

Developing Writing Skills from Sentence to Paragraphs

Power of Reading Summit

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John Wolf

Indiana Academic Standards for Writing

Indiana Academic Standards require students
to become proficient in multiple text types

- Handwriting
- Persuasive
- Informative
- Narrative
- The Research Process

What Works Clearinghouse

Teaching Elementary School Students to Be Effective Writers



Five Recommendations for Teaching Common Core Grammar to Elementary Students

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Critical Foundational Skills

- Transcription skills
 - Handwriting
 - Spelling
- Composition skills
 - Words to sentences, paragraphs, and essays
 - Creating, organizing, elaborating ideas
 - Editing, revising, sharing

Handwriting

- Linked to better letter perception, reading fluency, and writing fluency (Berninger, 2012; Graham, Harris, & Fink, 2000)
- Trains the orthographic loop, which supports spelling and composing.
- Trains serial organization
- **Automaticity – quickly, accurately, effortlessly Reduces cognitive load needed for composition**

Why Handwriting Instruction?

1. Learning to form letters by hand improves perception of letters and contributes to better reading and spelling.
2. Automatic letter writing promotes better composing—both amount written and quality of writing. (Berninger, 2012)

What about Keyboarding?

Spelling

Spelling instruction:

- in the early grades is linked to better composition in the later grades. (Berninger & Fayol, 2008)
- is linked to greater phonological awareness and reading proficiency (Graham & Santangelo, 2011)

Oral Language Skills

- Vocabulary – Writers must be able to spontaneously recall words and have a clear understanding of word meaning and usage. (Corona, Spangenberg, & Venet, 1998)
- Sentence construction – practice in combining simple, short sentences into complex sentences improves writing quality (Saddler & Graham, 2005)

Writing Process

Explicit instruction in the writing process – plan, draft, revise, edit, and publish – is supported by multiple studies. (Graham & Perin, 2007)

Writing Instruction

- Strategy instruction is effective in increasing overall quality of students' writing (Graham, 2006) and has long-term impact (Fidalgo, Torrance, & Garcia, 2008)
- Instruction should include:
 - task-specific strategies (i.e., using graphic organizers) and
 - metacognitive strategies (i.e., using a rubric to evaluation your draft)

Writing Instruction Recommendations

- Provide ample time for writing
- Use frequent assessment to inform instruction
- Explicitly teach writing skills, process and strategies
- Teach multiple text types
- Write across the curriculum
- Integrate appropriate technology
- Establish a positive environment for writing

(Graham, 2013)

Writing Mini-Lesson

1. Give the lesson a ***catchy name***.
2. Keep it ***brief***.
3. Focus on ***1*** key learning concept.
4. ***Let the student know*** up front what they will be learning.
5. Start by **connecting the lesson** with what they already know or are already doing.
6. Be ***explicit*** and ***direct***.
7. Expect students to be ***accountable*** for their learning.
8. Plan ***mini-lessons*** based on what your ***students need*** to know.
9. ***Once is never enough!***

Model for Explicit Teaching in Writer's Workshop

I'll Show You	You Help Me	I'll Help You	Now You Do It Yourself
Teacher demonstration in mini-lessons: <i>Teacher has all the responsibility for the writing</i>	Class participation in mini-lessons: <i>The teacher has the most responsibility for the writing and the children contribute as they are able</i>	At-the-elbow conferences: <i>The child has the most responsibility for the writing and the teacher provides support as needed.</i>	Independent Writing: <i>The child has all the responsibility for the writing</i>



Teacher Responsibility



Student Responsibility



Text Structure to Improve Reading Comprehension

Understanding text structure

- Narrative - Tells a story, often about personal events or other life experiences; may be fiction or nonfiction
- Informational - Convey facts, describe procedures, explain something, share basic information, relate cause-effect, compare/contrast, problem-solution structures

Text Structure Strategy:

Free Response – ask students to record (oral or written) a response to queries such as:

- I like...
- I wonder ...
- I think ...
- I learned ...
- This reminds me of ...
- I am surprised ...
- I want to know ...

Ask and Answer Questions about a Text

Narratives

- Who are the characters? Who is the story about?
- What is the story about? What is the problem? What might happen?
- When does the story take place?
- Where does the story take place? Where do the characters go?
- Why does the character do this? Why does the character feel this way?
- How would you retell the story? How would you describe the character? How does the character solve the problem?

Ask and Answer Questions about a Text

Informational

- What is the topic of the text? What information did you learn?
- Who is involved?
- When did this happen? When would you use this information?
- Where did this happen? Where would you see this in the world?
- Why is this topic important? Why did this happen?
- How would you describe this to someone else?

Writing Composition Skills

- Print conventions – capitalization, punctuation, grammar, spelling
- Language usage and style
- Ideas and content
- Organization

Writing Process

- Prewrite or draw – think about a topic
- Plan – organize ideas
- Draft – write or tell first copy
- Revise – make writing more clear and interesting
- Edit – word usage, spelling, capitals, punctuation
- Final copy and proofread
- Share and publish

Sentence Writing

Learning parts of speech



	Who or What	Action	Where, When or How
First Try	The dog	Is running	away
Better Sentence			

Sentence Writing

More parts of speech



What	Action	How	Where

Combining Sentences

- The boy drank lemonade. The boy was thirsty.



- The weather was perfect. The girls were playing soccer.



Writing Paragraphs

Three-Sentence Paragraph

- Topic title

Growing Pumpkins

- Beginning sentence

Pumpkins grow in gardens.

- Two important ideas

They are big and orange.

You can make pumpkin pie from pumpkins.








Deepen Vocabularies with Definitions

- Word
 - Category
 - Is like
 - Is not like
 - Definition
 - Connection to self



Describing with the 5 Senses

See		
Hear		
Smell		
Feel		
Taste		

QUESTION-to solicit more details:

- What type of ...
- Is that allowed...
- When does he...
- What color is...

Always follow with “*HOW CAN YOU ADD THOSE DETAILS?*”

**The focus should be on “*How can you add them?*”
not “*Would you like to add...*”**

Some Positive Things to Do or Say

- Your reader will like the way you have...
- Your reader can picture...
- This piece is easy for me to read.
- How did you learn that?
- I do the same thing...
- Tell me again what happened. Did you put it down that way?
- What else do you want the reader to know?
- How did you select the topic?
- I see you have included some words from the word wall.
- I see you used...

Shades of Meaning



Temperature



steamy

frigid

chilly

tepid

Information Writing

One Paragraph Structure

- Topic sentence
- Key idea
- Examples, explanations, events, experiences
- Concluding sentence

(Step Up To Writing, Grades K-2 Auman, 2016)

Informative Writing

Longer Paragraph Structure

- Topic sentence
- Key idea
Examples, explanations, events, experiences
- Key idea
Examples, explanations, events, experiences
- Key idea
Examples, explanations, events, experiences
- Concluding sentence

(Step Up To Writing, Grades K-2 Auman, 2016)

Title: Elephants

Topic: Two kinds of elephants

Conclusion:

Persuasive Writing

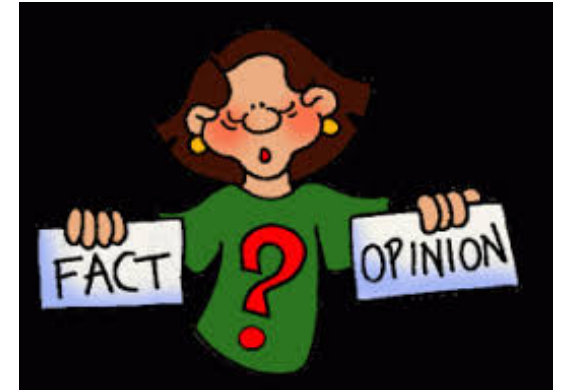
Similar structure as informative writing

Topic

Key idea

- Examples, explanations, events, experiences

Conclusion



(Step Up To Writing, Grades K-2 Auman, 2016)

Topic/Opinion : Best snacks

Snacks	Why they are the best

Narrative Writing

Fiction and nonfiction

- Real or imagined experiences and events
- Teach strategies to write a beginning, middle and ending

Steps to Writing a Story

Step 1

Use 1 way to start: Tell who, where, when, or an action

Step 2

What happens next?

Step 3

Add more details.

Ways to End a Story

- Share a feeling
- Remember a character
- Share what the character may have learned



Research Reports

- Model the research process by leading shared classroom research projects.
- Help students create research questions.
- Help to identify useful sources (print and digital) related to their topics.
- Provide practice opportunities.
- Have students present their projects.

(Step Up To Writing, Grades K-2 Auman, 2016)

Assessment Strategies

- Use student rubrics for revision based on the writing processes
 - Organization
 - Ideas
 - Style
- Use student rubrics for editing of word usage, spelling, capitalization and punctuation.

Writing TAG

T = Tell

I like the way you...

I heard you say...

A = Ask a question

What did you mean when you said...

What happened before...or after...

G = Give a suggestion

Maybe you can use a better word for...

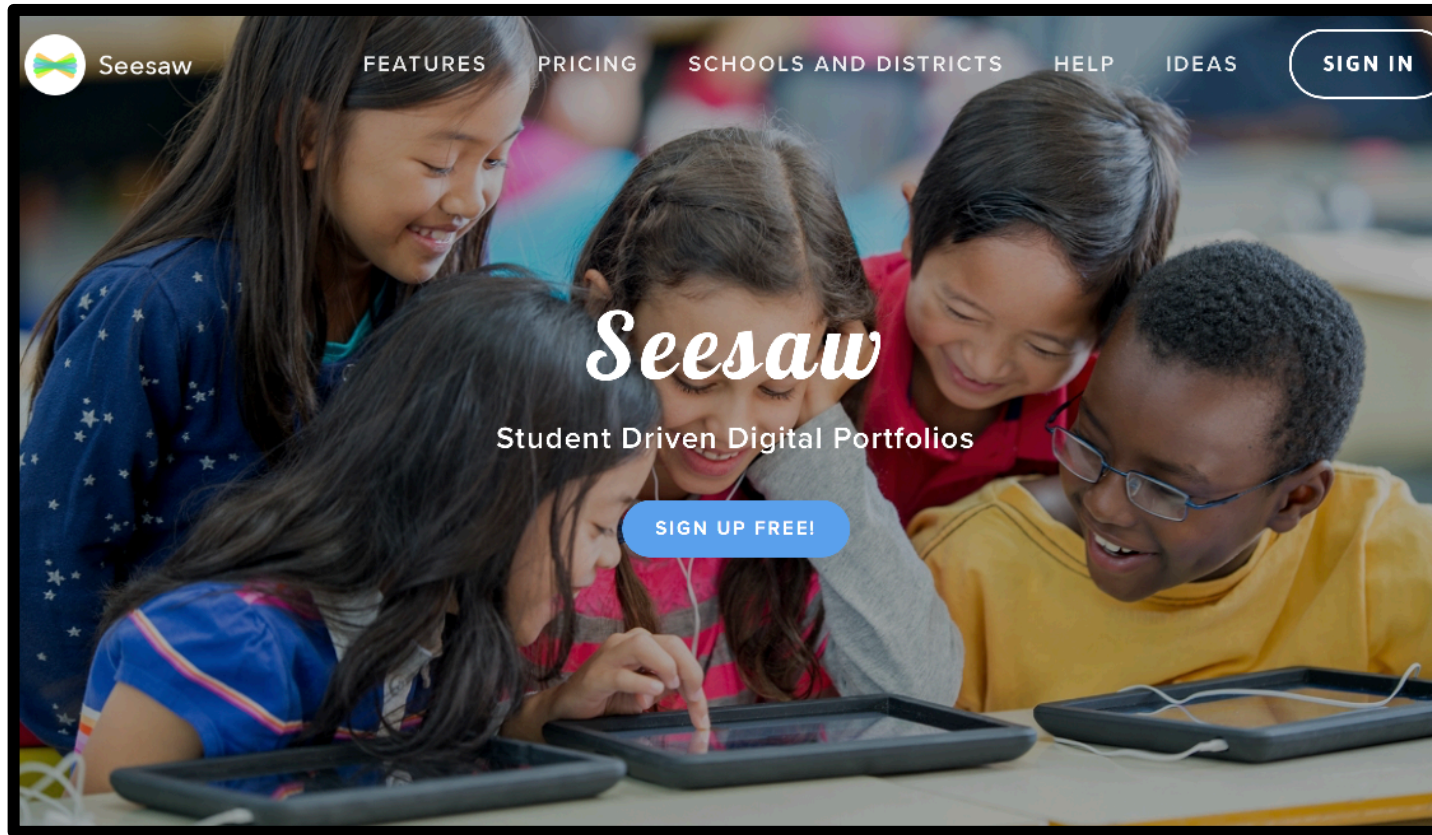
Tell me more about ...



Take-Home Points

- Writing is a critical skill for all children.
- Handwriting and spelling facilitate composition skills.
- Explicit instruction at all levels is a proven, evidence-based approach to teaching writing.

SeeSaw Digital Portfolio



Free Support Tools

K-6 Writing Tools/Support

<https://www.tes.com/lessons/UnOAOxosDgjxZg/k-6-writing-tools-support>

Writing FOCUS

<https://www.tes.com/lessons/Y8U3jFjDnBCukA/writing-focus>

Writing Support Tools

<https://www.tes.com/lessons/Z4EvZoRU8WQFzw/writing-support-tools>