GUIDED NOTES: SESSION 6

Describe what the "Simple View of Writing" demonstrates.

The Simple View of Writing

Foundational Writing Skills **X** Composition **=** Skilled Written Expression

Figure 8.1 The Simple View of Writing
Full-size figure also on page 233 of the LETRS manual.

Write where specific writing skills occur under the "Foundational Writing Skills" and "Composition."

Foundational Writing Skills   Composition

Why is writing so complicated and difficult?

What are the four tenets of writing instruction?

1.

2.

3.

4.

Sample Test Question:

1. Which of the following statements about the relationship between reading and writing development is best supported by research?
A. Both reading and writing are markedly similar with regard to activity, strategy, and purpose.
B. Reading and writing are innate skills for which the human brain is naturally wired.
C. Developing readers and writers proceed through the same stages to reach proficiency.
D. The skills of decoding in reading and encoding in writing reflect similar learning.

Why is it important to integrate writing with other subject areas?

Sample Test Question:

2. Which of the following is a primary benefit of including mentor texts in an instructional program to develop students' writing abilities?
A. Improving students' skill in applying standard English conventions in their own writing by focusing on an author's accuracy in written expression
B. Showing examples that students can emulate of how an author communicates ideas through elements such as word choice, text structure, and point of view
C. Allowing students to self-assess their writing pieces by using writing models to create rubrics that clearly describe elements of effective writing
D. Encouraging students to progress through the steps in the writing process fluently and quickly by allowing them to use models that demonstrate the relationship between writing and oral language

What is a sentence?

What is a phrase?
- Noun Phrase =
- Verb Phrase =

What is a clause?
- What is an Independent Clause?

- What is a Dependent Clause?

What is the difference between a phrase and a clause?

Types of Sentence Structures:

1. What is a simple sentence?

2. What is a compound sentence?

3. What is a complex sentence?

4. What is a compound-complex sentence?

Practice with Sentence Structures

Using the sentences below, follow the steps outlined in the Differentiating Sentence Structures procedure. Check the box in the chart to identify which kind of sentence each is.

Sentences	Simple	Compound	Complex
1. He persisted, but his nets held only trash.			
2. The genie took a deep breath of salty air and leered at the fisherman.			
3. The fisherman shook with fear.			
4. As the years had passed, the genie became bitter.			
5. The fisherman knew that he must devise a plan to get rid of the genie.			
6. The genie threatened the fisherman, so the fisherman tricked him back into the jar.			

Sample Test Question:

3. By guiding students to fill in the blanks, the teacher best supports student learning in which of the following areas?

1. I like to _____ .
2. I like to _____ , and after that I like to _____ .
3. When I _____ , I like to _____ .
4. My brother didn't go to _____ ,
   because he _____ .

   A. Combining two or more sentences
   B. Expanding sentences with different parts of speech
   C. Writing a variety of sentence types
   D. Applying punctuation rules to simple sentences

What is a "Cohesive Device?" What do we use them? Write down four examples.

What is an appositive? Write down an example and underline the appositive.

What are the four sentence types? Which ending punctutation mark do we use for each one?

1. Declarative =

2. Interrogative =

3. Imperative =

4. Exclamatory =

Sample Question

4. A first-grade teacher works with small groups of students to teach them how to develop their writing skills. Which of the following methods best fosters the students' ability to use correct mechanics, such as punctuation and capitalization, in their own writing?

   A. Assigning work sheets from a workbook to complete
   B. Having students copy rules in their copybooks for reference
   C. Emphasizing pauses indicated by punctuation during read-alouds
   D. Using mentor texts to encourage imitation of effective writing

What are the four characteristics that a paragraph should include?

   1.

   2.

   3.

   4.

Sample Test Question:

5. At the beginning of the school year, second-grade teachers meet to collaborate on a comprehensive instructional plan to teach students the five-step writing process. The teachers set a goal of creating a systematic writing program that will result in students requiring less direct guidance and support while moving toward independence over the course of the year. In which of the following teaching models are students engaged in the writing process at the most independent level?

   A. A teacher and students talk and think aloud as they share in the task of creating a writing piece.
   B. A teacher observes as students apply their writing skills to produce a draft during the creation of a writing piece.
   C. A teacher thinks aloud while composing a writing piece and explaining the strategies that are being used.
   D. Students contribute ideas for a writing piece as the teacher transforms the thoughts into writing.

What is the Writing Cycle?

Sample Test Questions:

6. A fifth-grade teacher has students self-select topics of interest for a research report related to a social studies unit. Before students begin the report, the teacher conducts a series of lessons on how students can appropriately use multiple print and electronic resources to gather information. Then the teacher reviews the steps of the writing process with students before directing them to begin working on the report.

   Which of the following student actions best demonstrates to the teacher that students have a grasp of the recursive nature of the writing process while they are working on the report?

   A. Following the outline generated in the prewriting stage during the drafting and revision process in order to make the task of writing easier
   B. Evaluating the organization of the report to determine whether the transitions move readers smoothly from one subtopic to another
   C. Recognizing during the drafting stage that adequate content related to a prewriting subtopic is unavailable and eliminating that content from the report
   D. Using a tool such as a checklist during each stage of the writing process to self-evaluate the inclusion of necessary elements in effective expository text

7. A fourth-grade teacher uses a variety of personal narrative writing samples as models to provide instruction in the characteristics of the genre. Following the instruction and a review of steps in the writing process, the teacher assigns a project in which students are asked to write personal narrative stories. Jennifer, a student, begins the process of writing a personal narrative to share with peers about an adventure that happened during a recent family camping trip. She uses a story-map organizer as a prewriting strategy to focus on the basic elements of the genre as they relate to the experience. Jennifer then uses the information in the graphic organizer to write a draft. Next, she begins the revision step in the writing process and while rereading the draft pauses to consider her audience. Through reflection on her work, Jennifer decides to return to the graphic organizer to add more vivid language and details to make the writing piece more exciting to classmates.

   Jennifer's actions best demonstrate an understanding of which of the following essential components of effective writing?

   A. Maintaining a focus that the purpose of writing is to inform an audience about a chosen topic of inquiry
   B. Having adequate background knowledge on a subject to be able to work through the writing process independently
   C. Patterning personal writing pieces on ideas in exemplary texts that show varied linguistic structures to make writing interesting
   D. Being flexible and moving recursively through the stages of the writing process to best meet targeted goals

What are the 6 genre types? Give a description of each.

1.

2.

3.

4.

5.

6.

Sample Test Questions:

8. A teacher prepares two visuals to model the components of a particular type of writing.
   - A video clip of an advertisement featuring a well-known athlete as the spokesperson for a popular brand of shoe
   - A pamphlet for mobile phone insurance that features images of damaged and cracked mobile devices

   The visuals best facilitate instruction about which of the following types of writing?

   A. Narrative
   B. Persuasive
   C. Expository
   D. Descriptive

9. After presenting a group writing assignment to students, a third-grade teacher plans to introduce technology to foster group collaboration. Which of the following uses of technology would best help the teacher meet this goal?

   A. Having the students take turns at a computer station
   B. Employing an online document-sharing service
   C. Setting up a group chat on a social-media platform
   D. Utilizing an online bulletin board

10. After a shared reading of *The Adventures of Tom Sawyer*, a teacher focuses classroom instruction on how writing in response to reading offers a wide array of choices and creative opportunities. The teacher provides the students with several prompts in response to the reading. Students may choose whichever prompt they prefer but need to understand that the prompts are categorized according to the four types of writing they will study throughout the writing process. Place each prompt next to the type of writing that it best helps exemplify.

1. Think about how the text was structured and write an essay that explains and provides examples of the characteristics of the author's style.

    A. Narrative

2. Think about the emotions included in the text and write about these with cadence and rhythm.

    B. Persuasive

3. Think about whether or not Tom Sawyer and Huckleberry Finn should really be friends and write an essay that explains your reasons.

    C. Descriptive

4. Think about the protagonist and antagonist and write a short story using a modern setting.

    D. Expository

11. A teacher begins a new unit on writing a persuasive letter. Which of the following instructional methods is best for the teacher to use during the planning stage?
A. Providing students with a predetermined list of topic options
B. Pairing students to share sentences orally before writing them
C. Helping students determine appropriate goals for their letters
D. Presenting a checklist to students for evaluating their letters

12. Students in a fifth-grade class are working on writing personal narratives. After examining their first drafts, the teacher realizes the students need additional scaffolding to be successful. Which of the following instructional methods will best help students develop their personal narratives?
A. Giving students a list of lively, descriptive, emotional, and precise words to consider using
B. Reminding students that varying sentence structure makes writing more interesting
C. Providing students with a review and checklist for how to write effective thesis statements
D. Encouraging students to support key details with logic, facts, and quantifiable evidence

13. Criteria such as timeliness of information, professional affiliation, bias, and domain suffixes all relate to which of the following factors?
A. Considering ethical issues that may arise when designing assessments
B. Respecting cultural knowledge and prior learner experiences when designing instruction
C. Tailoring content, process, products, and learning environment to meet individual learner needs
D. Evaluating and selecting reference materials for student use in classroom research

What is the difference between revising and editing? Which comes first? Why?

Sample Test Questions:
14. Which of the following should a teacher do to best help students who are revising their own writing?

    A. Give the students a minilesson on how to identify errors in subject-verb agreement.
    B. Identify grammatical errors in the students' writing that need correction.
    C. Recommend that students elaborate and use words to make images more specific.
    D. Require students to use dependent clauses to make simple sentences more elaborate.

What is the difference between retelling and summarizing?

Retelling	Summarizing

Why is writing difficult to assess?

Sample Test Question:

15. A teacher scores student writing samples using criteria that define expectations for different levels of proficiency. Which of the following tools is the teacher most likely using?
    A. Anecdotal notes
    B. Checklist
    C. Scoring guide
    D. Rubric

What are the two types of writing assessments? What is the purpose of each?

1.

2.

Describe what this diagram shows.
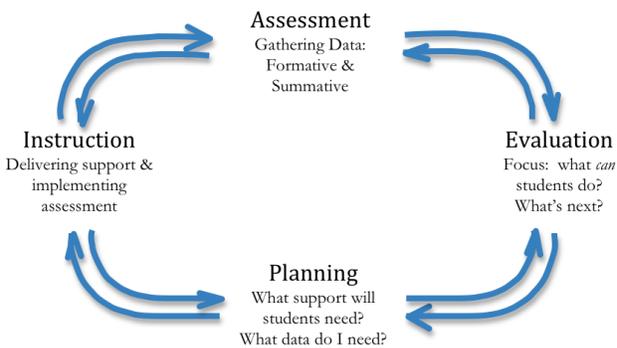
What are some ways that you could differentiate instruction for struggling writers?

What are the 6 WIDA levels for ELLs' Language Acquisition? (on last slide, after Constructed Response)

1.

2.

3.

4.

5.

6.

Constructed Response Example:

Directions: Read the scenario below and then respond to the TWO tasks in the answer sheet booklet. The suggested time to spend on this question is 10 minutes.
Scenario

Mr. Malloy, a sixth-grade teacher, engages students in a science unit on ecosystems. During the unit of study, Mr. Malloy asks students to use a variety of print resources and digital technologies to conduct inquiry research on the scientific topic. As students create a final product, the teacher asks them to consider a variety of ways to present their findings to different audiences.

I. Describe THREE strategies Mr. Malloy can use to provide explicit instruction to students in guiding them through the stages and procedures needed to successfully complete inquiry-research projects. Include in your response an explanation of the purpose of each strategy and how it furthers students' understanding of the inquiry-research process.

II. Identify TWO ways students can present the final products of their inquiry-research findings to different audiences. Explain in your response the purpose of each final product and how it addresses the needs of the intended group of listeners.