



Ohio

Literacy Academy 2021

Writing Development Viewing Guide

Intended Use

This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgements

This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with William Van Cleave. We are grateful to Mr. Van Cleave for sharing his expertise with Ohio educators.

Reproducing the Viewing Guide

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Writing Development

Age/grade band: Multi-age

Presenter: William Van Cleave

Session 1: Transcription Skills

Learning objective: Participants will be able to explain the process and components of transcription, how transcription impacts other areas of literacy and the importance of writing instruction.

Complete prior to viewing video presentation: Read the article "[Handwriting in the modern world: Why it matters and what to do about it](#)" by William Van Cleave.

[Video presentation](#) (19:08)

Complete after viewing video presentation: Consider the prereading and presentation by William Van Cleave on transcription skills. As an individual or in a group, respond to the following questions:

1. In the prereading, Van Cleave argues convincingly that handwriting matters. Why do you think educators often forget about handwriting or downplay its importance?
2. How does the information you learned today confirm or challenge your understanding of the importance of transcription skills?
3. What is something you learned from the prereading and presentation for Session 1 that can immediately impact the work that you do to support students and educators? What specific steps do you need to take to make the change?

Session 2: Syntax Matters: The Link Between Sentence Writing and Sentence Comprehension

Learning objective: Participants will be able to explain the importance of syntax in writing, the components of syntax and how to ensure syntax instruction is effective and engaging.

Complete prior to viewing video presentation: Read "[There is something the matter: An introduction](#)," excerpt taken from "Writing matters," 2nd Edition by William Van Cleave.

[Video presentation](#) (21:09)

Complete after viewing video presentation: Consider the prereading and presentation for Session 2 on syntax and writing skills. As an individual or in a group, respond to the following questions:

1. Reflect on the section of the prereading "Why is the development of writing skills so often neglected?" (pp. 3-4). Can you relate to any of the reasons listed by the author? Why might it be so easy for educators to neglect writing skills?
2. The presentation highlighted two "grammar camps." Do you find yourself or your colleagues consistently falling into one of these camps? If so, what might help you to move into the "new camp"? If not, explain why you think you do not fall into one of the two camps.
3. William Van Cleave shared several strategies to develop effective and engaging syntax instruction. Did any of those strategies challenge your thinking or highlight an area of need for yourself or your colleagues? Why?

Session 3: Building Foundational Paragraph Skills: The Intersection of Executive Function and Text Generation

Learning objective: Participants will be able to explain the important role executive functioning plays in students' text development and implement appropriate strategies to support students in the writing process.

Complete prior to viewing video presentation: Read the "[Chapter 4. Preview and review: Mental image](#)" excerpt from Paula Moraine's "Everyday executive functions: The attention fix."

Video presentation (18:40)

Complete after viewing video presentation: Consider the prereading and presentation for Session 3 on executive functioning and text generation. As an individual or in a group, respond to the following questions:

1. Reflect on the importance of "preview and review" from the prereading. What are some ways you can incorporate preview and review strategies into your work?
2. Accounting for students' executive functioning is an important part of helping them become successful writers. What are some things you might notice in classrooms where students' executive functioning is not supported during writing instruction?
3. William Van Cleave shared strategies for supporting students' executive functioning through the writing process. Was there a particular point or strategy that stuck out to you? Why?

HOW ARE WE DOING?

If you have interacted with the Literacy Academy On Demand content, please take this brief [survey](#) to provide feedback.