You Want Me to Write What?

Elizabeth Bridges
English Language Arts Consultant
Ohio Department of Education

Literacy Academy February 19, 2019
Decoding X Language Comprehension = Reading Comprehension
Let’s Talk... Writing
SIMPLE VIEW OF WRITING

TEXT GENERATION
- words, sentences, discourse

WORKING MEMORY
- activates long term memory (composing)
- and short-term memory (reviewing)

TRANSCRIPTION
- Handwriting, keyboarding and spelling

EXECUTIVE FUNCTIONS
- Conscious attention, planning, reviewing, revising, strategies for self regulation
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

<table>
<thead>
<tr>
<th>Executive Functions</th>
<th>Working Memory</th>
<th>Text Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prewriting</td>
<td>• Process writing</td>
<td>• Models</td>
</tr>
<tr>
<td>• Goal setting</td>
<td>• Collaborative Writing</td>
<td>• Feedback</td>
</tr>
<tr>
<td>• Inquiry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Writing Process</th>
<th>Prewriting</th>
<th>Drafting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise</td>
<td>Editing</td>
<td>Publishing</td>
</tr>
</tbody>
</table>

- Brown jumped
- The cat got on
- The bed
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.
Yo! Yes?

Chris Raschka
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

Don’t Let the Pigeon Drive the Bus!

words and pictures by Mo Willems
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.

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 TEACHERS WRITE

WHAT STUDENTS READ
<table>
<thead>
<tr>
<th>20 WAYS TO PROVIDE EFFECTIVE FEEDBACK FOR LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEEDBACK SHOULD BE EDUCATIVE IN NATURE.</td>
</tr>
<tr>
<td>FEEDBACK SHOULD BE GIVEN IN A TIMELY MANNER.</td>
</tr>
<tr>
<td>FEEDBACK SHOULD REFERENCE A SKILL OR SPECIFIC KNOWLEDGE.</td>
</tr>
<tr>
<td>GIVE FEEDBACK TO KEEP STUDENTS “ON TARGET” FOR ACHIEVEMENT.</td>
</tr>
<tr>
<td>FEEDBACK CAN BE GIVEN VERBALLY, NON-VERBALLY OR IN WRITTEN FORM.</td>
</tr>
<tr>
<td>EDUCATE STUDENTS ON HOW TO GIVE FEEDBACK TO EACH OTHER.</td>
</tr>
<tr>
<td>ALTERNATE DUE DATES FOR YOUR STUDENTS/CLASSES.</td>
</tr>
<tr>
<td>USE A NOTEBOOK TO KEEP TRACK OF STUDENT PROGRESS.</td>
</tr>
</tbody>
</table>

| 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.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Writing is an exploration. You start from nothing and learn as you go.

E. L. Doctorow
Sources

