

Writing



Review: Simple View of Reading



$$0 \times 1 = 0$$

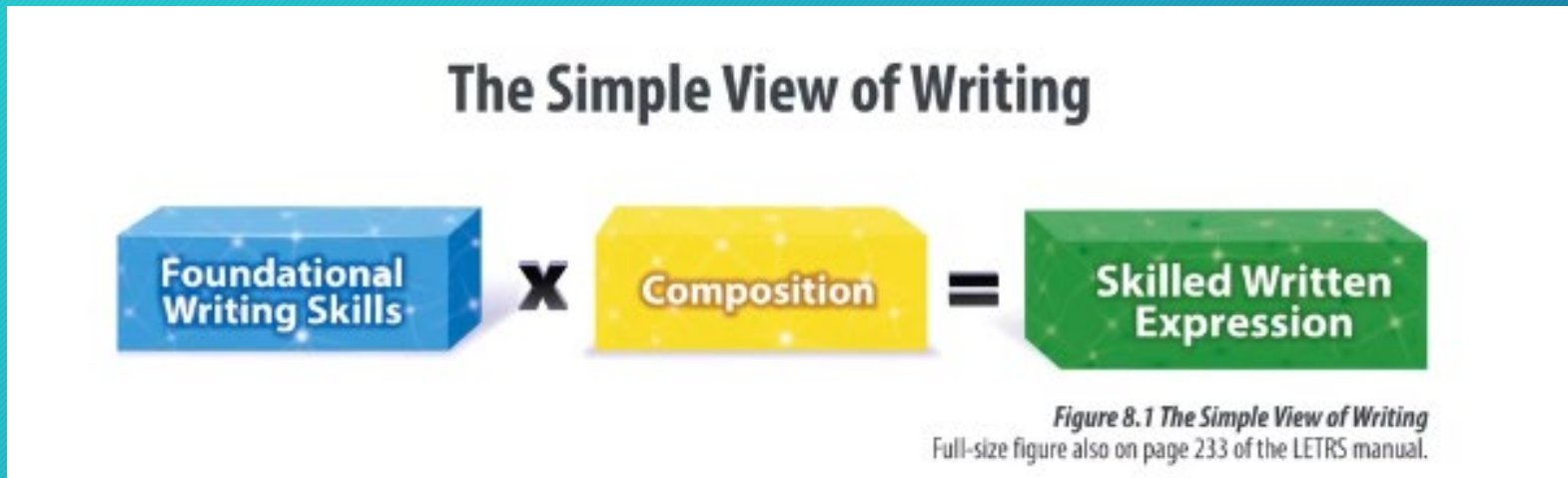
$$1 \times 0 = 0$$

$$0.5 \times 0.5 = 0.25$$

$$1 \times 1 = 1$$



Simple View of Writing



$$1 \times 1 = 1$$

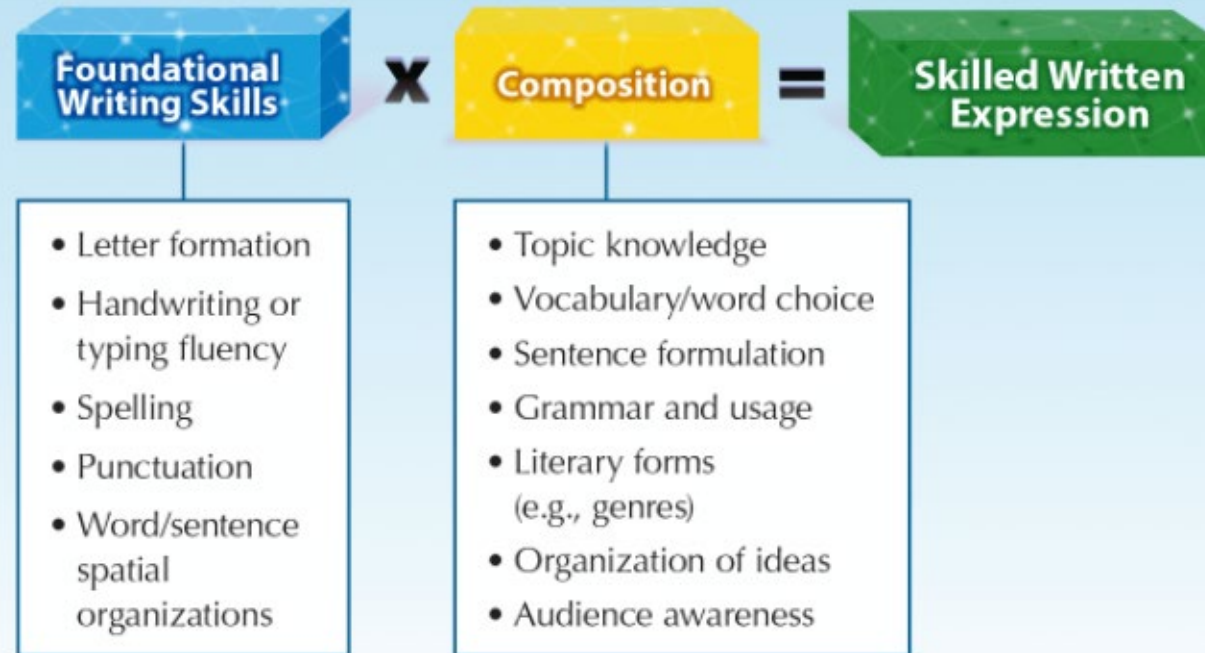
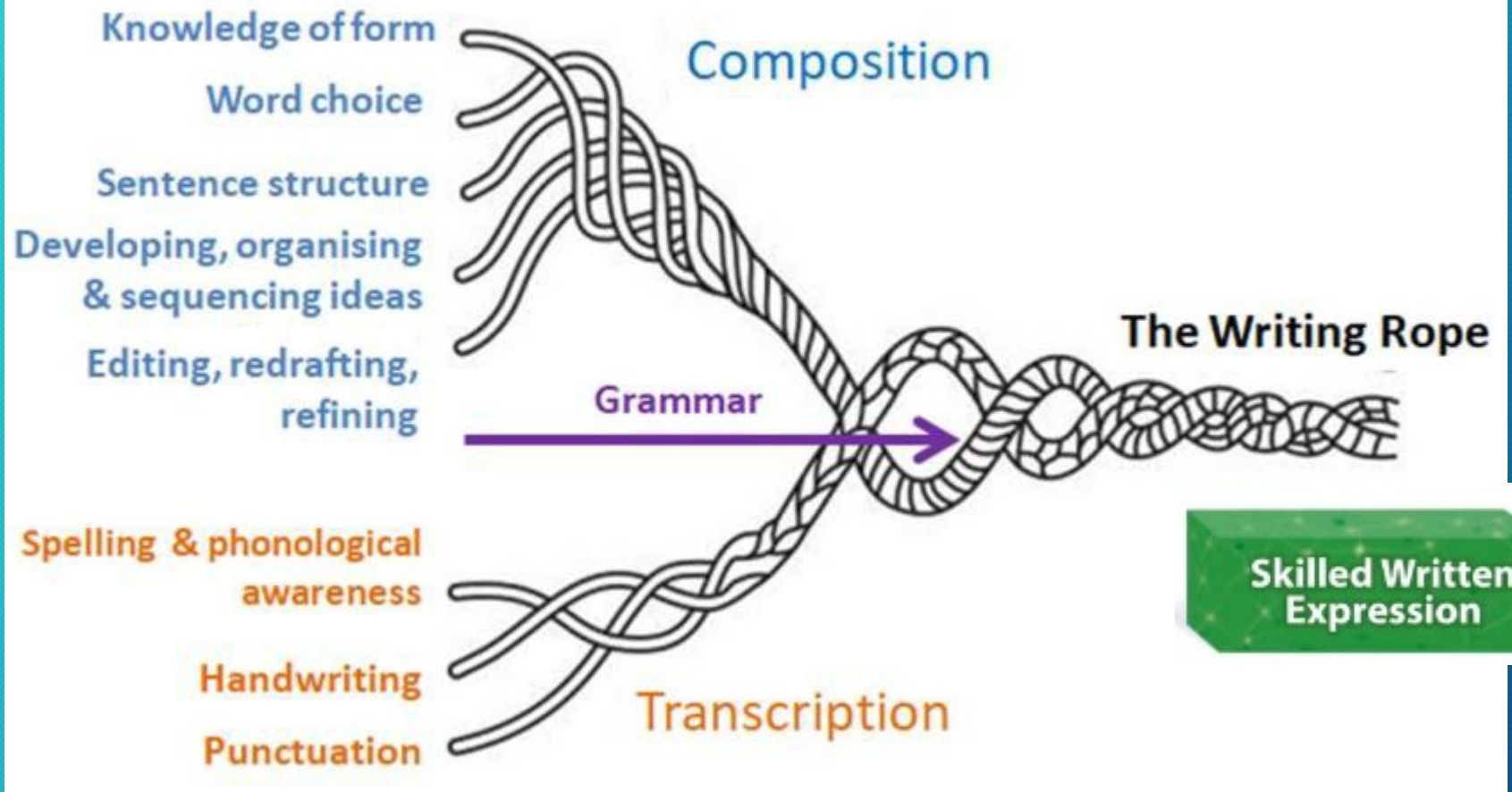


Figure 8.1 The Simple View of Writing
Figure also on page 233 of the LETRS manual.

Composition

Foundational Writing Skills

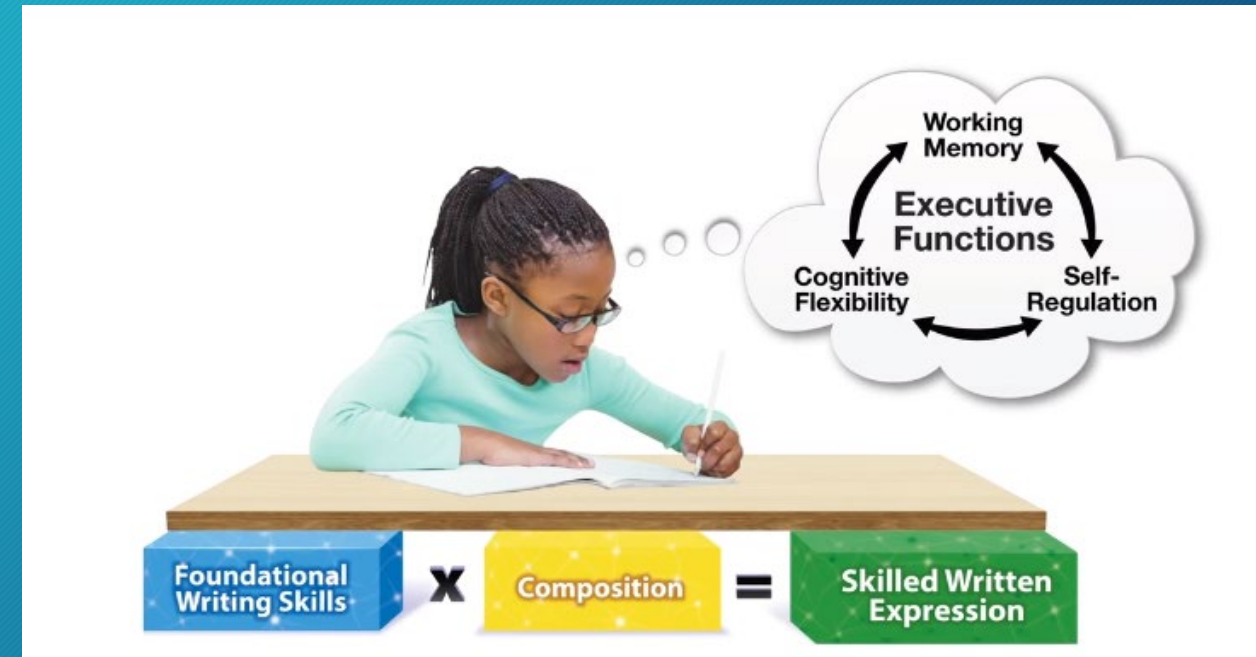


Writing is Brain Work!

When we write, our brain has to simultaneously:

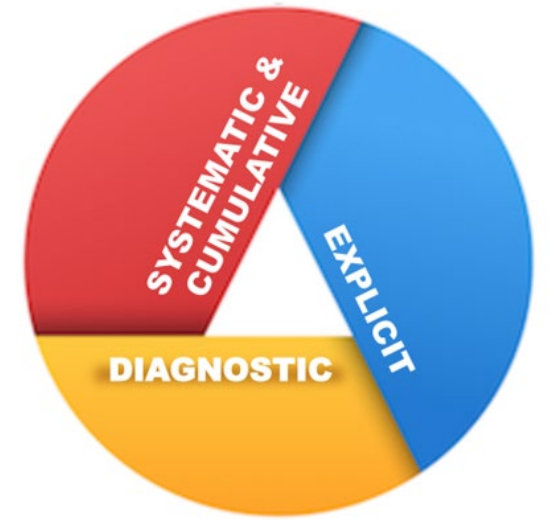
- remember how to form letters.
- generate ideas on a topic.
- recall grammar and composition rules.
- keep track of what's already been written.
- think about what to write next.

[Executive Function: Your Brain's Control Center](#)



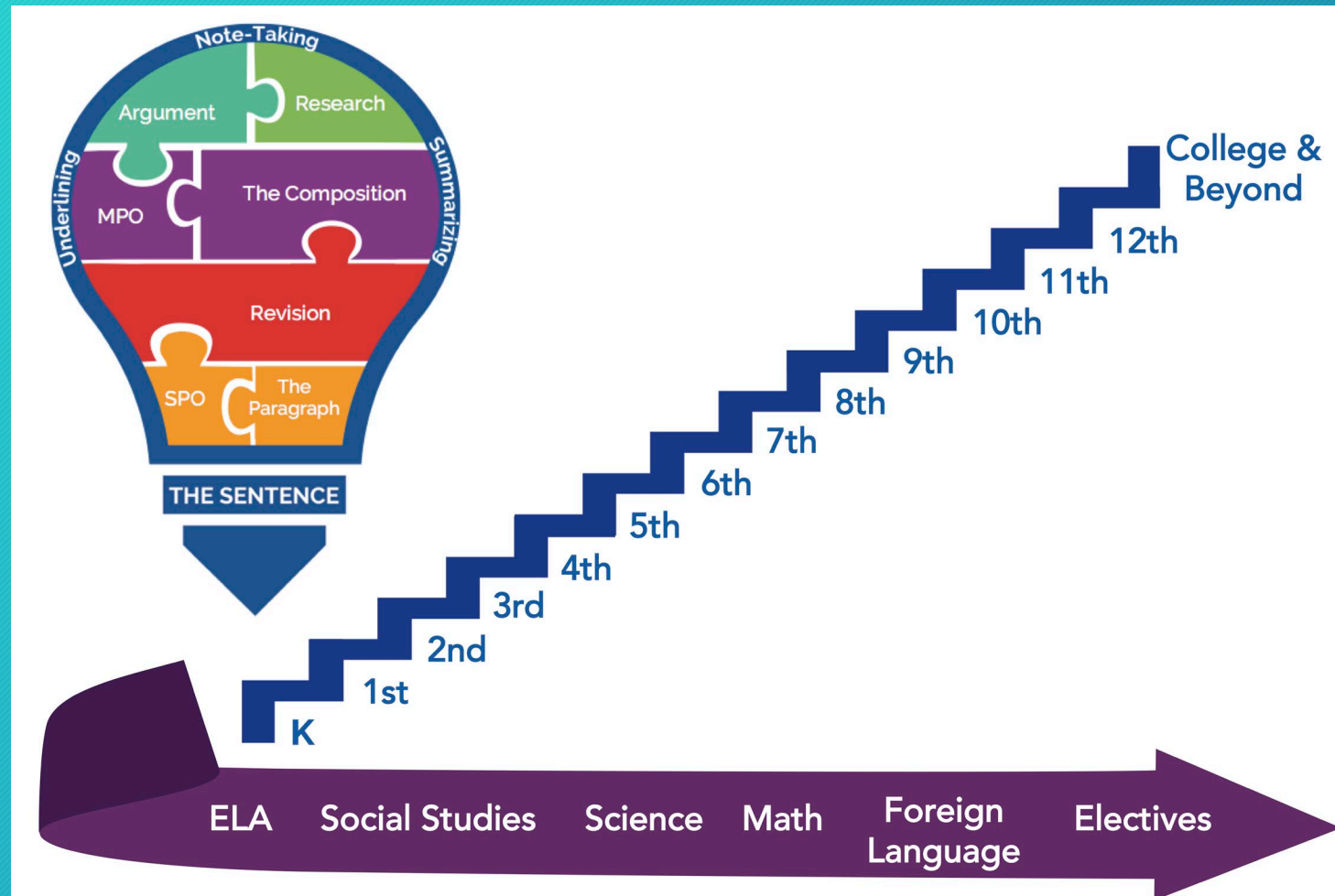
What works?

- Instruction needs to be:
 - Explicit: Fully and clearly defined
 - Students are not left to infer or discover through exploration
 - Information is explained and demystified
 - Diagnostic:
 - Uses assessment to determine where students are & what skills still need to be worked on
 - Systematic:
 - Carried out using step-by-step procedures or routines
 - Sequential/Cumulative: each skill builds on another
 - Students and Teachers know where they are and where they are going
 - Alignment between grade levels, in reading interventions/special education, and between programs (core, supplemental, intervention)



Evidence-based
teaching principles

The Hochman Method



- The “Hochman Method”
(aka “TWR”) is:
- Explicit
 - Diagnostic
 - Systematic
 - Cumulative

Sample Question

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.

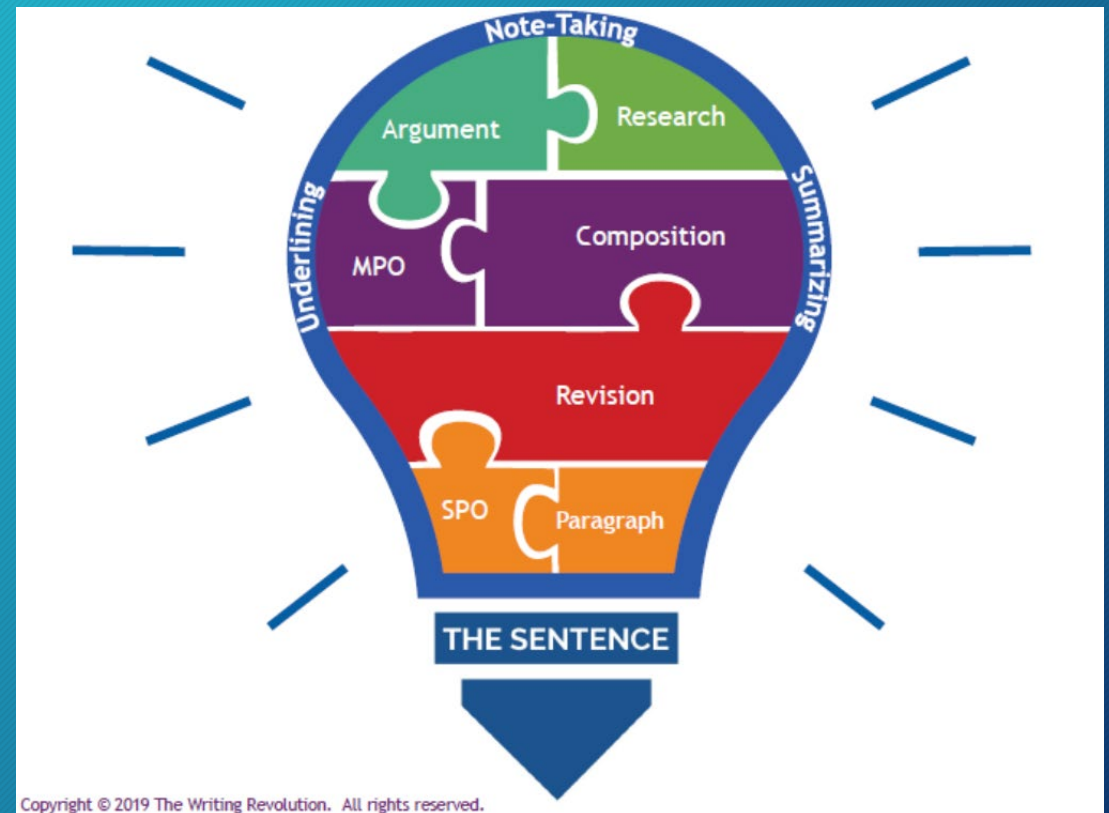
QUESTION

Correct Answer: D

Option (D) is correct. Decoding in reading is when written words are translated into spoken words, and encoding in writing is the reverse process of translating sounds into written words, which reflects similar learning.

Sequential Instruction

- Sentence-level writing is the foundation of all writing
 - If students can't write a solid sentence, they will struggle with writing paragraphs and compositions
- Do not skip any steps
 - All writing skills build on previous skills
 - Sentences → Outlines → Paragraphs → Writing Cycle → Compositions → Genre-Writing
 - Speech → Print
- Cumulative: Activities for each grade incorporate those introduced in previous grades



Content + Writing Instruction

- A lot of elementary classrooms separate writing instruction from other content areas
- By weaving writing instruction into content instruction → more connections are made
- Writing is not just a skill, it is a powerful method of teaching content
- Embedded instruction “sticks”; Disjointed instruction requires transferring knowledge to content instruction → less likely to “stick”
- Reading + Writing + Thinking should be included in all content learning
- Present information, ask questions, check comprehension, setting goals



Sample Question

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

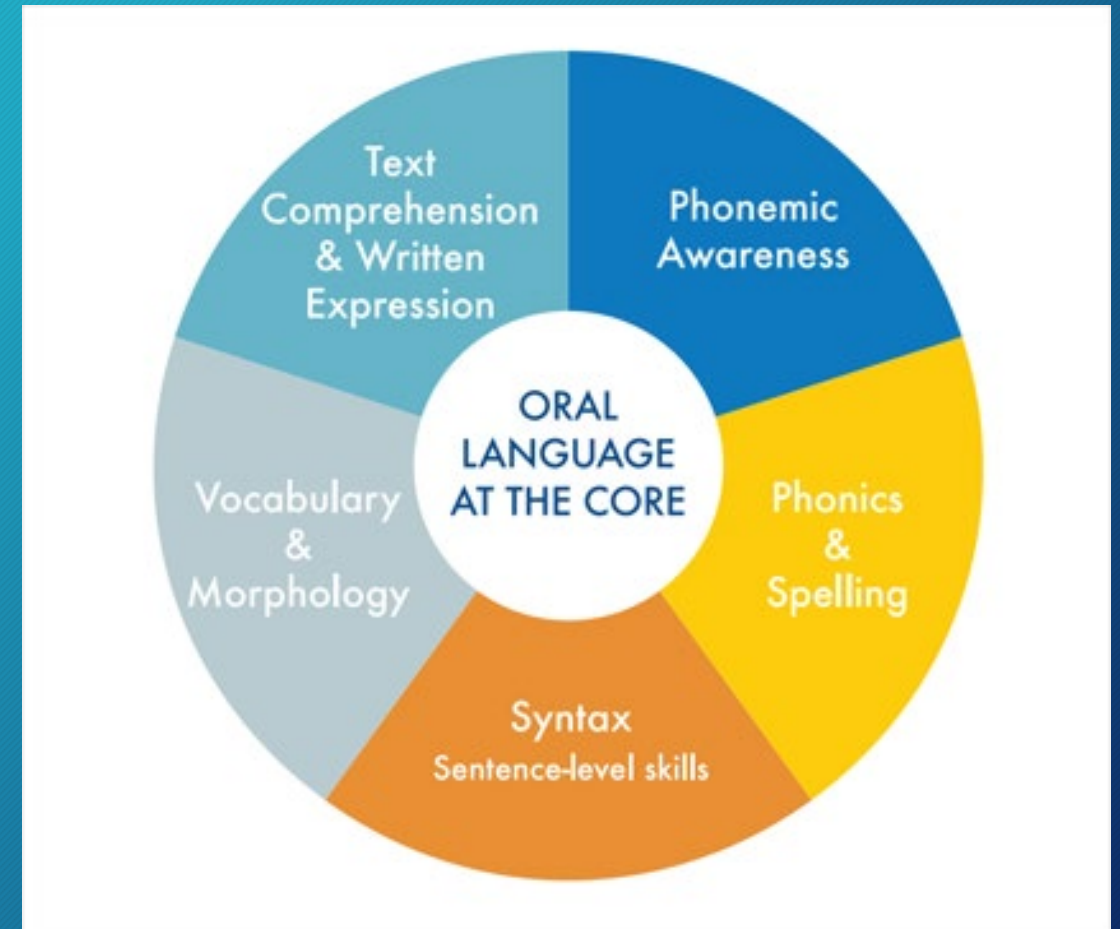
ANSWER

Correct Answer: B

Option (B) is correct. Mentor texts are pieces of literature that can be used in writing instruction as examples of high-quality writing. When reading a text to students, a teacher can focus on the language an author uses to convey thoughts and ideas, how he/she organizes the piece, and the way in which the author communicates point of view. Students can then learn from the author's model and incorporate similar techniques in their own writing.

Structured Literacy Elements

- Embedded structured literacy elements into writing activities
 - Text Comprehension
 - Spelling
 - Syntax (Grammar)
 - Vocabulary & Morphology
- Oral Language supports Written Expression
 - Have students practice responses orally before writing them down, especially in the earlier grades



What is a sentence?

Sentence: Underlying syntactic scaffolding with TWO required slots to tell a simple story

- **Subject:** the thing, idea, or person the sentence is about (Noun Phrase)
- **Predicate:** the doing or being slot (Verb Phrase)
- **Object:** the thing or person receiving the action (not required to make a sentence)

Simple Sentences

Simple Sentence = subject + a verb

Example: The man ran.

Sentences, Phrases, & Clauses...Oh My!

Sentence: Underlying syntactic scaffolding with TWO required slots to tell a simple story

- **Subject:** the thing, idea, or person the sentence is about (Noun Phrase)
- **Predicate:** the doing or being slot (Verb Phrase)
- **Object:** the thing or person receiving the action (not required to make a sentence)

Phrase: natural groupings of words that operate as functional units within a sentence

- Subject: Noun Phrase
- Predicate: Verb Phrase

Noun Phrase → Verb Phrase = Sentence

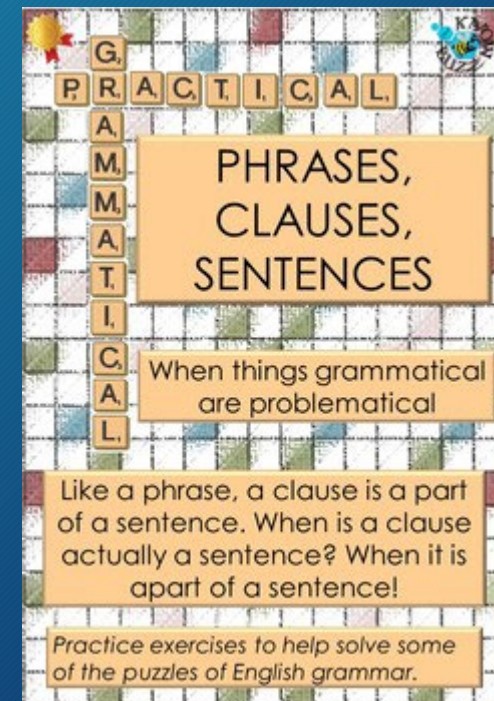
All phrases contain a “head” and the core meaning of the phrase is focused on that word/head

Clauses: have a subject & a predicate (phrases do not)

- **Independent clause:** can stand alone; simple sentences
- **Dependent clause:** cannot stand alone; Must be attached to an independent clause with a conjunction; subordinate to independent clause
- Can have compound subjects (more than one head), compound predicates, or compound objects

“Sentences are populated by phrases, arranged in a hierarchy according to whether they are necessary or optional to the central meaning of the sentence.”

-Louisa Moats



Phrases vs. Clauses

Phrase: Contains either the subject OR the predicate

Clauses: Has both subject AND predicate

Phrase

A group of words that doesn't have a subject *and* predicate but functions as a unit

Kinds of Phrases

Examples

A *noun phrase* includes a noun and the words that modify it (adjectives).

- the purebred racehorses
- a friendly neighborhood
- those lovely gifts

A *verb phrase* includes a verb and its modifiers (adverbs).

- is swimming smoothly
- has behaved badly
- spoke loudly

Prepositional phrases are introduced by a preposition and include a noun phrase.

- to the deserving winner
- for him and me
- against the wind
- upon my left toe

Clause

A group of words that has a subject and a predicate and functions as a unit

Kinds of Clauses

Examples

An *independent clause* expresses a complete thought and can stand on its own.

- A simple sentence is an independent clause.
- A compound sentence has two independent clauses joined by a coordinating conjunction.

Simple Sentences

- The children talked loudly.
- We will be stranded on this island.

Compound Sentence: The dog pricked up his ears, but the car went by without stopping.

A *dependent clause* begins with a subordinating conjunction or a relative pronoun and expresses an incomplete thought. It can't stand on its own and only makes sense with the independent clause in the sentence.

- A complex sentence has an independent clause and a dependent clause.

Dependent Clauses

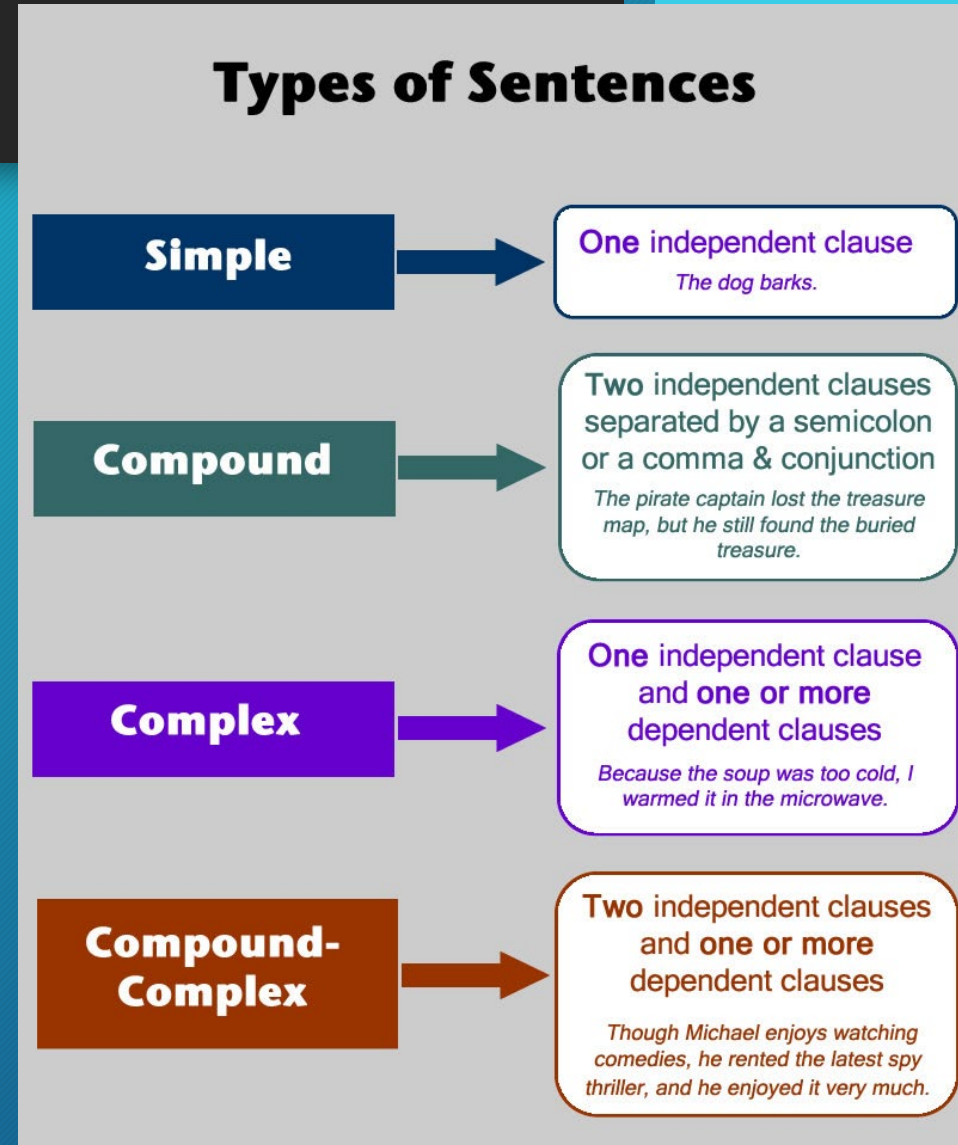
- after he left the room
- unless the boat is on time
- whenever the clock struck the hour
- as the bubble drifted down
- when wolves roam afar

Complex Sentences

- The children talked loudly after he left the room.
- If the boat doesn't come soon we will be stranded on this island.

Types of Sentence Structures

- **Simple Sentence:** single, independent clause
- **Compound Sentence:** 2 or more independent clauses that have been joined by a coordinating conjunction
 - Connects 2 words, phrases, or clauses that are of equal coordinating weight and are similar syntactic categories
 - FANBOYS: for, and, nor, but, or, yet, so
- **Complex Sentence:** 1 or more dependent clauses are attached to or embedded in an independent clause
 - May introduce a dependent clause with a subordinating conjunction
 - Conjunctive adverbs must be set off with a comma or a semicolon, depending on their placement and/or what they are joining
- **Compound-Complex Sentence:** 2 independent clauses with at least one dependent clauses



Activity: Sentence Structure

Differentiating Sentence Structures

Use this activity to develop student awareness of subject (*who* or *what*) and predicate (*action*) in differentiating sentence structures. Practice should focus on students being able to differentiate compound subjects and predicates in simple sentences from compound sentences. Also, students should practice identifying the difference between compound and complex sentences.

Materials: A list of sentences of varying types, including both simple and compound sentences

- 1 Have students underline the subject (*who* or *what*) with one line and the predicate (*action*) with two lines for each single sentence or each sentence in a compound.
- 2 If there are conjunctions (e.g., *and*, *but*, *so*) or relative pronouns (e.g., *who*, *that*, *which*), instruct students to circle them.
- 3 Have students identify which kind of sentence it is.

Now you try! →

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 Question

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

ANSWER

Correct Answer: C

Option (C) is correct. The teacher uses the work sheet to provide instruction in the writing mechanics skill of understanding a variety of different sentence types that students can use in their writing pieces. Students learn that moving from writing only simple sentences to more complex and interesting sentences improves the quality of their writing pieces.

Cohesive Devices

Definition: The specific linguistic devices by which a text hangs together

Pronoun

Reference: A word used to refer to something else that has already been named in the text

Example: *Sue* and *I* met *her* brother. *We* were on time. *He*, however, was late getting *there* and *we* missed the first scene.

Word & Phrase

Substitution: Renames a person, place, thing, idea, or action with a word or phrase that means the same thing but that is not a pronoun

Example: The *vocabulary* of a reader is correlated with comprehension. The *mental lexicon* can be expanded through more reading.

Ellipses: Occurs when words that name or refer to an entity already named are assumed, but not stated

Example: I asked her to be prepared for the trip. She said that she would [be prepared].

Conjunctions: Parts of speech that connect words, phrases, clauses, or complete ideas in such a way that they make sense

Examples: and, but, because, however, nevertheless, before, etc.

Types & Examples of Conjunctions

Table 6.7: Three Types of Conjunctions

Type	Function	Examples
Coordinating Conjunctions (<i>and, but, or, nor, for, so, yet</i>)	Coordinating conjunctions connect grammatically equal parts of sentences, such as words to words, phrases to phrases, and clauses to clauses.	<ul style="list-style-type: none"> Every spring, beekeepers set up hives in orchards <i>and</i> fields around the country. One spring, the bees flew out of their hives, <i>but</i> they never returned.
Subordinating Conjunctions (e.g., <i>because, before, when, while, after, as</i>)	Subordinating conjunctions connect clauses that are not equal. A dependent clause beginning with a subordinating conjunction expresses an incomplete thought. It can't stand on its own and only makes sense with the independent clause in the sentence.	<ul style="list-style-type: none"> We need bees <i>because</i> they pollinate our crops. <i>After</i> the bees disappeared, scientists tried to find out why.
Conjunctive (Connecting) Adverbs (e.g., <i>however, nevertheless, instead, finally</i>)	Conjunctive adverbs connect two independent clauses in one sentence or link ideas in two or more sentences. They often show cause and effect, sequence, or compare and contrast relationships.	<ul style="list-style-type: none"> Pesticide use was reduced; <i>nevertheless</i>, the population of bees plummeted. Scientists kept researching the disease. <i>Finally</i>, they thought they had the answer.

Sentence Structures	Purpose	Example
Simple	Expresses one complete thought (subject and predicate); can have single or plural subjects (<i>who</i>) and/or predicates (<i>action</i>)	The old fisherman went out one day to catch food. He cast his nets and caught nothing for the first hour. The fisherman and the genie looked closely at each other.
Compound	Expresses two complete thoughts (two subjects and two predicates) joined by one of the following coordinating conjunctions: <i>and, but, for, or, nor, yet, so</i>	There were no fish, but a humongous copper jar fell to the floor. The fisherman wanted to be granted wishes, but the genie wanted to give him bad luck.
Complex	Expresses two thoughts: one complete thought (subject and predicate) and one incomplete thought (subject and predicate) that doesn't make sense by itself; joined with a subordinating conjunction (e.g., <i>because, before, when, while, after, as</i>) or a relative pronoun (e.g., <i>that, which, who, whom</i>)	The fisherman was already imagining the riches that would soon lie at his feet. He smiled nervously as the jar disappeared below the lapping waves.

Table 6.8: Examples of Conjunctions and Conjunctive Adverbs by Function

Addition/Sequence	Cause/ Effect	Compare/Contrast	Reversal	Conditionality
after	because	however	although	if/then
also	consequently	likewise	but	in case
and	finally	nevertheless	even though	only if
before	for	otherwise	instead	unless
now	since	similarly	yet	until
then	so			
until	therefore			
when				
while				

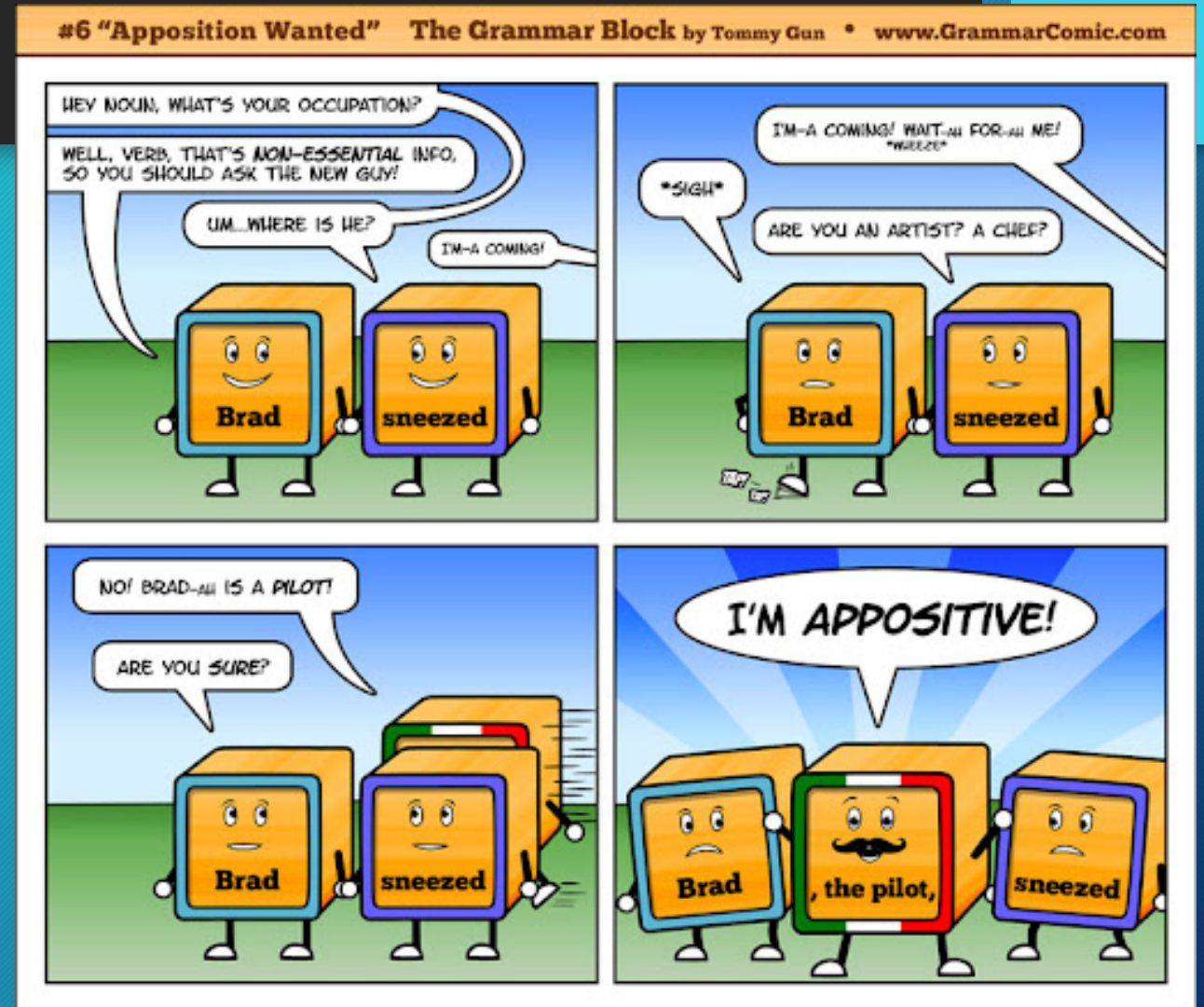
Most Common Subordinating Conjunctions

1. before
2. after
3. if
4. when
5. even though
6. although
7. since
8. while
9. unless
10. whenever



Appositives

- Definition: A second noun, a phrase, or a clause equivalent to a noun
- Often defines or describes a person, or thing
- Example: New York City, the largest city in the United States, is a major tourist attraction.




Four Sentence Types

Statements = Declarative Sentences
Commands = Imperative Sentence
Exclamations = Exclamatory Sentence
Questions = Interrogative Sentence

Sentence Type	Purpose	Example
Statement	To state, say, or tell	She cuddled the kitty. She (<i>who</i>) cuddled the kitty (<i>action</i>).
Command	To tell someone to do something	Tom, sit down. Tom (<i>who</i>), sit down (<i>action</i>).
Exclamation	To say something with emotion or feeling	They score another touchdown! They (<i>who</i>) score another touchdown (<i>action</i>)!
Question	To ask for or about something	Have you read <i>A Wrinkle in Time</i> ? Have you (<i>who</i>) read <i>A Wrinkle in Time</i> (<i>action</i>)?


The Four Sentence Types

declarative sentence
(makes a statement)




A lie told often enough becomes the truth.

interrogative sentence
(asks a question)




What is history but a fable agreed upon?

imperative sentence
(gives a command)



Get in your tanks.

exclamatory sentence
(expresses emotion)



Ouch! That hurts!

Sample Question

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

ANSWER

Correct Answer: D

Option (D) is correct. When first-grade students are asked to imitate sentence structures with well-placed punctuation found in mentor texts, they build vocabulary and mechanics and develop a sense of how to communicate with an audience.

The Paragraph

Definition: a group of sentences that includes details supporting a specific point



Should include the following characteristics:

- **Structure**: Sequence of sentence to ensure clarity
- **Coherence**: All sentences are connected with transition words that indicate relatedness
- **Unity**: Every sentence supports the main idea
- **Sentence skills**: Grammatically correct and clear; Varying sentence types

Sample Question

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.

ANSWER

Correct Answer: B

Option (B) is correct. Guided writing is the instructional model described. In guided writing, students write drafts independently. The teacher observes and guides students as they actively apply their learned writing skills in creating a writing piece.

Tricks of the Trade: Pictures & Colors

- It might also be helpful for you to color-code sentences or use pictures, so students can see the different levels of sentences

Topic Sentence

Supporting Ideas

Detail Sentences

Conclusion

Mr. Snow's homeroom should get a hamster as a class pet. One reason for this is that we can play with a hamster. If we got a snake or a fish, we could not play with it. Also, a hamster is easy to take care of. All we need is a cage, hamster food, and an exercise wheel. This is why a hamster would be a great pet for our class.

Paragraph Outline

This is how an outline looks like:

Topic: _____

Reason 1: _____

Details that develop reason 1:

Reason 2: _____

Details that develop reason 2:

Reason 3: _____

Details that develop reason 3:

Conclusion: _____

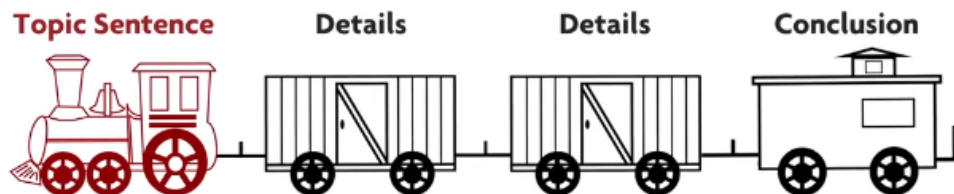


Diagram also on page 299 of the LETRS manual.

Step Up to Writing®

Step Up to Writing
Handy Pages
Primary Level

Traffic Light Colors

- Go!** Write a topic sentence.
- Slow Down!** Give a key/star idea (reason, detail, or fact). Use a transition.
- Stop!** Explain— give an example.
- Go Back!** Remind the reader of your topic.

Manuella E. Auman



Step Up to Writing

Topic Sentence Big/Star Ideas Details Conclusion Sentence

- Below is a little more info on what the process looks like.
- Start with JOTT Notes, then write the "paragraph"

JOTT Notes (Just One, Two, or Three Notes)

● t= topic		● recess
● First, big idea	● detail	● First, slide
● Next, big idea	● detail	● Next, tag
● Last, big idea	● detail	● Last, football
● c= conclusion		● Clearly, playing outside

→

Recess Time

I like to do many things at recess. First, I like to go on the slide on the playground. Since it is curvy, I can go really fast. Next, I like to play tag on the grass. I run very fast and try to tag my friends. Last, I play football with people from other classes. I am good at football, and can catch the ball from far away. Clearly, I enjoy playing outside during my recess time.

An Exciting Challenge

In my opinion, being an astronaut is a very hard job. It would be exciting and fun to see outer space, but there are many challenges that astronauts have to handle. It is a job that takes a lot of effort.

One reason that being an astronaut is a hard job is because you have to study for years to become one. Source 1 says that astronauts have to train for hundreds of hours. Another reason this is such a hard job is because astronauts are on their own while in space. If something on the spaceship breaks, astronauts have to be able to fix it by themselves, and they also need medical training to keep themselves healthy and safe while in space. A final reason this is a challenging job is because a lot of strange things happen to an astronaut's body while in space. Source 2 explains that being weightless and floating around can make them feel sick, and their muscles and bones get weaker too.

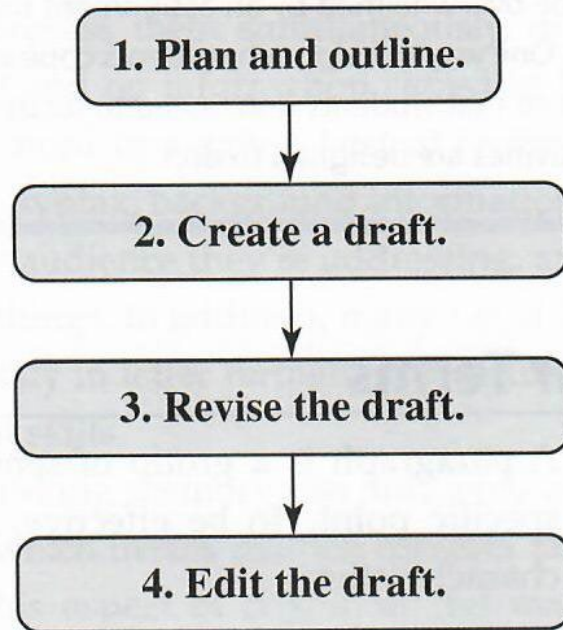
In conclusion, there are many different challenges that astronauts face. Years of training, being on their own to handle problems in space, and changes to their health, are some of the things that make being an astronaut such a hard job. Are you up for the challenge?

The moon is covered with craters.

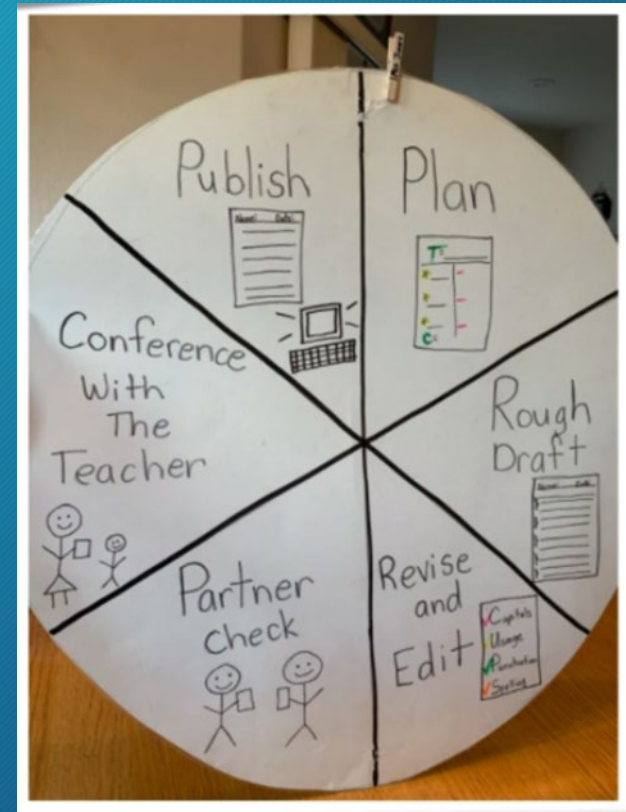
On the moon, it is hot during the day and cold at night. The moon goes through eight phases. Neil Armstrong was the first astronaut to walk on the moon. There are many more interesting facts about the moon.

The Steps of Writing

TWR Writing Process



Writing Cycle



Sample Question

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

ANSWER

Correct Answer: D

Option (D) is correct. Asking students to use a self-evaluation checklist as they progress through the steps of the writing process is an effective instructional practice. The tool is useful and purposeful in helping students engage in writing as a recursive as opposed to a linear process during which they may well come up with new ideas and directions.

Sample Question

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

ANSWER

Correct Answer: D

Option (D) is correct. Jennifer's actions in the scenario indicate that she has completed the prewriting and drafting stages in the writing process. However, during the revision stage she stops to reflect on the audience for her writing. She realizes more details and vivid language need to be added to her piece, so she returns to the prewriting stage to make the piece more exciting and interesting to her peers. By not continuing on with her writing in a linear fashion, Jennifer's actions provide evidence that she is flexible and understands the recursive nature of the writing process.

Genre Types

Narrative

Descriptive

**Informational/
Expository**

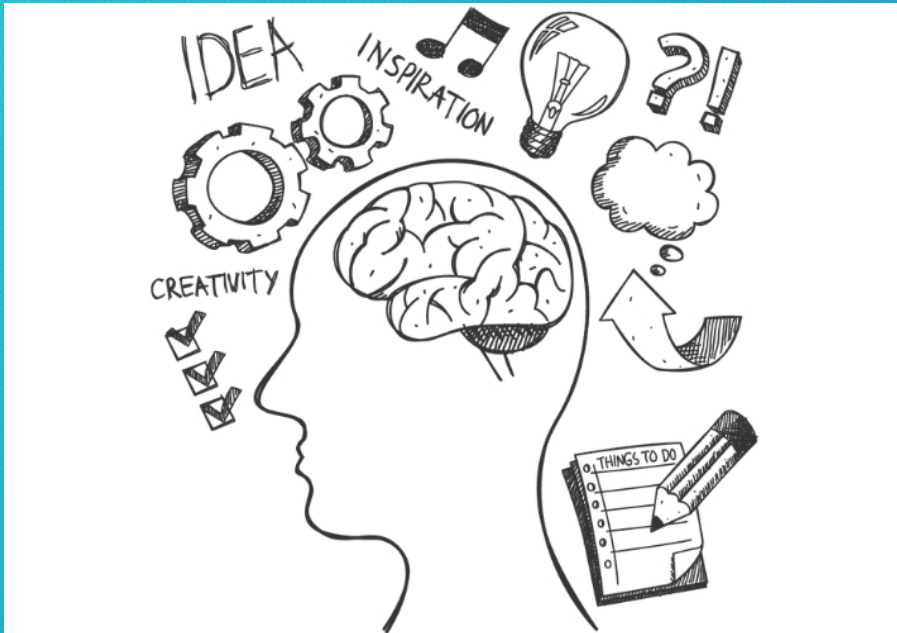
Opinion

Pro/Con

Argumentative

Activity: Start Planning

- The What: Identify your TOPIC
- The Who: Determine your AUDIENCE
- The Why: Understand your PURPOSE



- Determine what type of writing you will pursue:
 - Informational/Expository: Explains or informs; Compare-and-Contrast
 - Narrative: Event described in chronological or sequential order
 - Descriptive: Describes a person, place, or thing using all five senses
 - Opinion: Seek to change how reader thinks or feels without providing evidence or opposing views
 - Pro/Con: Doesn't insert ones opinions; Reports on both sides
 - Argumentative: Presents both sides of an issue and then gives reasons and provides evidence as to why reader should choose one side over the other

Sample Question

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

ANSWER

Correct Answer: B

Option (B) is correct. The visuals chosen by the classroom teacher are similar in that they illustrate emotional appeals to an audience. Emotional appeals are most useful when a writer is trying to persuade an audience.

Sample Question

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

ANSWER

Correct Answer: B

Option (B) is correct. Online document-sharing services, such as Google Docs, allow multiple people to work on the same living document.

Sample Question

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.*
 - 2. Think about the emotions included in the text and write about these with cadence and rhythm.*
 - 3. Think about whether or not Tom Sawyer and Huckleberry Finn should really be friends and write an essay that explains your reasons.*
 - 4. Think about the protagonist and antagonist and write a short story using a modern setting.*
- A. Narrative*
 - B. Persuasive*
 - C. Descriptive*
 - D. Expository*

ANSWER

Correct Answer: D, C, B, A

Options (D), (C), (B), and (A) are correct. Think about how the text was structured and write an essay that explains and provides examples of the characteristics of the author's style is an example of expository text. Think about the emotions included in the text and write about these with cadence and rhythm is an example of a descriptive text. Think about whether or not Tom Sawyer and Huckleberry Finn should really be friends and write an essay that explains your reasons is an example of persuasive text. Think about the protagonist and antagonist and write a short story using a modern setting is an example of narrative text.

Sample Question

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

ANSWER

Correct Answer: C

Option (C) is correct. Goal-setting is important when brainstorming as well as during the writing process. It allows the student authors to use self-questioning techniques to determine whether their writing is matching their goals.

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Sample Question

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

ANSWER

Correct Answer: A

Option (A) is correct. Having a list of expressive words to draw on helps beginning writers develop their narrative in greater detail.

Researching

- Students will need instruction on how to:
 - Use precise keywords in searches
 - Skim search results
 - Know trustworthy sources (difference between .com vs. .gov)
 - Know words (and, or) and symbols (+, -, “_”) to refine their searches
 - Use reliable databases (i.e. Google Scholar vs. Wikipedia)
 - How to evaluate websites with a critical eye
- Model, Model, Model!
- Model the process of searching online for the class and then provide guided practice and scaffolds when students perform a search independently



Sample Question

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

ANSWER

Correct Answer: D

Option (D) is correct. Timeliness of information, professional affiliation, bias, and domain suffixes are considerations for evaluating and selecting classroom reference materials.

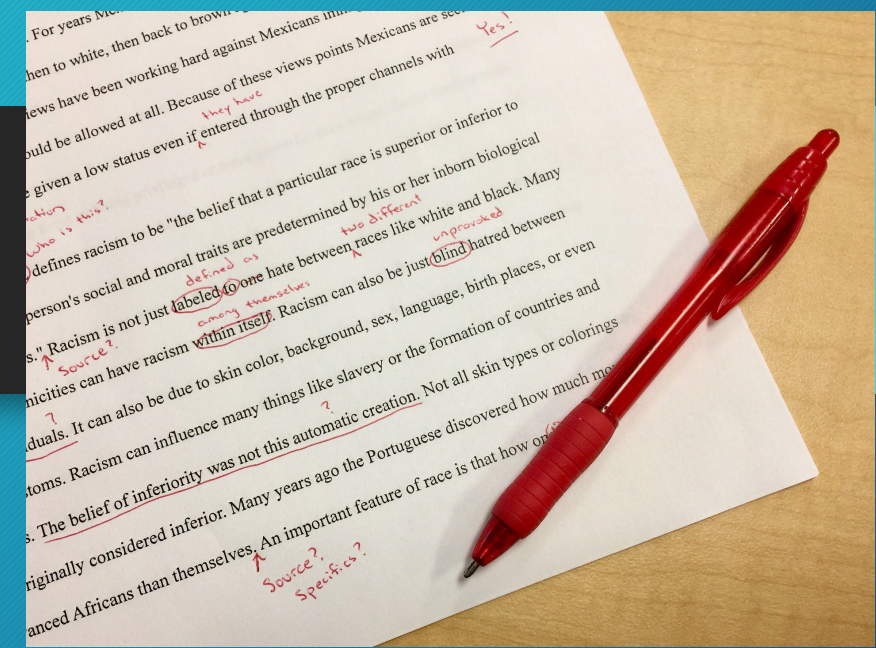
Revising vs. Editing

Revising

- Revising: Clarifying or altering the content or structure of a draft
- May need to be done repeatedly
- Anticipate what information a reader will need or want to know and how to communicate it as effectively as possible
- Should receive more instructional time

Editing

- Editing: Identifying and correcting errors in grammar, punctuation, capitalization, syntax, and spelling
- Easier than revising
- Should receive less instructional time



Discussion: Which comes first?

Which comes first? Revising or Editing?

- REVISING!
- Why?
- Revising changes the wording and structure of a piece of writing, so there is no point in editing until this is completed
- Editing is the fine-tuning before publishing



Sample Question

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.

ANSWER

Correct Answer: C

Option (C) is correct. Revision is the ongoing process of improving the content of a piece of writing. Writing can be improved through the elaboration of ideas with the addition of details to paint a specific image in the reader's mind.

Edit Using Symbols

^	Insert
⊙	Insert period
^,	Insert comma
^'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
<u>b</u> cap	Capitalize
Blc	Make lowercase (small letter)
e	Delete
rwd.	Reword
←	Move according to arrow direction
Ⓔ⓪ⓉⓇ	Transpose
[Move to the left
]	Move to the right
^	Add a letter

Publishing

- Create a clean & final copy of the writing
- Make sure to include a title on the top
- Use good handwriting, punctuation, and spelling
- Include all the changes made from the revising and editing stages
- Include an illustration?
- Type it?
- Share it with an authentic audience?



Start Simple → More Complex






- Start smaller
 - Sentences → Single Paragraph → Multiple Paragraphs (when ready)
- Match the size of the writing composition to the topic and the content of the composition
 - Example: Book Critique
 - Introduction, Plot Summary, Analysis of Book's Strengths and Weaknesses (3-paragraph is sufficient)
 - Also want to include analysis and description of characters in the book or describe conflicts (may need 4-paragraph or 5-paragraphs)

Summarizing is...

- Summarizing is not copying information down from a text or from what the teacher provided (Retelling)
- Summarizing requires synthesizing the information and writing it down (or verbalizing it) in your own words

Retelling vs Summarizing

Retell	Summarize
<ul style="list-style-type: none">• Tell the story again• Use the author's words• Add as many details as possible 	<ul style="list-style-type: none">• Tell only the most important events from the story• Put events in your own words• Keep in mind the BIG IDEA- what the story is mostly about 
<p>Both</p> <ul style="list-style-type: none">• only use details from the text• Keep the details in the correct order 	

Assessing your students writing:

- Enables you to pinpoint skills individual students have or need to acquire
- Provides information about the skills you need to focus on for your class as a whole
- Helps you set your goals for individual students and your class
- Tracks the progress your students make over the course of the year



Writing is Difficult to Assess

Measuring the quality of students writing is harder than assessing other subject areas

Some areas of writing are easy to quantify, but on the whole, writing can be very subjective



Sample Question

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

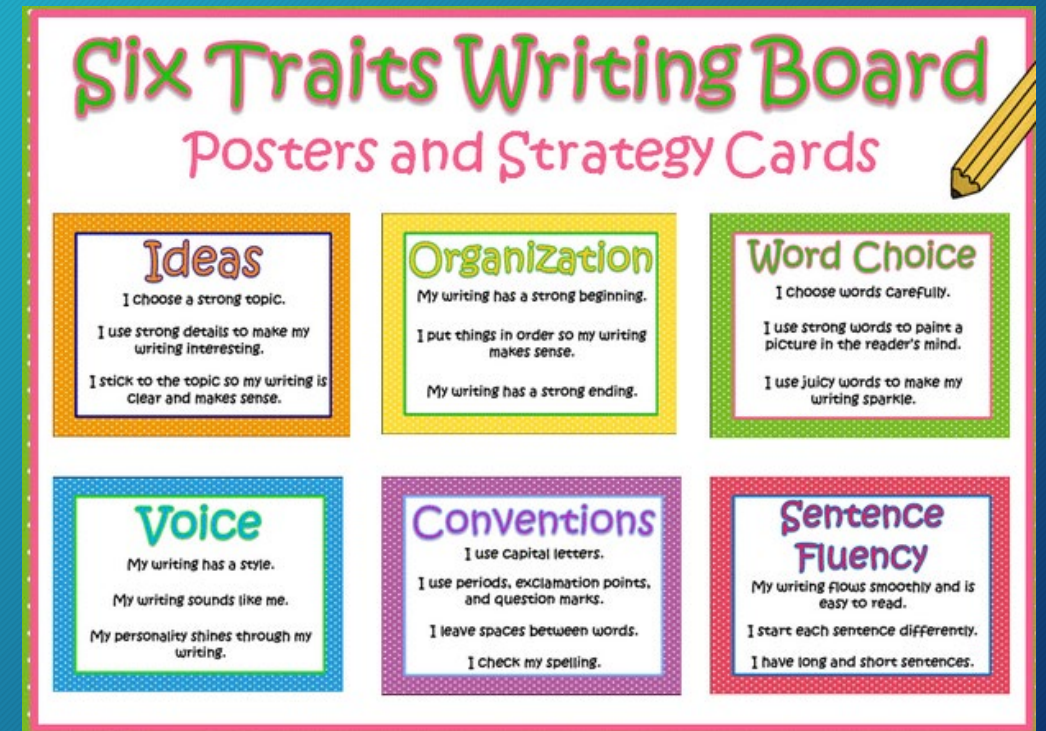
ANSWER

Correct Answer: D

Option (D) is correct. A rubric gives specific descriptions on a scale to demonstrate what is expected for the task.

Rubrics

- Standard rubrics can help teachers focus on specific elements of students' writing
- Rubrics are more useful for ranking students as opposed to providing specific suggestions for moving them toward the objectives the teacher has set
- More useful to use an assessment tool that is tied to the specific strategies you have taught



Four Criteria to Assess Student Writing



- **Structure:** Are the sentences (and paragraphs) arranged appropriately?
- **Coherence:** Are the sentences (and paragraphs) related to one another?
- **Unity:** Do the sentences (paragraphs) support the main idea?
- **Sentence Skills:** Are the sentences grammatically correct and clear? Is there a variety of sentence starters?

Two Types of Writing Assessments

Independent Writing Sample

- Students write a paragraph in response to a prompt, with no guidance or assistance from their teacher
- Can have students write a response to a text they've read
- Gives teacher an overall sense of whether or not students' writing is improving
- Administer at beginning, middle, and end of the year

Diagnostic Worksheets

- Provide students with a text to read and then ask them to perform a series of writing tasks based on the text
- Teacher utilizes these assessments to determine whether or not students have mastered specific writing strategies that they have been taught

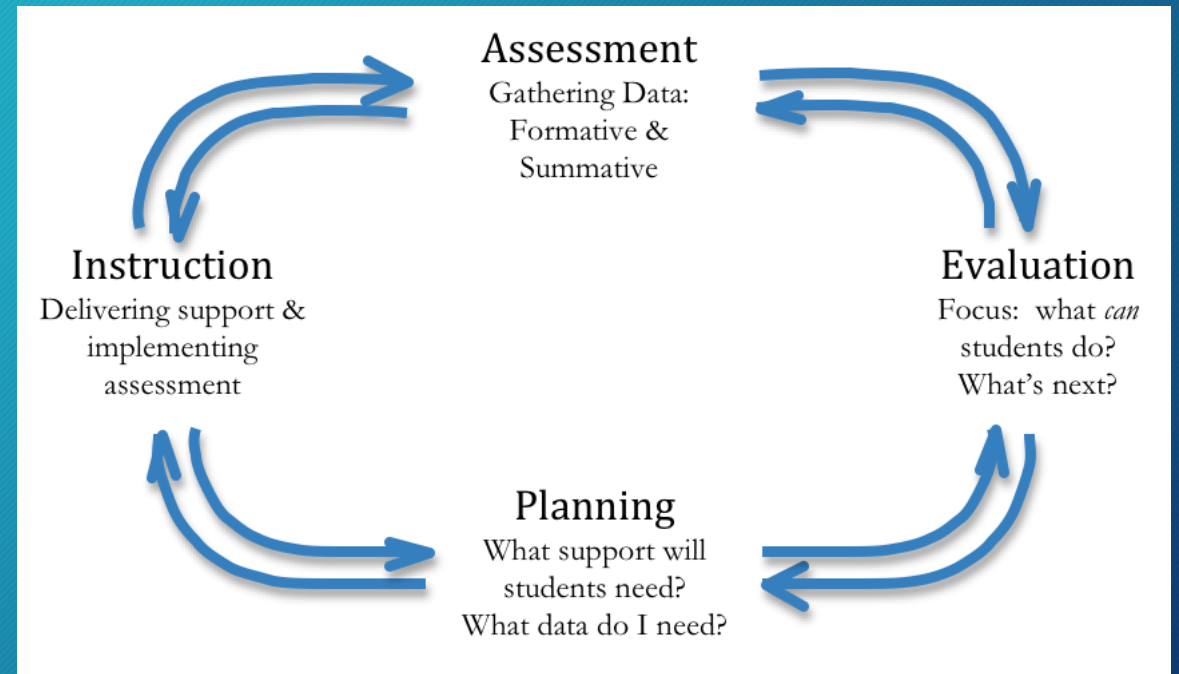
Writing Assessment Recommendations

1. Use assessments to provide students with feedback about the effectiveness of their writing.
2. Teach students how to assess their own writing.
3. Monitor students' progress in writing on an ongoing basis.
4. Triangulate your assessments.
5. Keep portfolio of student writing over the year (see progress; multiple genres; use for Parent/Teacher conferences).



Factors to Consider When Planning Instruction

- How much background knowledge do your students have?
- How extensive or limited is their vocabulary?
- How familiar are they with conventions of standard English grammar?
- Do they have a sense of what they need to include in their writing so that it's understandable to a reader?



Foundational Writing Skills

- Writing, more than any other task, taxes a student's working memory and executive functions
- If students are struggling with foundational writing skills → they won't have the space in working memory to simultaneously think about high-level aspects of composition

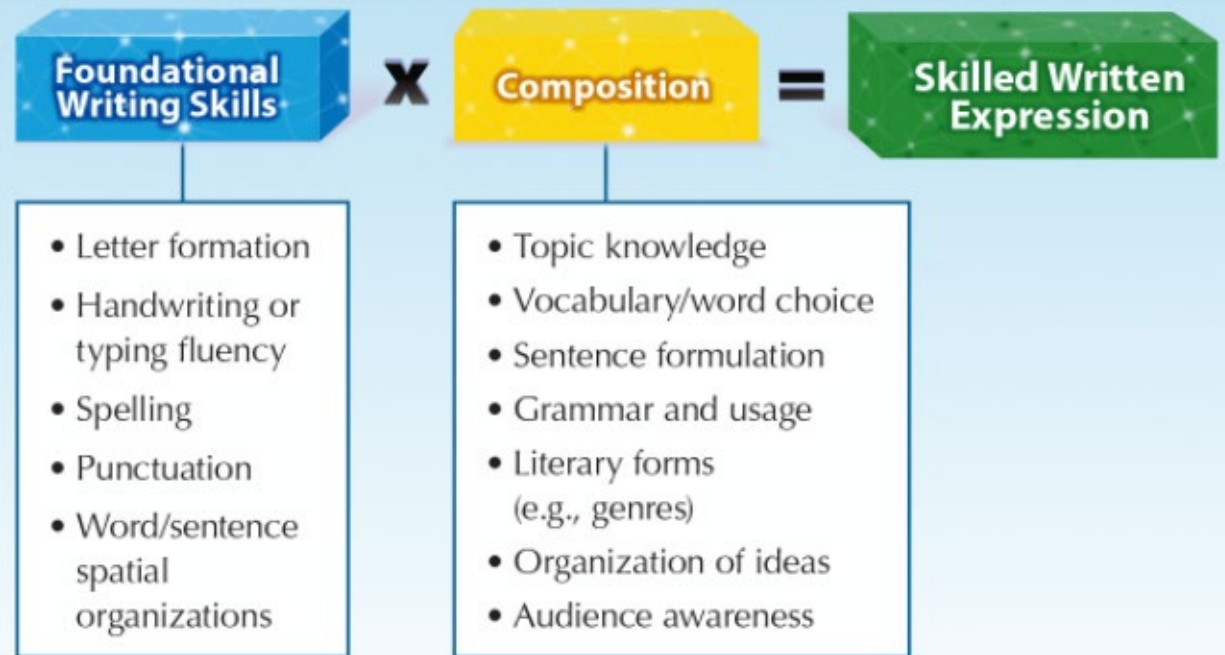


Figure 8.1 The Simple View of Writing
Figure also on page 233 of the LETRS manual.

Differentiating Instruction

- Keep high expectations for all levels of writers
- Make need to provide more structure and more support for struggling writers
 - Less activities to complete
 - More scaffolding (i.e. instructions, hints, word/phrase list, sentence stems)
- Never hold struggling writers back
 - With the right structure, support, and scaffolds in place → students will be able to continue learning the same skills and same content as their more proficient peers



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.

One more studying tip...WIDA

World Class
Instructional
Design and
Assessment
(WIDA)

Language
Standards for
ELLs

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	4.0						368					
Speaking 	2.2						320					
Reading 	5.5						530					
Writing 	1.5						190					

Proficiency levels are interpretive scores. In other words, they are based on, but separate from, scale scores. The proficiency level score describes the student's performance in terms of the six WIDA English Language Proficiency Levels:

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
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