Explicit Instruction for Writing in Grades 1 - 8

Effective and Efficient Instruction
Webinar Series
Session 3

Writing is not caught. It must be taught.
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Schedule

February 21, 2013
Topics:
- Big Ideas-Writing Instruction
- Introducing the Written Product -
- Steps in Writing Process
- Scaffolding with Writing Frames

March 7, 2013
Topics:
- Scaffolding with Strategies
- Think Sheets for Products that Inform, Convince, and Convey an Experience

Participation

1. Structured Choral Responses:
   If the answer is short and the same, you will say an answer together.

2. Structured Partner Responses:
   If you are viewing this with fellow educators, divide into partners and give each partner a number (either #1 or #2).

3. Written Responses:
   Record written responses on the handout or on plain paper.

4. Recorder: Select one person in your group to be the recorder of “best answers” when asked. Type into “Chat Box.”


Questions

If you have a question, type it into the “Chat Box”. At intervals during the session, I will respond to the questions.
Review

• Review: Sentence Refinement
  – Sentence Formation - Patterns
  – Sentence Expansion
  – Sentence Combining
  – Word Choice
  – Sentence Starters

• Which did you use?

Big Idea #1 - Focus on a limited number of genre

Common Core State Standards
  Opinion/Argument - to convince
  Informative - to inform
  Narrative - to convey an experience

Arguments - To convince

• Definition
  – A reasoned, logical argument
  – Demonstrating that the writer’s position, belief, or conclusion is valid

• Purpose
  – Change reader’s point of view
  – Bring about some action on reader’s part
  – Ask reader to accept writer’s explanation

• Genre
  – essay, letter, editorial

Informative Text - To Explain or Inform

• Definition
  – Text
  – That conveys information accurately

• Purpose
  – To increase reader’s knowledge of subject
  – To help reader understand a procedure or process
  – To provide reader with enhanced understanding of concept

• Genre
  – literary analyses, reports, summaries, comparisons, instructions, manuals, memos, resumes
Narratives - To Convey an Experience

• Definition
  – A written product
  – That conveys real or imagined experiences
  – Using time as the structure

• Purpose
  – To entertain
  – To inform
  – To instruct
  – To persuade

• Genre
  – fictional stories, memoirs, anecdotes, autobiographies

Big Idea #2 - Make Standards Teachable

• Condense and integrate the standards

• Simplify without losing essence

Writing 3rd Grade - CCSS

1. Opinion
2. Informative
3. Narrative

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

7. Conduct short research projects that build knowledge about a topic.

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

9. (Not applied to 3rd grade.)

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing 3rd Grade - CCSS

Tasks
• Write often
• Short and long products
• Variety of tasks, audiences, purposes
• Purposes
  – to convince (Opinion)
  – to inform or explain (Informative)
  – to convey an experience (Narrative)

Writing Process
Plan
Gather information
  Personal experiences
  Print sources
  Digital sources
Take notes on information
Organize
  Sort information
  Organize appropriate to task, purpose, audience
Write
  Write clearly and coherently
  Use technology
Revise
Edit
Rewrite

Writing 7th Grade - CCSS

1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Informative
3. Narrative
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 43.)
6. Use **technology**, including the Internet, to **produce** and **publish** writing and link to and **cite sources** as well as to interact and collaborate with others, including linking to and citing sources.

7. Conduct **short research projects** to answer a question, drawing on **several sources** and generating additional related, focused questions for further research and investigation.

8. **Gather relevant information** from **multiple print** and **digital sources**, using search terms effectively; assess the **credibility and accuracy** of each source; and **quote or paraphrase the data and conclusions** of others while avoiding plagiarism and following a standard format for citation.

9. Draw **evidence** from **literary or informational texts** to support analysis, reflection, and research.

10. Write **routinely** over **extended time frames** (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of discipline-specific **tasks**, **purposes**, and **audiences**.

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**7th Grade Writing - Tasks**

**Tasks**
- Routine writing
- Extended time - research projects allowing research, reflection, revision
- **Shorter time**
- Variety of tasks, audiences, purposes
  - Purposes
    - to convince or persuade (Argument)
    - to inform or explain (Informative)
    - to convey an experience (Narrative)
Big Idea #3 - Break down complex tasks

- Complex skills and strategies should be broken down into smaller, easy to obtain instruction units.
- This will promote success and reduce cognitive overload.

Break down complex skills

Body of Argument

Transcription
1. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason.
2. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.
3. When given three reasons and related facts and details, can write three paragraphs each containing a topic sentence stating the reason followed by sentences containing supporting facts and details, connected with transition words and phrases.
Break down complex skills

Body of Argument
Planning and Transcribing

4. When given a topic, can generate a claim and reasons to support the claim.

5. When given a topic, can generate a claim and reasons to support the claim and details to logically support each reason.

6. When given a topic, can generate a plan for the body of an essay (the claim, the reasons, details to support each reason) and transcribe the plan into three coherent paragraphs. When given a claim on a topic, can generate reasons to support that claim.

Example - Common Core Standards

Introduction
7. For previously formulated argument papers, writes an introduction that: a) grabs the attention of the reader, b) states the writer’s opinion, and c) introduces reasons to support the writer’s opinion.

Conclusion
8. For previously formulated argument papers, writes a short conclusion “wraps it up” the essay by: a) summarizing the opinion and reasons, b) calling for some action to be taken, or c) explaining the outcomes of not following the writer’s suggestions.

Arguments ( Desired Outcome)
9. When given a topic, can plan, write, and edit an argument paper that includes: a) an effective introduction, b) a well structured body with logically organized reasons and related facts and details, linked with appropriate transition words and phrases, and c) a short conclusion that “wraps it up”.

Big Idea #4 - Provide explicit instruction

Remember - Writing is not caught. Writing must be taught.

• Model - I do it
• Guided Practice - We do it

Gradual release of responsibility

• Unguided Practice - You do it

Provide Explicit Instruction

• Scaffold Instruction, gradually fading out teacher assistance

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Big Idea #5 - Provide judicious practice

• Engage students in writing for short and long time segments

• Have students write many products of focus genre to promote mastery

• After initial instruction, products can be composed in a variety of classes

Big Idea #6 - Provide Immediate Feedback

• Teacher feedback to individual: Provide feedback to individuals in real time as you circulate and monitor. Praise, Encourage, Correct

• Teacher feedback to group: Provide feedback to the entire class on your observations.

Big Idea #6 - Provide Immediate Feedback

• Feedback to self: Have students carefully check their products against the rubric.

• Feedback to partner: Have students give focused feedback to their partners after you model the feedback procedure.

Big Idea #6 - Provide Immediate Feedback

• Teacher Feedback: Provide feedback to students on a portion of the rubric.

• Teacher Feedback: Provide feedback on final drafts using the rubric. To promote final drafts include a signature page:
  • ___________________ (Author) I have carefully revised and edited this paper.
  • ___________________ (Peer) I have read this paper and have indicated errors to the author.
  • ___________________ (Adult Mentor) I have read this paper and have indicated errors to the author.
Big Idea #7 - Consider motivation

- **Consider motivation.**
  - **Success** (perceived probability of success)
  - **Interest** (interest in the topic)
  - **Choice** (narrow choice when possible)

Big Idea #8 - Frontload Writing

- If students have no ideas, their written products will be low in quantity and quality.
- **Frontload IDEAS**
  - Brainstorm ideas (Think, Pair, Share)
  - Read related materials
  - Relate to concepts that have been taught

Big Idea #9 - Teach “What” and “How”

- **WHAT What is the genre?**
  - Critical attributes
  - Rubric
  - Example

- **HOW How to write the genre?**
  - Writing Process

Review Big Ideas

1. Focus on limited number of genre.
2. Make standards teachable.
4. Provide explicit instruction.
5. Provide judicious practice.
6. Provide immediate feedback.
7. Consider motivation.
8. Frontload writing.
9. Teach “What” and “How”.
WHAT

• Ask yourself, what are the CRITICAL ATTRIBUTES of a well-written product.

• Consider the Six Traits
  – Ideas
  – Organization
  – Word Choice
  – Voice
  – Sentence Fluency
  – Conventions

• Consider the descriptions in the Standards

WHAT

Example # 1

  – descriptive paragraph rubric and example
  – passage summary rubric, example and non-example

WHAT

Example # 1

  – descriptive paragraph rubric and example
  – passage summary rubric, example and non-example

WHAT

• Design a simple, easy to understand RUBRIC.

• Consider introducing only a portion of the rubric initially. Focus on ideas (content), organization, and conventions.

• Provide an EXAMPLE to illustrate the critical attributes.

• (Optional) Guide students in analyzing a non-example to determine missing attributes.

HOW

• Writing process
  – Planning
  – Writing
  – Revising
  – Editing
  – Rewriting
  – Publishing
  - Plan
  - Write
  - Revise
  - Edit
  - Rewrite
  - Publish
Analyze Prompt

1. (children’s crimes) As you know, it is not just adults who commit crimes of robbery, assault, or murder. These can also be committed by youth. Many believe that parents should be jailed or fined for the crimes of their children. Do you agree or disagree with this action? Write an essay for the general public that argues your position.

Plan

T = Task/Topic
A = Audience
P = Purpose

Think
Use logical arguments and experiences

or

Research
Gather evidence from a variety of digital and print sources

Frames

Scaffold Organization - Writing frames
- Use with beginning writers
- Use as an accommodation for emerging writers
- Use to support specialized writing
- Use to support summarization
- Use to promote comprehension of material
- Use to emphasize use of academic language

Plan - Organize
Scaffold organization of written product

- Writing frames
- Strategies
- Think Sheets
Frames

• See examples.
  • Example #2. Beginning writers (basic paragraph)
  • Example #3. Accommodation for emerging writers (state report, mammal report)
  • Example #4. Specialized writing (story problem explanation)
  • Example #5. Summarization narrative (story grammar)
  • Example #6. Summarization expository
  • Example #7. Comprehension responses
  • Example #8. Academic Language

Best Practice List

Share your best practice list with your partner. Tell your partner two practices that you intend to implement in your classroom.

Thank You

May we remember:

Writing is not caught. It must be taught.