Rollins Center
for Language & Literacy

COX Campus

A Program of the Atlanta Speech School

Teaching Writing to K-3

Professional Learning Presentation

The coach utilizes the training presentation to provide professional learning around the Teaching Writing to K-3 course content to teachers.

Cox Campus Intellectual Property Rights

- All content included on this Site (Cox Campus Content) is the property of Cox Campus, the Rollins Center, the Atlanta Speech School, and their licensors, and is protected by U.S. copyright laws. The Cox Campus Content includes all trademarks, service marks, designs, graphics, text, logos, audio, videos, compilations of data, software, and the selection and arrangement of material on the Site. You may not use, copy, reproduce, scrape, reverse engineer, sell, republish, upload, post, transmit, distribute, or modify any of the Cox Campus Content in any way without our prior written permission.
- Cox Campus Content is made available solely for your personal, non-commercial use in connection with the services provided on the Site. No right, title or interest in Cox Campus Content or any other materials or software is transferred to you as a result of this Agreement or your use of any of the services provided on the Site. **You may not download, reproduce, publish, transmit, distribute, display, modify, create derivative works from, sell or participate in any sale of or exploit in any way**, in whole or in part, any of Cox Campus Content, the Site or any related software, nor may you employ any bots or other means to “screen scrape,” or otherwise extract or obtain the benefit of Content on the Site.

Participant Outcomes of Using This Presentation:

- Explicitly teach the writing process (pre-writing, drafting, revising, sharing), and provide ongoing opportunities to work through the revision cycle
- Move students from foundational to more complex skills
- Identify and support development in the appropriate stage of the writing continuum
- Utilize the Self-Regulate Strategy Development method for teaching writing
- Plan lessons at students writing developmental level that include engaging writing instruction and a variety of resources

Lesson 1

Introduction to Teaching Writing

Goal:

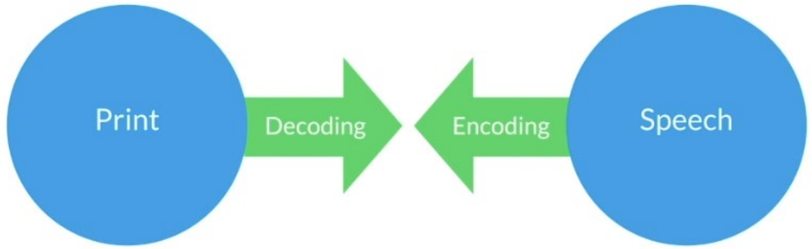
Understand the complex factors involved in writing development and the stages of writing.

Writing Is…

✓A human invention
- Evolved from **spoken language** to make language visual and permanent

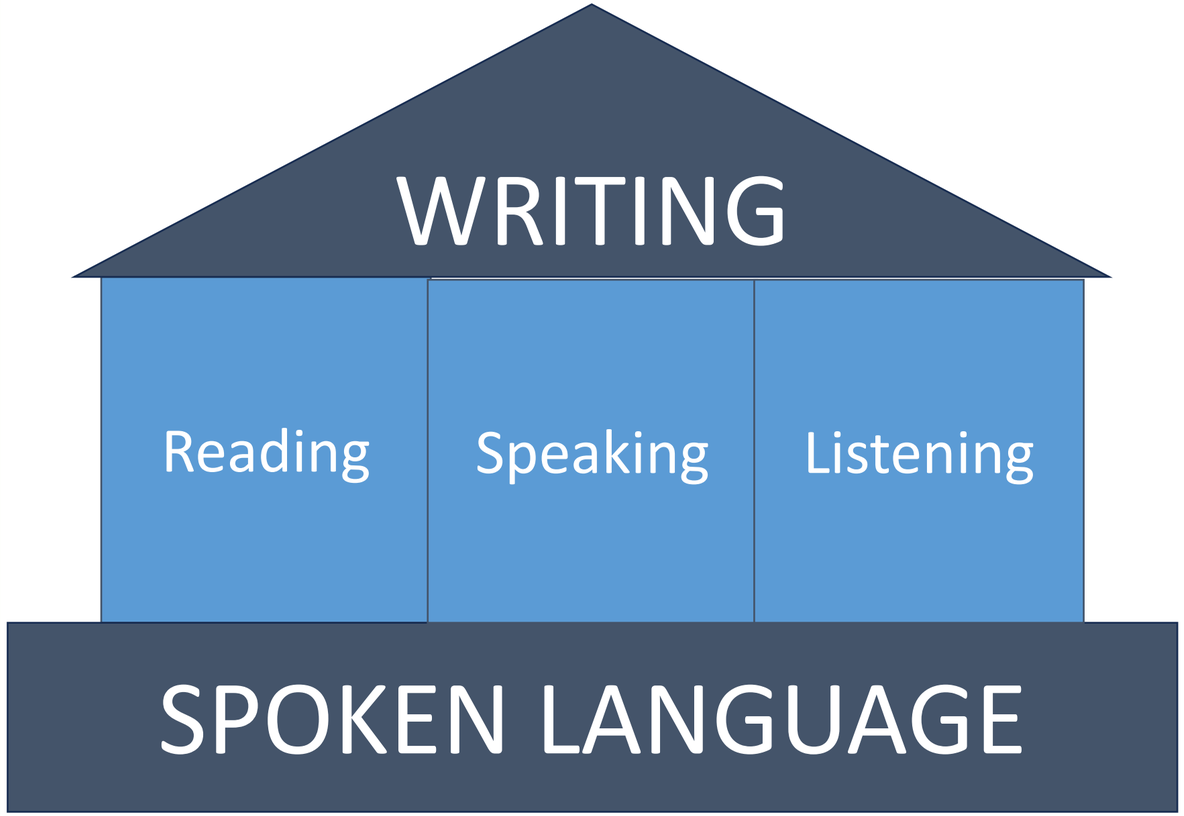
✓Built upon **oral language**
- A blend of multiple language systems

✓Deeply **connected to reading**
- Reading and writing are reciprocal skills



✓Complex
- Requires **executive functioning** skills, **oral language**, **background knowledge**, **working memory**

Writing is…LANGUAGE!



House of Language and Literacy, Goodall Webster, 2023

CONSIDER:

Before asking students to write, **how frequently do they practice orally communicating their thoughts and ideas**?

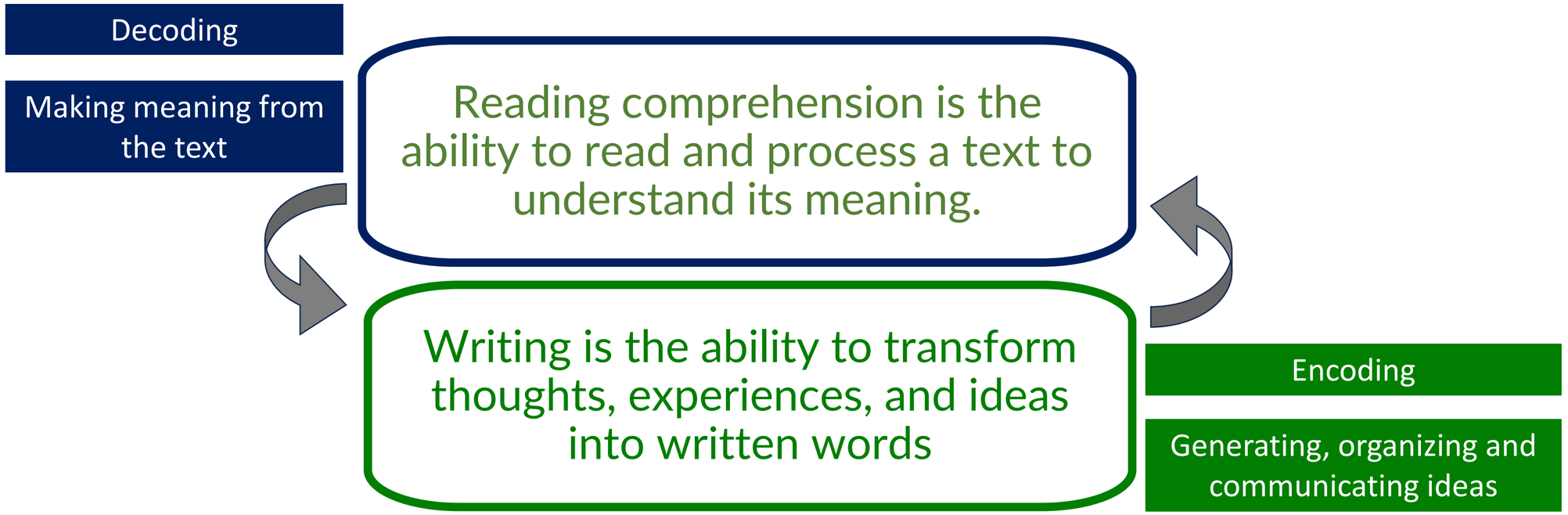
How does the foundation of spoken language impact students who:

- use **diverse language varieties**?
- have **oral language deficits**?
- are **multilingual learners**?

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Writing & Reading Comprehension

Reading comprehension and writing are interconnected.



How are reading and writing instruction connected in your current practice?

Writing is HIGHLY COMPLEX

Executive Function Skills	Working Memory	Oral Language	Background Knowledge

REFLECTION:

Consider these essential concepts of the writing process.

1. How could each concept impact writing in the classroom?
2. Think of a struggling writer you have worked with. How did the interaction of these concepts impact their writing ability?

ASSIGNING Writing vs. TEACHING Writing

Assigning	Teaching
“Writing a paragraph about animals.”	Plan first by considering various animals and how they move, exploring various texts about animals and collecting information that build knowledge before writing.
“Respond in your journal”	Modeling idea generation with a brainstorming web. Orally share ideas. Allow beginning writers to draw first.
“Write about your weekend.”	Provide scaffolds to help students understand story structure and sequence.
“Edit your work.”	Teach revision strategies and guide student through the writing process.

REFLECTION:

Examine your curriculum materials or think about your current practice. How can you ensure to TEACH writing instead of ASSIGNING it?

Lesson 2

How To Teach Writing

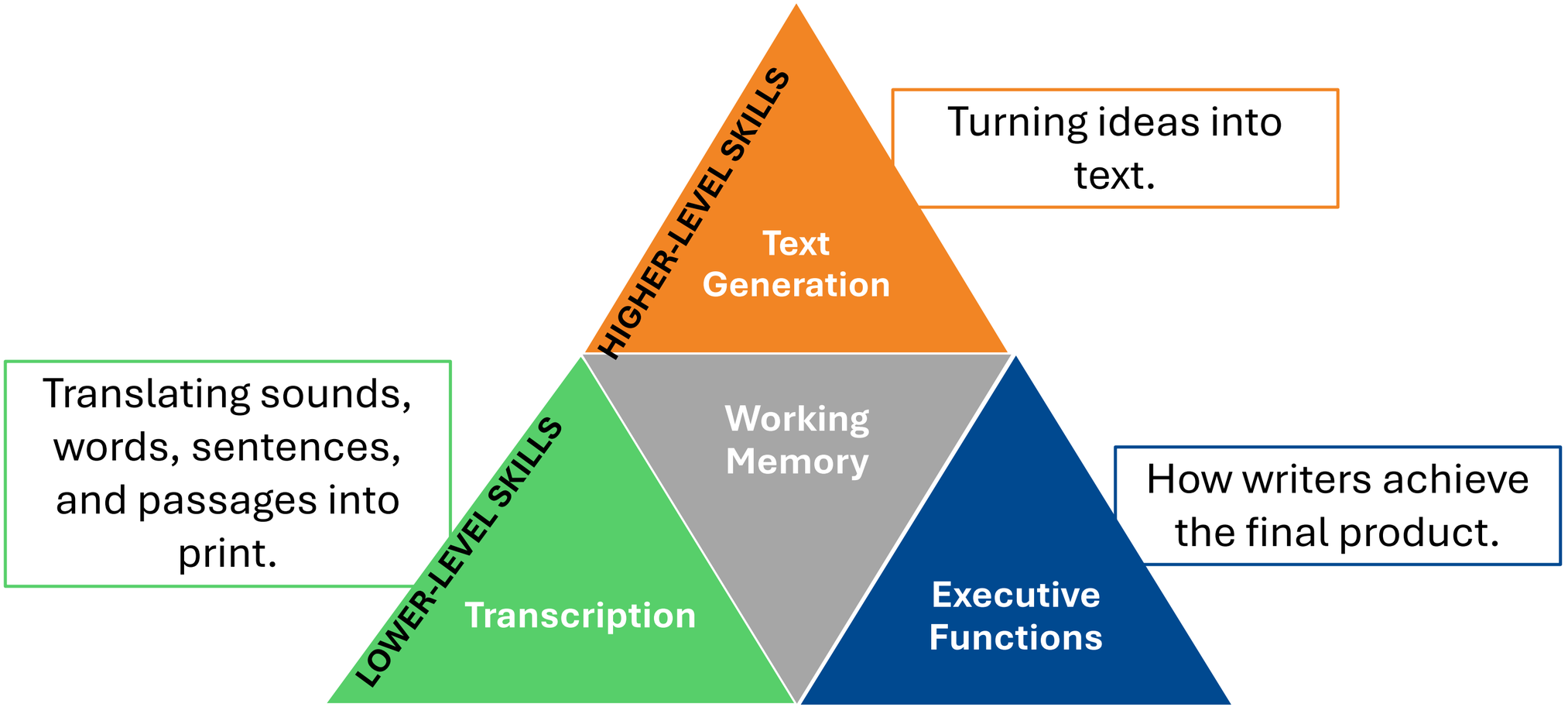
Goal:

Understand the research-based approaches for teaching writing.

Model a variety of examples of good writing in action.

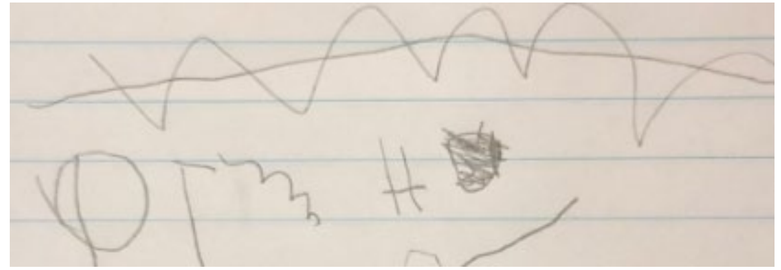
Provide writing tools and resources that promote independence.

The (Not-So) Simple View of Writing



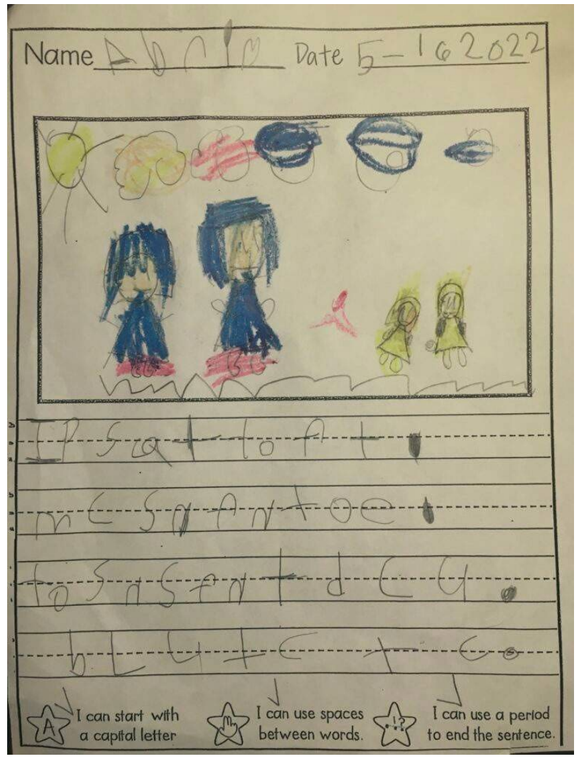
(Berninger & Winn, 2006)

Early Writers: Ages 2-5



Transcription

- Scribbling
- Letter-Like Marks
- Letters
- Beginning decoding/encoding



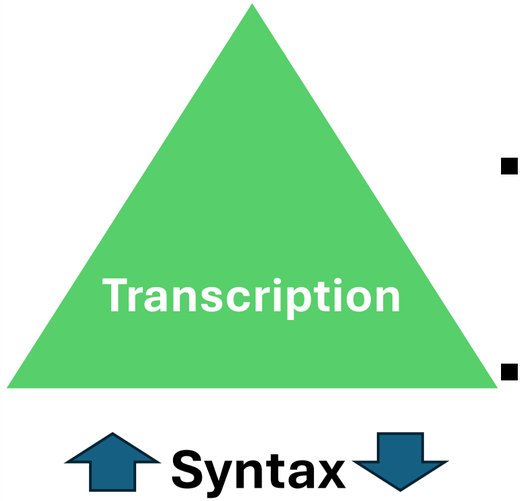
Text Generation

- Oral opportunities
  - Turn and Talks
  - Sentence Scaffolds
- Shared Writing

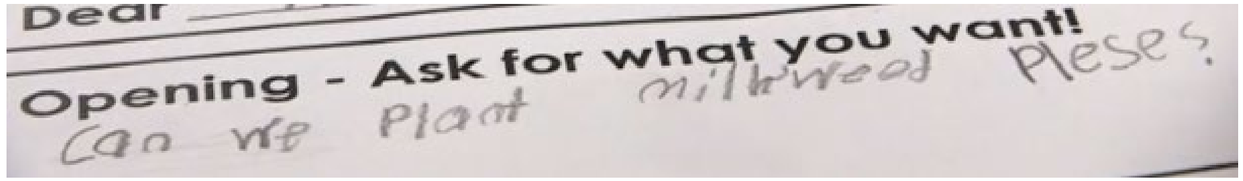
Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

Mastering the Basics: Kindergarten – 2nd Grade



- Developing automaticity with handwriting
- Decoding/Encoding



- Sentence level
- Introduction to Writing Process

DISCUSS:
What does support look like in this phase?

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

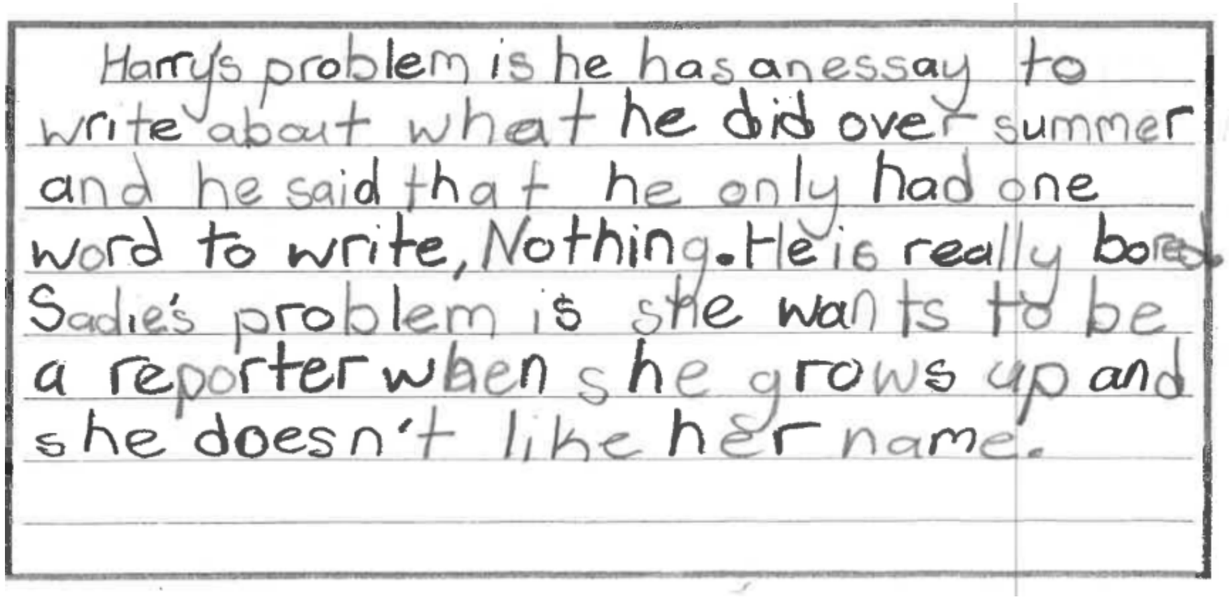
Building Fluency: 2nd/3rd Grade and Beyond

Transcription

- Mastery (by late 2nd grade)
- Cursive (Grade 3)
- Keyboarding

Text Generation

- Heavier cognitive emphasis
- Sentence-Paragraph-Essay
- Text structures


Harry's problem is he has an essay to write about what he did over summer and he said that he only had one word to write, Nothing. He is really bored. Sadie's problem is she wants to be a reporter when she grows up and she doesn't like her name.

DISCUSS:
What does support look like in this phase?

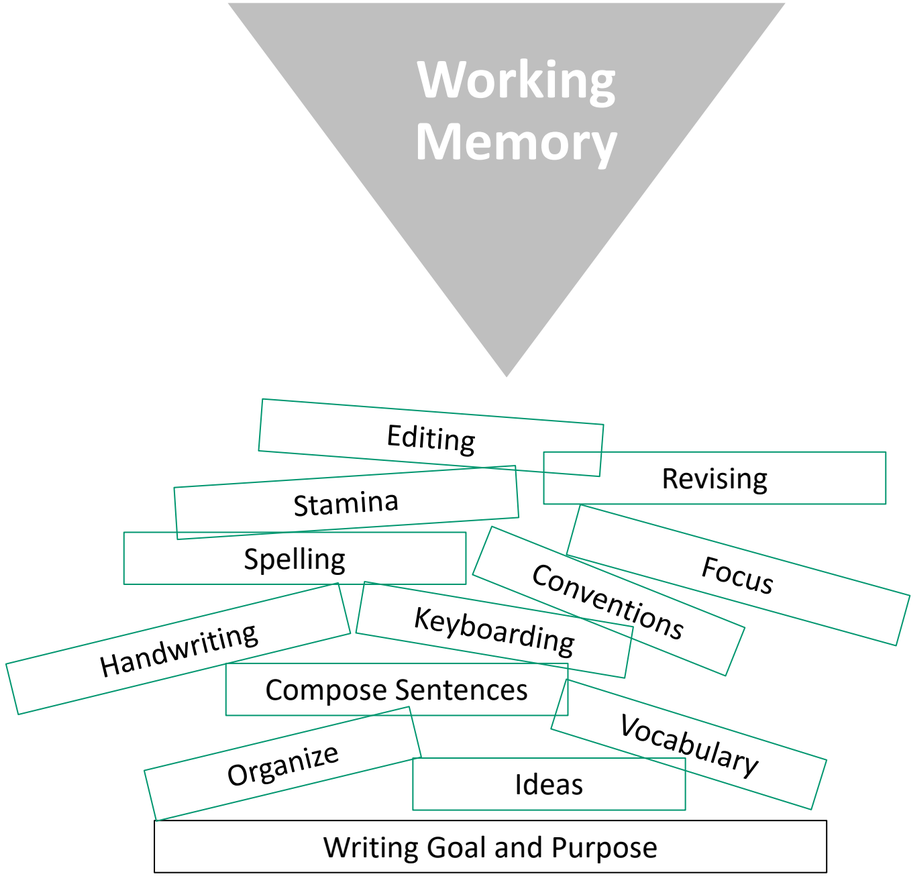
Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Working Memory

- *We cannot reliably “**strengthen**” or “**expand**” a brain’s working memory.
- **Explicit writing instruction** and meaningfully **scaffolded strategies** can lessen cognitive load and improve *how* students use their working memory

Examples of Explicit Writing Instruction and Scaffolds

- Oral Rehearsal (students say it before they write it)
- Designated graphic organizers purposefully used to structure schema and writing
- Depicting and analyzing an exemplar writing (I do)
- Chunking out writing steps (We do)
- Collaboratively generating ideas and writing together (We do)
- Writing tasks are richly connected to student reading and curricular materials (in all content areas!)



Graham & Harris (2000); Miranda et al. (2011)

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

The Writing Process

Planning → **Translating** → **Reviewing**

iWrite, Gary Bingham

REFLECTION:

What does the writing process currently look like in your classroom?

Are all students actively engaging all steps of the writing process(**planning, translating** and **reviewing)?**

Which phase of the process do you see as an area of strength? In which do you need more support?

1.Pre-Writing	
2.Drafting	
3.Revising	
4.Sharing	

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Reducing Cognitive Load

Writing Demand	Possible Teacher Support
Idea generation	Oral rehearsal
Planning	Graphic organizers
Vocabulary	Word banks
Sentence construction	Sentence frames
Spelling	Sound walls
Organization	Model texts
Revision	Checklists

Teachers model first to show students how to work through each demand.

Some teacher supports are:

- **temporary scaffolds:** supports students use to learn a process, with the long-term goal of doing it without the support
- **skill-building practices:** help students strengthen specific writing skills

SCENARIO:
After learning about recycling and conservation, students are working on a paragraph to explain why recycling is important.

Which supports **reduce cognitive load** and which supports **teach a skill**?

Lesson 3

What to Teach

Goal:

Identify essential skills needed for writing.

Integrate explicit instruction of research-based writing skills into practice.

Move students from foundational to more complex skills along a continuum.

Teaching Transcription Skills

Handwriting IS important to student writing development.

also…

It SHOULD NOT be the sole focus of writing instruction.

Handwriting is a necessary part of the writing process. Writing fluency enables the writing process.

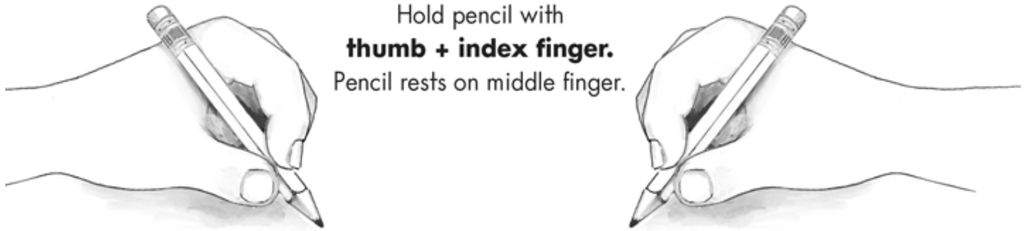
Before developing the motor skills needed to write, AND as students are solidifying orthography skills students can participate in composing activities.

CONSIDER:
What does handwriting instruction look like in your current practice?
Is handwriting impacting your students writing?

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

Handwriting Scaffolds



*with previously learned letters

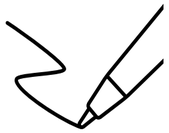
© OTC

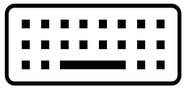
Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

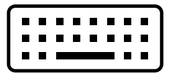
Keyboarding Considerations

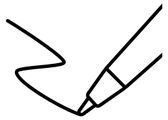
Grades 2-6:

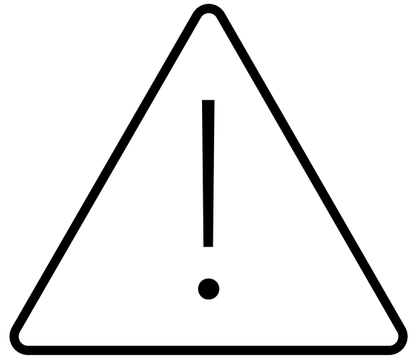


Handwriting is more advantageous than  Keyboarding

Grades 7+:



Keyboarding is more advantageous than  Handwriting

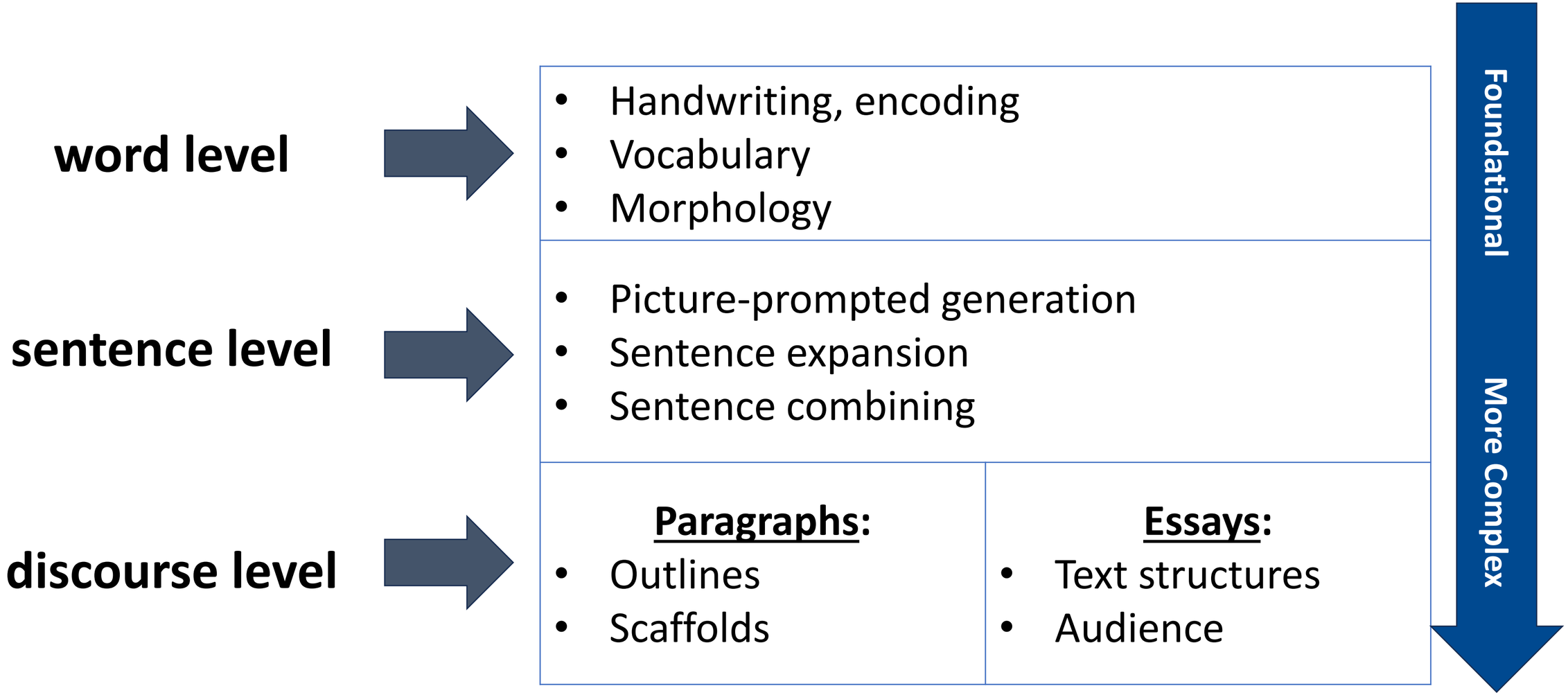


Berninger (2012)

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

Explicit Writing Instruction At The…

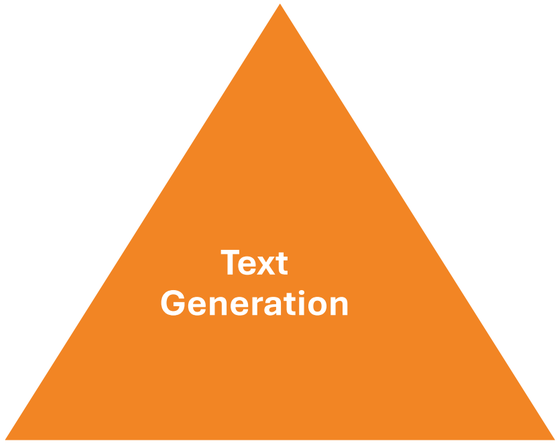


Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

Building a Toolbox of Writing Supports

- Sentence Anagrams
- Picture Prompted Generation
- Sentence Expanding/Combining
- Using Conjunctions



As you explore the following activities, consider:

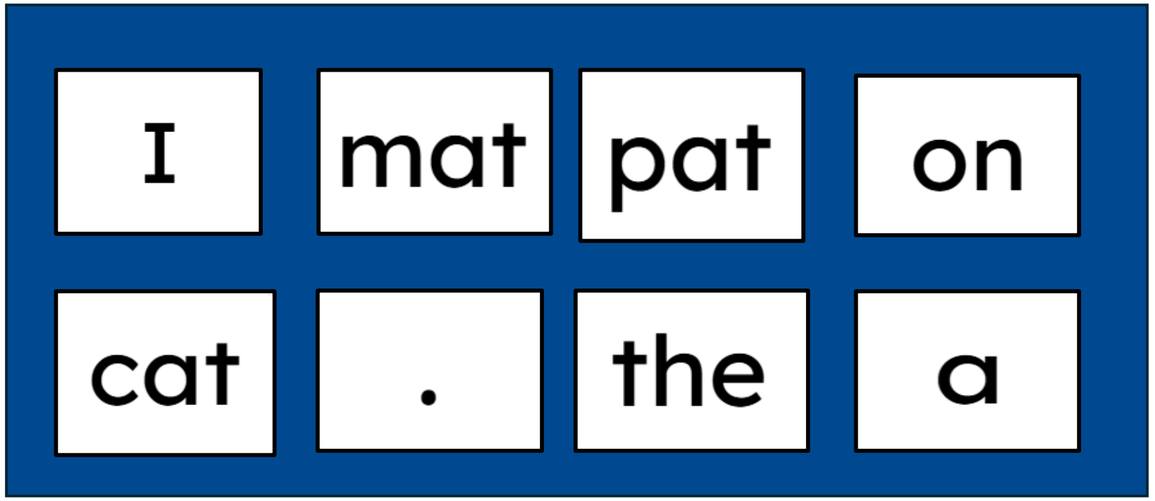
- What does the activity specifically help students to do?
- Where could the activity be used in the writing process?
- Which students could benefit the most?
- What additional resources or coaching support do I need to implement this activity?

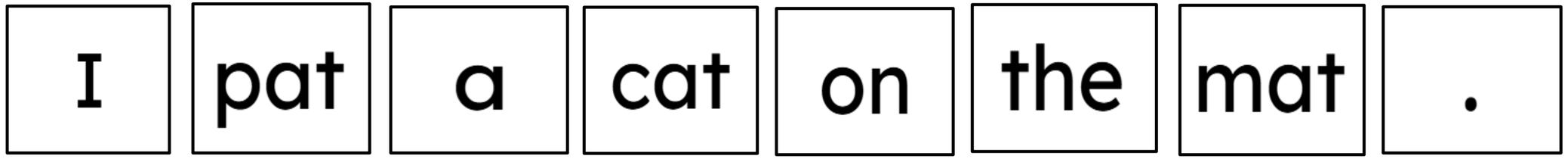
Sentence Anagrams

HOW: Students manipulate word cards to construct a sentence.

Additional Scaffolds/Teaching Points:

- Including punctuation on last word card
- Capitalizing first word card
- Using decodable words for beginning readers
- Incorporating previously taught vocabulary
- Use to reinforce the meaning of the sentence based on the word order





Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

Picture-Prompted Generation

HOW: Students create a sentence by answering questions about an image.

Which one, what kind, how many?	Who or what?	Is/was doing or happening?	To what or whom?	When?
The sneaky	cat	is watching	the bird	before he pounces.

***TIP:** Students can practice orally before moving to written expression.*

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Sentence Expanding

HOW: Students begin with a simple or kernel sentence and add details by answering questions.

Teacher :

"My sentence says, The moon shines.

Let's add some details to tell the reader more information."

Teacher prompts:	**Student responses:**
What kind of moon? →	The full moon shines.
How does the moon shine? →	The full moon shines brightly.
Where does the moon shine? →	The full moon shines brightly in the night sky.

TIP: ***Students can do this orally before moving to written expression.***

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Sentence Combining

HOW: Students put 2+ short sentences together to create more complete thoughts.

Teacher :

"I have 2 sentences that tell about the moon. I can put them together to share a complete idea.

The moon is full.

The moon shines brightly in the night sky.

The moon shines brightly in the night sky **because** it is full.

The moon shines brightly in the night sky **when** it is full.

The moon is full **and** it shines brightly in the night sky.

Because the moon is full, it shines brightly in the night sky.

TIP: ***This is an explicit and authentic way to teach connective words like because, when, or and.***

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Using Conjunctions

HOW: Explicitly teach the meanings of specific conjunctions, then have students complete sentences that demonstrate understanding.

Teacher: "Writers use specific words to tell how ideas are connected…"

"We use *because* to tell *WHY* something happened."	"We use *but* to show something changes."	"We use *so* to tell what happened because of something else."
because	**but**	**so**
why	a change	cause and effect

Teacher: Models completion of each sentence, describing the meaning. Students complete sentences orally, then in writing.

The moon shines brightly because _____.

The moon shines brightly, but _____.

The moon shines brightly, so _____.

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Lesson 4

Writing Instruction in Practice

Goal:

Implement learning to plan for authentic, engaging, and connected writing experiences.

Provide opportunities for students to work toward command of the writing process.

Explicitly teaching the writing process.

Institute of Education Sciences (IES) Practice Guide Recommendations

Institute of Education Sciences Levels of Evidence for Practice Guides 3

Introduction to the *Teaching Elementary School Students to Be Effective Writers* Practice Guide 6

Recommendation 1. Provide daily time for students to write 10

Recommendation 2. Teach students to use the writing process for a variety of purposes . . . 12

Understanding the Writing Process. 14

Recommendation 2a. Teach students the writing process 15

Recommendation 2b. Teach students to write for a variety of purposes 20

Recommendation 3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing 27

Recommendation 4. Create an engaged community of writers 34

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.

Writing for a Purpose

- ✓ When students write about the texts they read, they retain and understand the material better.
  - Think beyond responding to non-related and random prompts
  - Examples:
    - Writing to summarizing a text
    - Writing to respond to a reading
    - Writing to generate questions or lists
    - Writing to take good notes or to brainstorm ideas

- ✓ Students should be writing about what they read in ALL content areas.

REFLECTION:

On a scale of 1 (never) to 5 (daily), how frequently is writing integrated into all subject areas? What support could move you closer to daily cross-content area writing integration?

Daily Writing

✓ Increase how much students write every day

“Short writing often…Not just long writing seldom.” – Anita Archer

✓ Daily brief writing exercises can be a very powerful learning tool (Klein & Mu, 2013).

REFLECTION:

On a scale of 1 (never) to 5 (daily), how frequently is writing integrated into all subject areas? What support could move you closer to daily cross-content area writing integration?

Three Types of Content Writing Tasks

Quick Writes

10 minutes or less

- **Objective:** to process or reflect on content, build writing fluency through short low-stakes writing
- Example: Why do communities need rules? Explaining a character's choice in a story

Content Learning Tasks

1 or more sessions

- **Objective:** to deepen understanding and reflection, organize thinking, demonstrate/assess content learning
- **Example:** Summarizing a text; describing the life cycle of a plant

Formal Writing Tasks

Multiple sessions

- **Objectives:** to apply writing skills to communicate ideas clearly in an extended piece of writing all stages of the writing process (planning, drafting, revising, editing, sharing)
- **Example**: Opinion essay, collaborative letter to the principal

Sedita, J. (2022).

CONSIDER:

Which type of task to you use most often?
How can you incorporate the other two?

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Professional Learning Activities Presentation Slides

Goal:

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

Activity 1

Supporting Writing

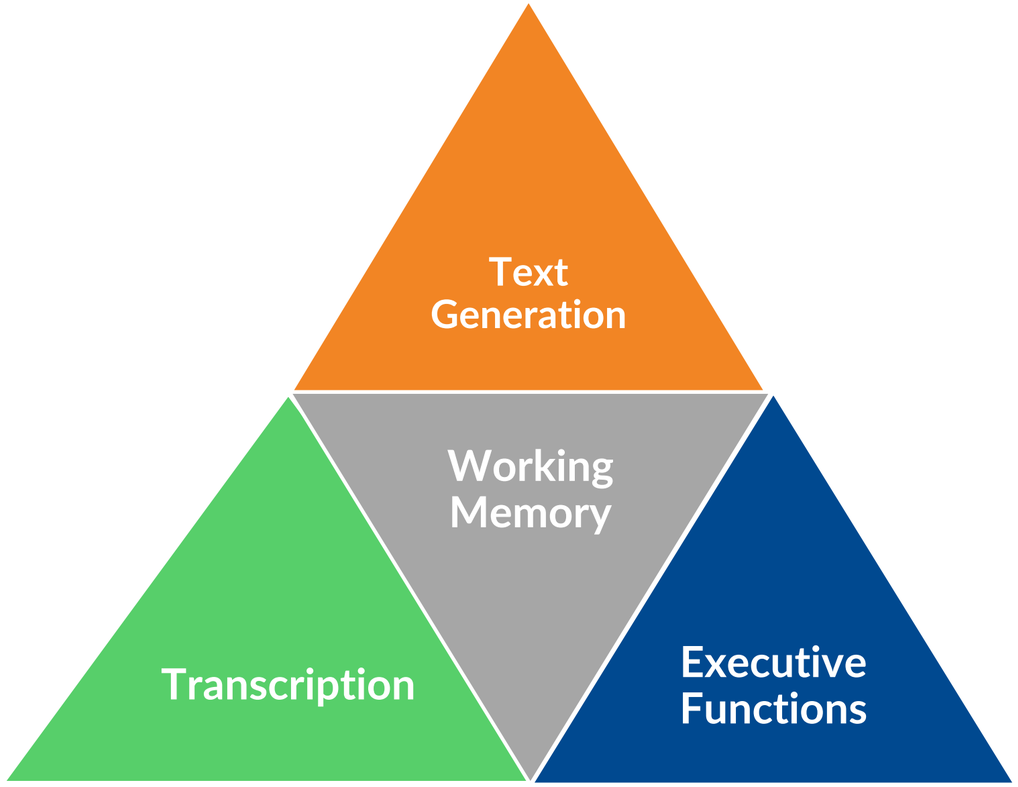
Writing is a complex process that is built upon the foundation of oral language. Think about your current students:

1. How do you see cognitive load demands (demands on working memory) impacting writing abilities in your class?
2. How often do students hear models of the language structures you expect them to write?
3. How do we honor students' first language and/or dialect while also teaching academic written language?

Activity 2

The (Not-So) Simple View of Writing Skill Sort

Organize the items in the chart under the corresponding component of the Simple View of Writing.



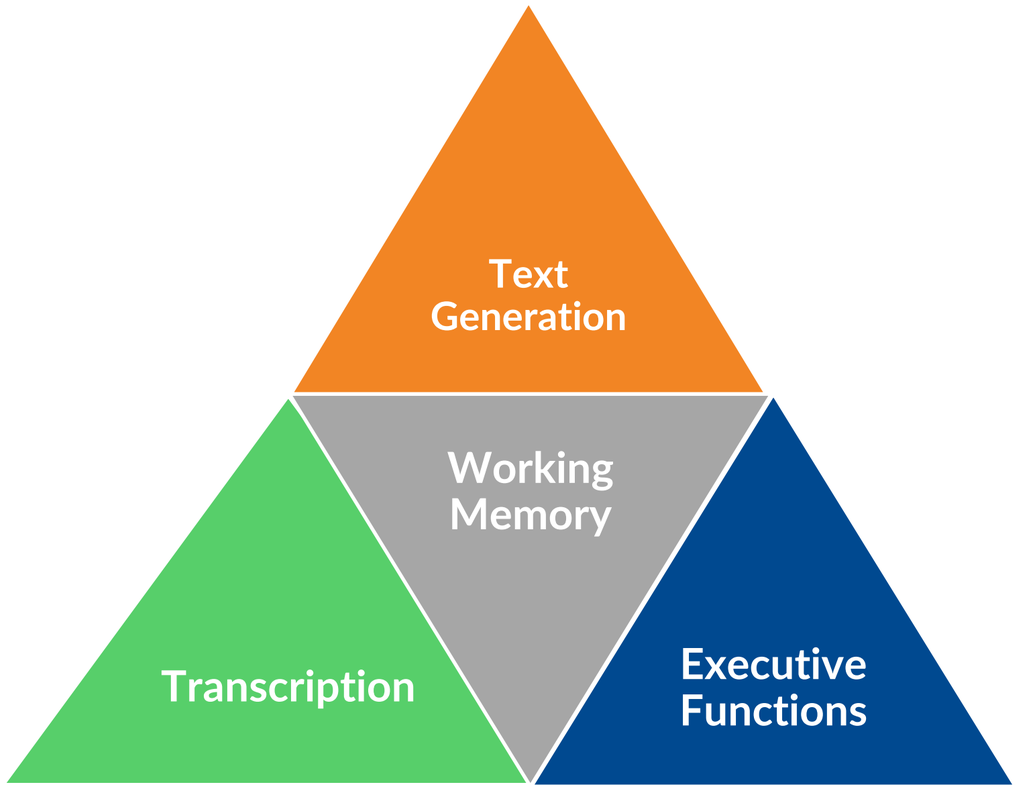
(Berninger & Winn, 2006)

handwriting or typing	idea generation	spelling
word choice	organizing	self-evaluating
planning	mechanics	content
genre	revising	self-rewarding
self-monitoring	text structure	goal setting

Activity 2 – Answer Key

The (Not-So) Simple View of Writing Skill Sort

Which skills do you see impacting your students the most?



(Berninger & Winn, 2006)

Text Generation	Transcription	Executive Functions
idea generation	spelling	self-monitoring
word choice	handwriting or typing	self-evaluating
text structure	mechanics	planning
content		self-rewarding
genre		goal setting
		revising
		organizing

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Activity 3

What Happens Without the Support?

Writing Demand	Possible Teacher Support
Idea generation	Oral rehearsal
Planning	Graphic organizers
Vocabulary	Word banks
Sentence construction	Sentence frames
Spelling	Orthographic mapping routine
Organization	Model texts
Revision	Checklists

Discuss what becomes harder if supports are not provided to meet each demand. See the example below:

Without oral rehearsal…

-generating and organizing ideas
-vocabulary retrieval
-forming complete thoughts
-participation in oral language experiences

…becomes more challenging.

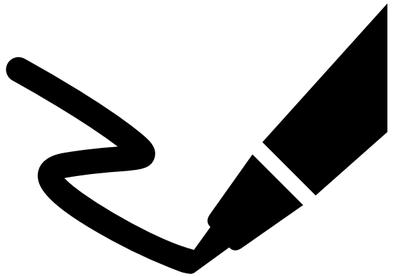
Which support(s) could you easily implement in an upcoming lesson?

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

Activity 4

How Important is Handwriting?



Step 1: Respond to the prompt using your NON-DOMINANT hand:

What did you do last weekend?

Step 2: Turn your paper over and respond to this prompt using your DOMINANT hand:

What will you do next weekend?

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Activity 4 – continued

How Important is Handwriting?

Step 3: Evaluate both writing samples by considering…

- **How many words did you write in both samples?**
- **How was your handwriting?**
- **Was your word choice different?**

Step 4: Reflect on the experience.

- **How did it feel emotionally?**
- **Did you notice any difference in your effort foreach?**
- **Were your thought processes different?**

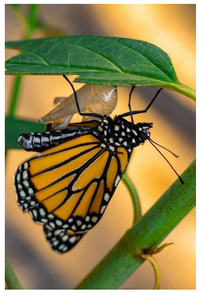
Activity 5

Building a Toolbox of Writing Supports

Take time to explore each of the strategies:

- Sentence Anagrams
- Picture Prompted Generation
- Sentence Expanding
- Sentence Combining
- Using Conjunctions

Choose 1 activity and complete a brief writing task, then design one for students.

Sentence Anagrams	Picture Prompted Generation	Sentence Expanding	Sentence Combining	Using Conjunctions
Arrange the words to create at least 1 complete sentence. puppy, the, chased, sleepy, squirrel, the	Write 1 complete sentence describing the picture. 	Use the questions below to expand this sentence: The bird landed. *Which bird?* *Where?* *When?* *Why?*	Combine the 2 sentences below in different ways. The storm started. The children ran inside.	Finish each sentence starter using because, but, so. Mia practiced every day because… Mia practiced every day, but… Mia practiced every day so…

Activity 6

Implementing Explicit Writing Supports

Explore each of the scaffolds:

- Sentence Anagrams
- Picture Prompted Generation
- Sentence Expanding
- Sentence Combining
- Using Conjunctions

For each scaffold, discuss:

- What skills are students practicing?
- How could this be adapted for different grade levels?
- What cognitive demands are reduced?
- Which students would benefit most?
- Where could this fit in our current instruction?

Dig In:

Examine your curriculum materials to determine how to embed these explicit instruction techniques in your practice.

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org
A Program of the Atlanta Speech School

Activity 7

Core Program Connection

1. Locate an upcoming unit and/or writing lesson in your core program.

2. Do you see sentence-level instruction? Is the instruction explicit? In which lesson component is it located?

3. If sentence-level instruction is not included or not explicit, where and how could enhancements be made to support students in generating text?

Activity 8

IES Practice Guide Coaching Support

1. **Download the IES Writing Practice Guide: Teaching Elementary School Students to Be Effective Writers and review the four recommendations they provide.**

2. **Complete the self-assessment below.**

Recommendation	Strongly Implementing	Developing	Need Support
Daily writing opportunities	☐	☐	☐
Writing process instruction	☐	☐	☐
Foundational writing skills	☐	☐	☐
Engaged writing community	☐	☐	☐

Activity 8 – Coaching Questions

Recommendation 1: Daily Writing Time	• **How often do students write every day?** • **Are students writing to learn content, communicate ideas, and practice skills?** • **Is writing occurring across multiple content areas?**
Recommendation 2: Writing Process	• Do students see writing as a process or a one-time assignment? • What explicit instruction is provided for planning, drafting, revising, and sharing? • Which stage of the writing process do students need the most support with?
Recommendation 3: Foundational Skills	• Are students' writing difficulties related to ideas or transcription? • How much cognitive energy is being spent on handwriting, spelling, or sentence construction? • What scaffolds help students express ideas while foundational skills are developing?
Recommendation 4: Engaged Community of Writers	• Do students write for authentic purposes? • Do students have opportunities to share their writing? • Do students view themselves as writers?

Coaching Reflection Question: Looking at the four IES recommendations, which one would most improve writing outcomes for your students this year, and what evidence would you look for to know it is being implemented consistently?