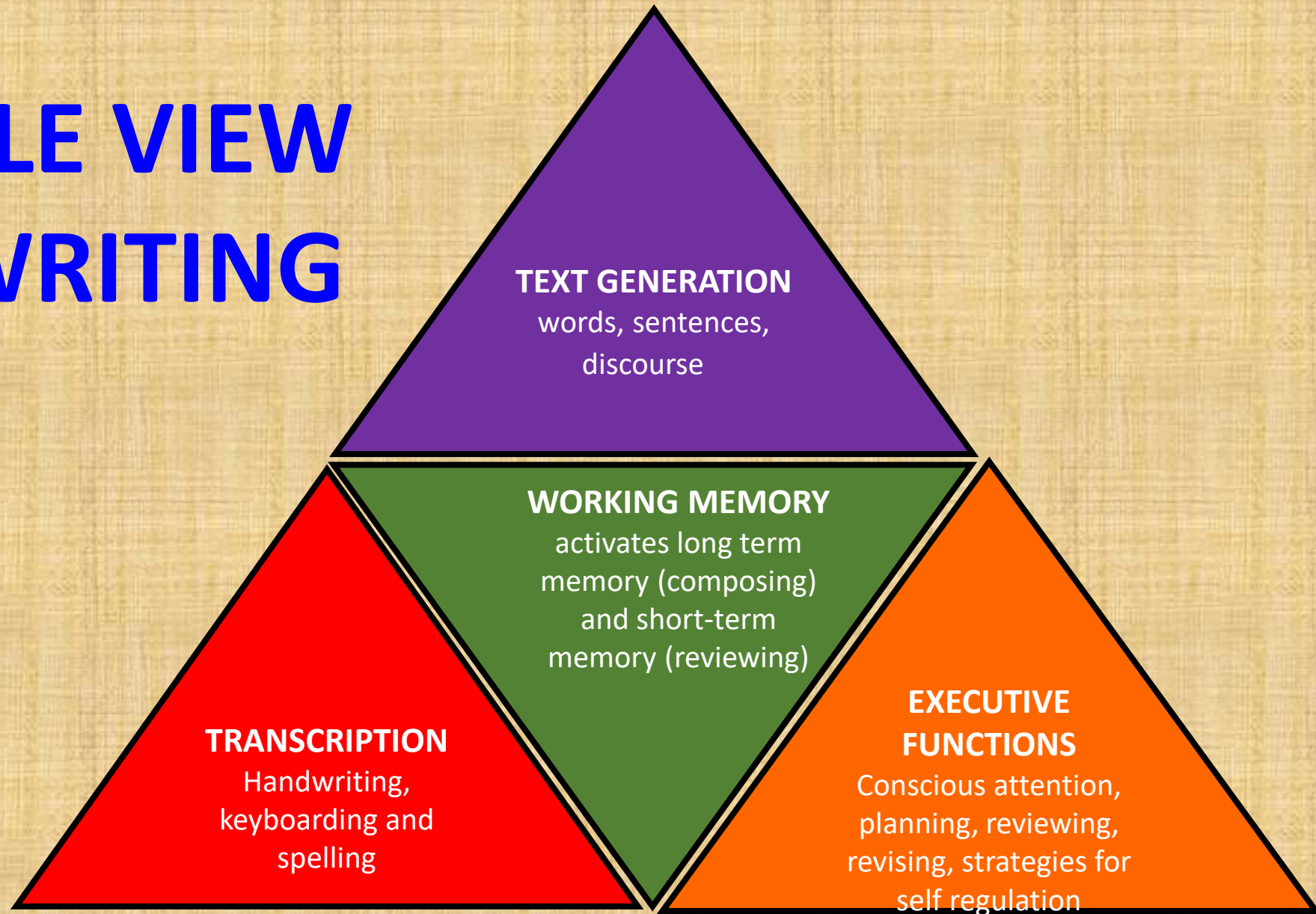
SIMPLE VIEW OF READING

Decoding \times Language Comprehension =
Reading Comprehension

Let's Talk...Writing



SIMPLE VIEW OF WRITING



SIMPLE VIEW OF WRITING

Executive Functions x Working Memory +

Transcription=

Text Generation

Simple View of Reading

Decoding x Language Comprehension=Reading Comprehension

Generalities to Keep in Mind

- Explicit teaching of strategies
- Model and provide assistance
- Repeated opportunities for practice

Evidence Based Strategies within the Simple View of Writing

Executive Functions

- Prewriting
- Goal setting
- Inquiry

Working Memory

- Process writing
- Collaborative Writing

Text Generation

- Models
- Feedback

Prewriting



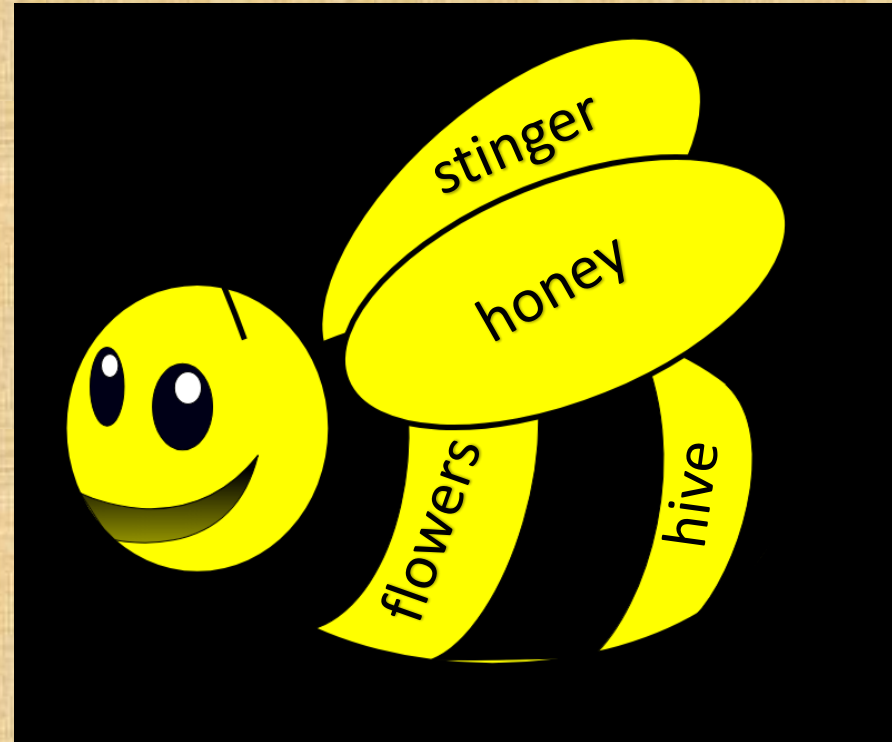
Developing the content for writing

- Planning
- Generating ideas
- Making selections

Prewriting: Shared Experiences

- Activity or experience with which they are engaged
- Turn and Talk
- Chart responses
- Brainstorming

Buzzing About



Standards Connection

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

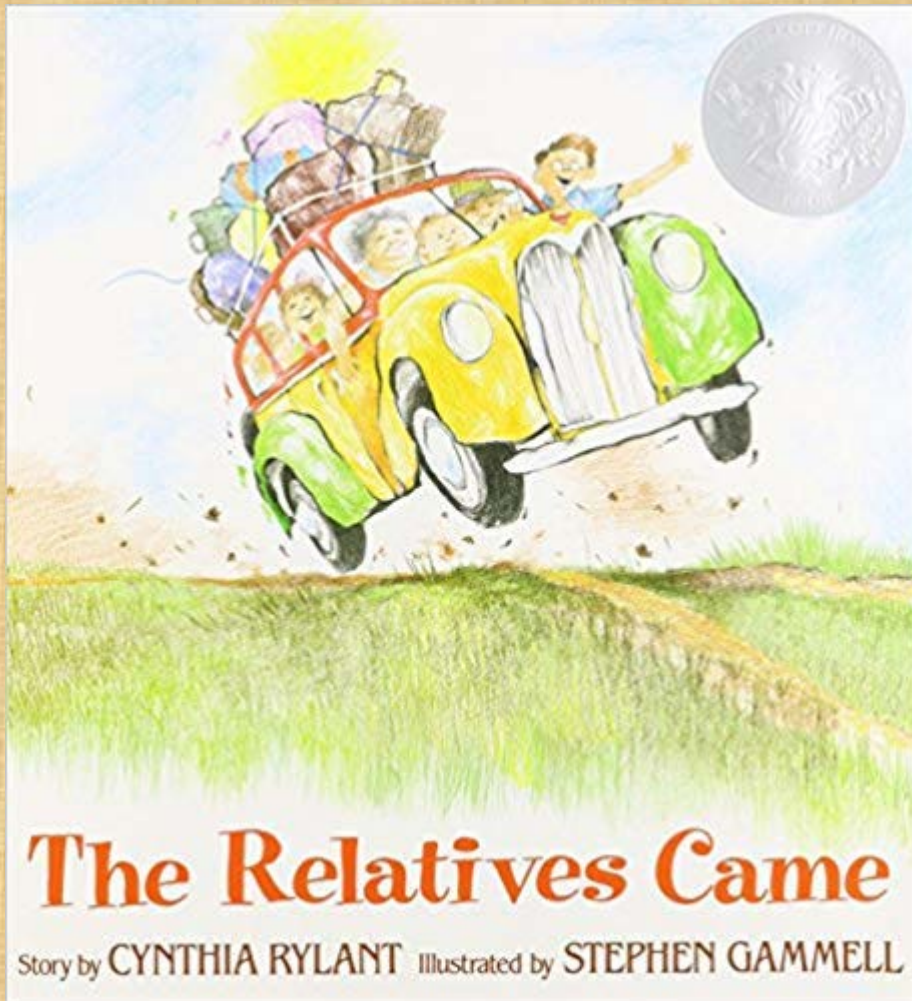




- Specific
- Attainable
- Reflect elements of genre
 - 3 things to support opinion
 - Descriptive elements
 - Characterization
 - Explanation with sensory details

Goal Setting

Setting specific product goals can **foster motivation**, and teachers can continue to motivate students by providing reinforcement when they reach their goals.



Goal Setting

Listen for Sensory Language

- Read aloud

Find sensory language

Add sensory language

Early Elementary Writing Goals

- ✍ I can write in complete sentences.
- ✍ I can use a period, comma or question mark correctly.
- ✍ I can write an introduction and conclusion.
- ✍ I can stay on topic.
- ✍ I can write things in correct order.



Standards Connection

W.2.5 With guidance and support from adults and peers, **focus on a topic** and strengthen writing as needed by revising and editing.

Process Writing

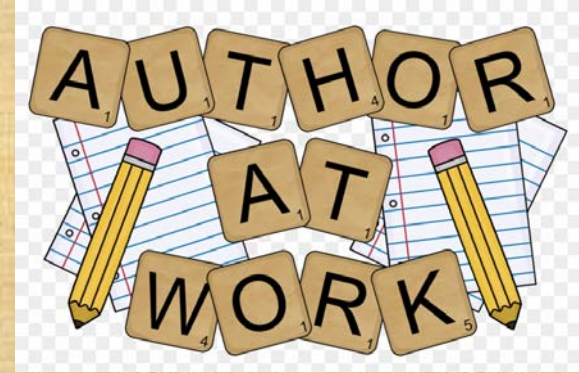
- Flexible classroom routines
- Extended opportunities for writing cycle
 - Planning, writing, reviewing
- Writing for audiences
- Self reflection/self evaluation

Writing Process

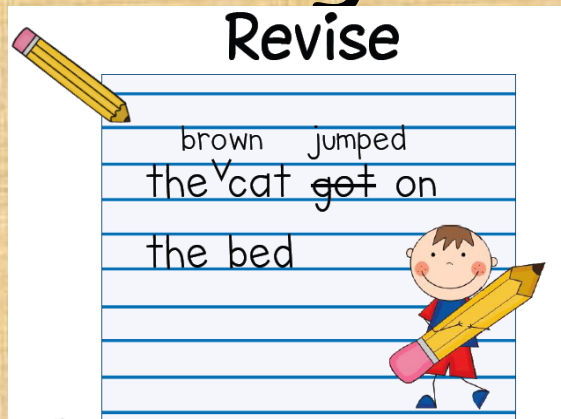
Prewriting



Drafting



Revising



Editing



Publishing



Standards Connection

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

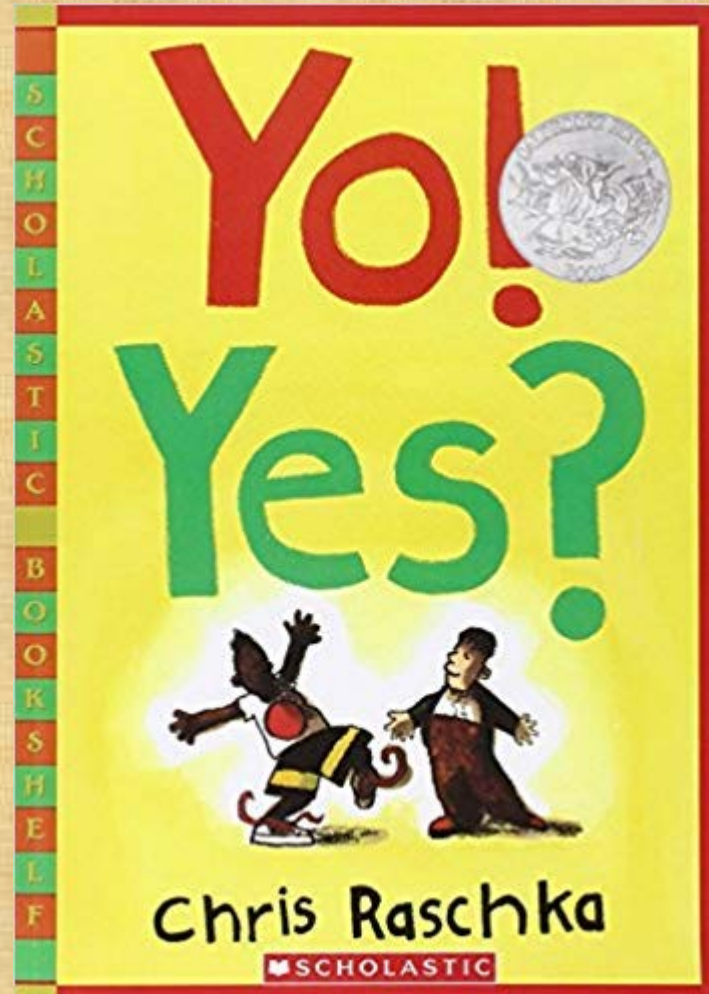


Inquiry

- Observation
- Real experiences
- What has been read (read alouds or independent reading)
- Multiple exposures
- Multiple resources

Inquiry

- learners engage in a focused investigation with “immediate and concrete data that they gather and analyze, is a springboard to higher quality writing.
- assign authentic activities and materials as inquiry writing, either inquiry in the community and/or online as a web quest.

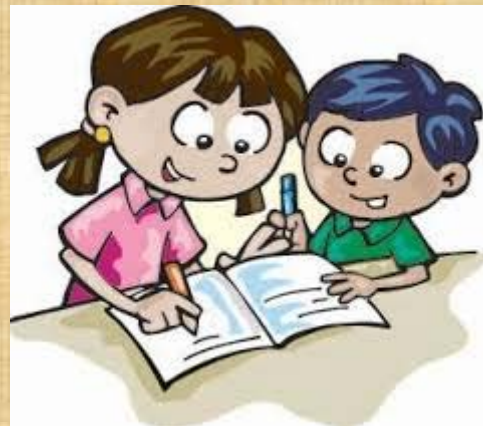


Standards Connection

W.2.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Collaborative Writing

- Work together through the entire process of writing
 - Plan, draft, revise, edit and publish
- Provide specific directions on what specific attribute they should work on
- Teach constructive feedback on specific attributes



Collaborative writing

- Share the pen
- Small group
- Pair share
 - Positive feedback
 - Specific sightings
- Provide structure
- Explicit expectations



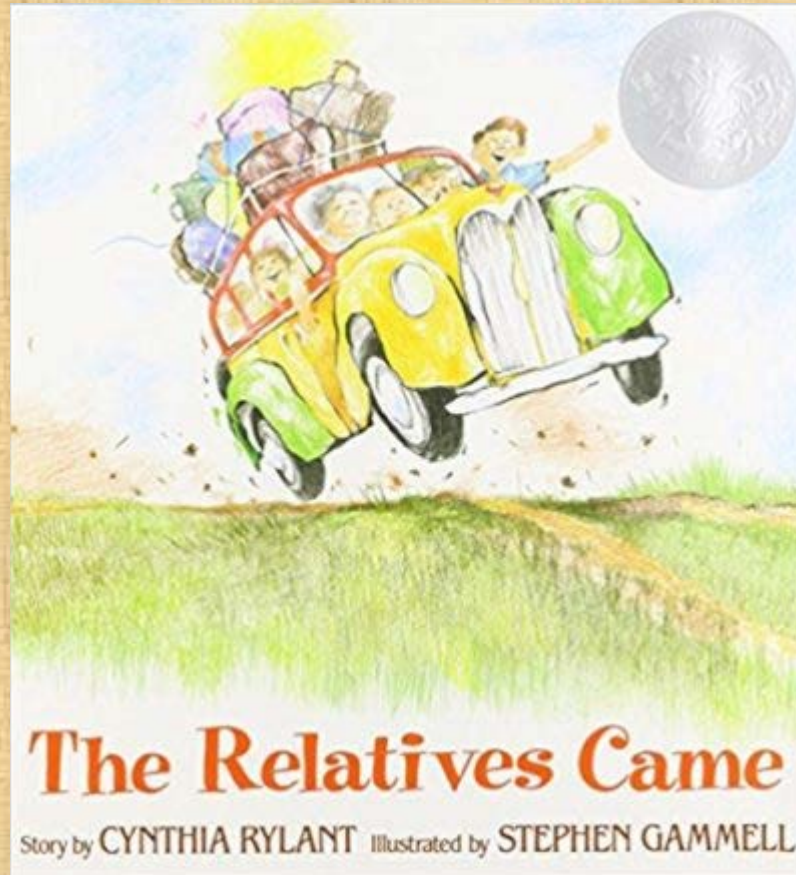
Standards connection

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Modeling

- Show strong examples
- Collaborate on strong examples
- Discuss elements of strong examples

Sensory Details



First Person

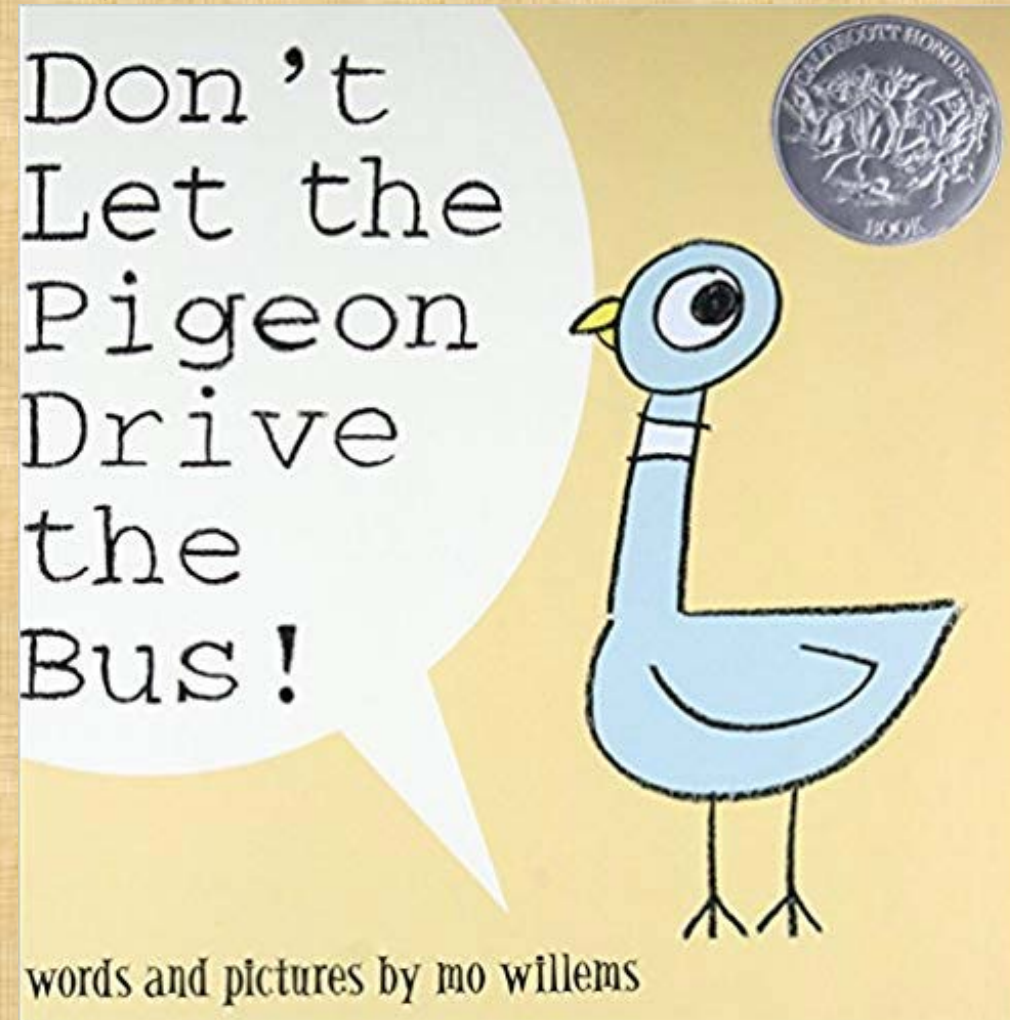
Alexander and the Terrible, Horrible, No Good, Very Bad Day

JUDITH VIORST

Illustrated by RAY CRUZ



Expressing Opinion



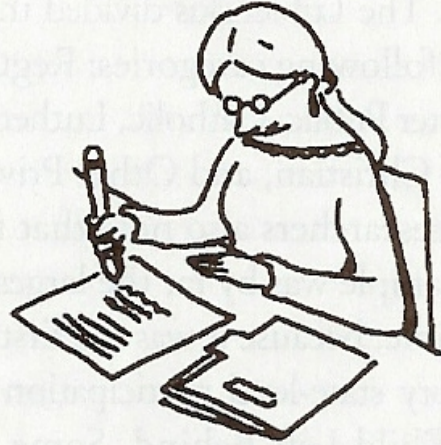
Standards Connection

W.2.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Feedback

- about students' progress in learning to write as well as feedback about what they write
- students giving each other feedback about their writing
- included indicating what they liked about a composition as well as pointing out places where something written was unclear or more detail was needed

Grade: C-
Timmy, your thesis
was good, but you did
not back it up with
evidence from the
text. Let's meet to
talk about ways of
improving this paper.



WHAT TEACHERS
WRITE

Grade: C-
Timmy, your thesis
was good, but I don't
like you. No matter
how hard you work in
this class, you'll
never do well...
because I don't like
you.



WHAT STUDENTS
READ

20 WAYS

TO PROVIDE EFFECTIVE FEEDBACK FOR LEARNING



FEEDBACK SHOULD BE EDUCATIVE IN NATURE.

FEEDBACK SHOULD
BE GIVEN IN A TIMELY
MANNER.



BE SENSITIVE TO THE
INDIVIDUAL NEEDS OF
THE STUDENT.

FEEDBACK SHOULD REFERENCE A SKILL
OR SPECIFIC KNOWLEDGE.

GIVE FEEDBACK TO KEEP STUDENTS "ON
TARGET" FOR ACHIEVEMENT.

FEEDBACK CAN BE GIVEN
VERBALLY, NON-VERBALLY
OR IN WRITTEN FORM.



EDUCATE STUDENTS ON
HOW TO GIVE FEEDBACK
TO EACH OTHER.

ALTERNATE DUE DATES FOR YOUR
STUDENTS/CLASSES.

USE A NOTEBOOK TO
KEEP TRACK OF STUDENT
PROGRESS.



RETURN TESTS, PAPERS
OR COMMENT CARDS AT
THE BEGINNING OF CLASS.

ASK THE 4 QUESTIONS.

HOST A ONE-ON-ONE CONFERENCE.



CONCENTRATE ON ONE ABILITY.

ASK ANOTHER ADULT TO GIVE FEEDBACK.

HAVE THE STUDENT TAKE NOTES.



USE POST-IT NOTES.

GIVE GENUINE PRAISE.

"I NOTICED..."



PROVIDE A MODEL OR EXAMPLE.

INVITE STUDENTS TO GIVE YOU FEEDBACK.

Standards connection

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Simple View of Writing + Grade 3

- Executive Functions
 - Prewriting
 - Goal setting
 - Inquiry
- Working Memory
 - Process writing
 - Collaborative Writing
- Text Generation
 - Models
 - Feedback

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.

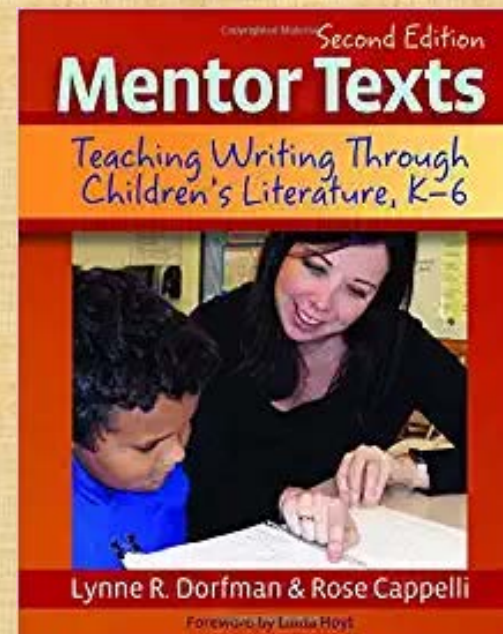
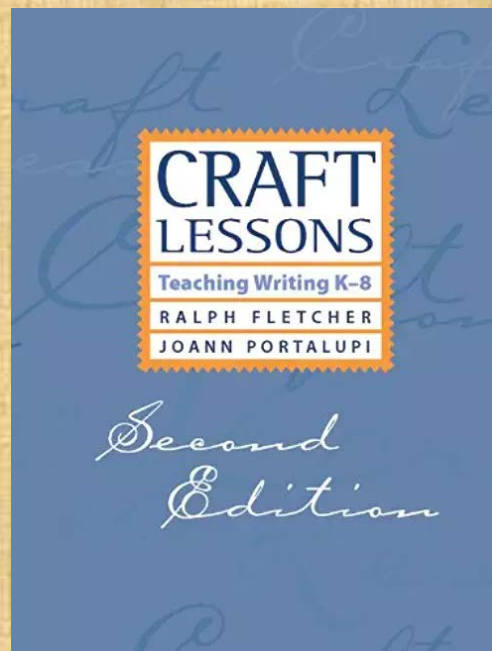
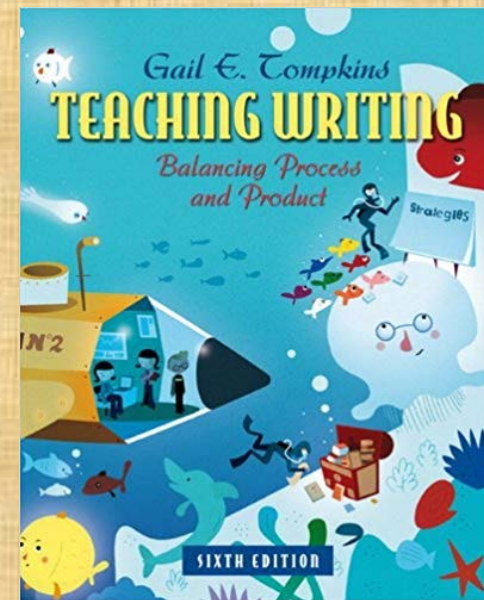
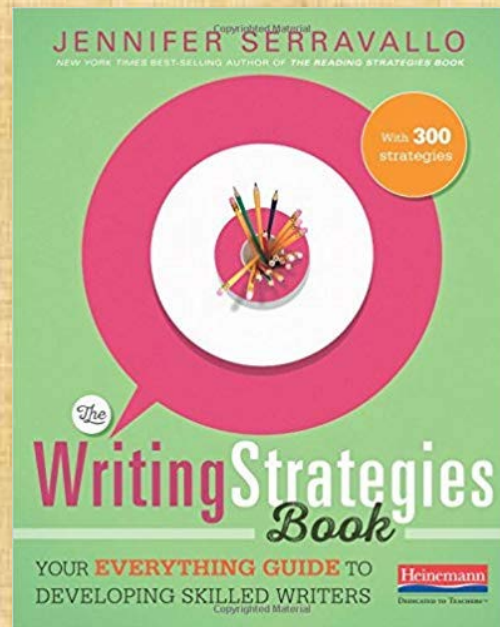
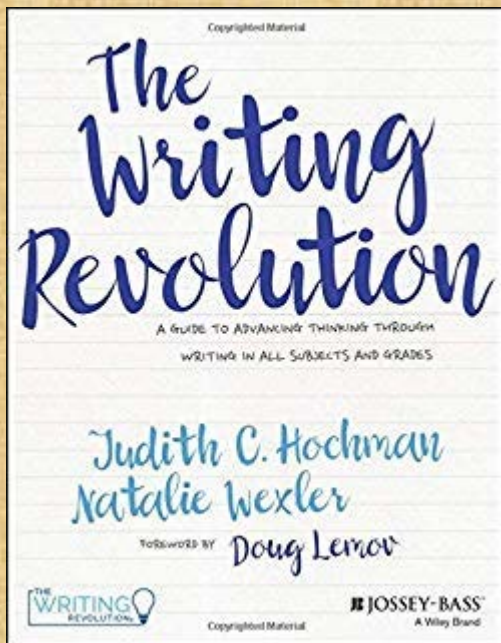
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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A photograph of a hummingbird perched on a thin, brown branch. The bird is facing left, with its wings slightly spread. The background is a soft-focus green landscape with some blue sky visible in the upper right. The text is overlaid in white with a black outline.

**Writing is an exploration.
You start from nothing and
learn as you go.**

E. L. Doctorow



Sources

Gillespie, Amy and Steve Graham. Evidence-based practices for teaching writing. *Better Evidence-based Education Magazine*.

Graham, Steve, Charles A. MacArthur and Michael Hebert. *Best Practices in Writing Instruction*. New York: Guilford Press, 2018.

Troia, G. (2014). *Evidence-based practices for writing instruction* (Document No. IC-5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configuration/>