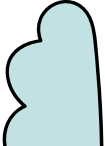
 **FINDING YOUR VOICE -**
CREATING POWERFUL
AND MEANINGFUL
WRITING INSTRUCTION
THAT MATTERS!

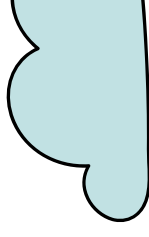
by Dr. Sarah K. Clark
Brigham Young University
sarah_clark@byu.edu





As we get started, please make a list of all the writing that took place in your classroom this week between Monday and

Wednesday...



For years and years, people have tried to communicate with others.



"We are all apprentices in a craft where no one ever becomes a master."

—Ernest Hemingway



Why do
we write
today?





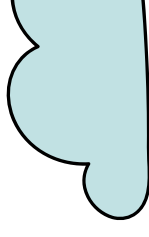
Today's workshop begins with a teacher named Ms. Brecken...

She is busy - just like you.

She wants to create engaging, yet meaningful instruction - just like you.

She was struggling to do this - like many of you.

Here is her story...



I smile when I think back to my personal curriculum catharsis a few years ago. It was right after a particularly brutal day. My 2nd graders and I had worked mightily for six hours and yet nothing was finished! Our day was spent doing a little of this and a little of that - and at the end of the day, it all added up to a little of everything and a whole lot of nothing. A new teacher asked what I was doing for writing instruction the next. Truthfully, I couldn't even see where to fit writing instruction into my schedule and hadn't done so in quite some time...



9:00 - 11:30
11:30 - 12:00
12:00 - 12:40
12:40 - 1:40
1:40 - 2:00
2:10 - 3:00

READING BLOCK
COMPUTERS
LUNCH
MATH
SCHOOL ASSEMBLY
SCIENCE, WRITING
OR
SOCIAL STUDIES





In another setting, Mrs. Chen shared the following, “In my English class, I just reviewed all the rough drafts of my students’ essays. Wow. They look terrible. I gave them two full days to work on only this task and this is all they came up with?”

WHAT DO WE "KNOW" ABOUT WRITING INSTRUCTION?

01

Writing is a fundamental skill, but it does not develop naturally. It must be taught. (Graham, 2019)

02

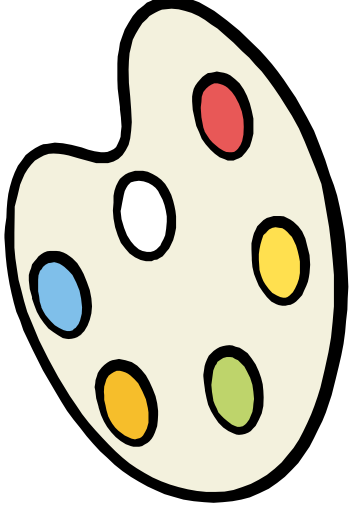
Only about 85% of the world population can write. (Swedlow, 1999)

03

Writing is a complex and challenging task and requires considerable amounts of time to master. (Graham, 2018)

04

More than 2/3 of students in the U.S. score below or at basic levels in writing. (NAEP, 2012)

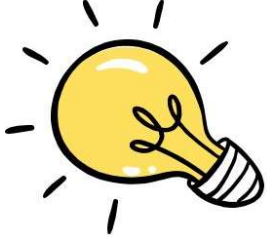


05

Writing is a neglected subject/skill in American schools. (National Commission on Writing, 2003)

WHAT THE RESEARCH TELLS US - ACROSS 28 STUDIES

- Little time is devoted to writing instruction – once or twice a year a full writing unit is taught. (Graham, 2019)
- Teachers place most emphasis on narrative with little emphasis on teaching persuasive and expository texts. (Parr & Jenson, 2016)
- Very little extended writing is done in schools – beyond prompt writing or fill in the blank - Students are seldom asked to write more than a paragraph or more. (Graham, 2019)
- Teachers tend to overemphasize teaching basic writing skills (grammar, handwriting, and spelling). (Cutler & Graham, 2018)
- There is a notable absence of digital tools available for writing in today's classrooms and yet most of the writing students do at home is done digitally. (Graham, 2019)
- Reading and writing are reciprocal – one strengthens the other and should not be taught in isolation (Fitzgerald & Shanahan, 2000)



TO BE CLEAR, ENGAGING WRITING INSTRUCTION **IS NOT JUST ABOUT IMPLEMENTING THESE**

ACTIVITIES OR STRATEGIES:

Writer's Workshop/Writing Process

Using Mentor Texts

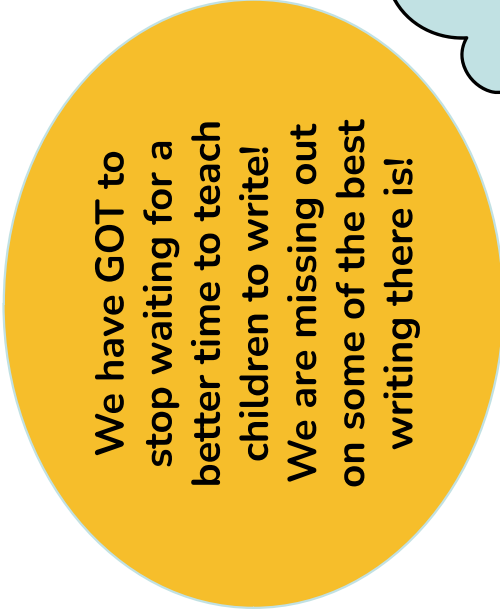
Shared Writing/Interactive Writing

Responding to Questions about the Text

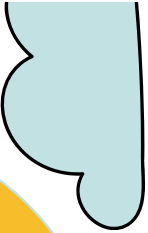
Six Traits

Little to No Writing (They aren't "ready" yet)

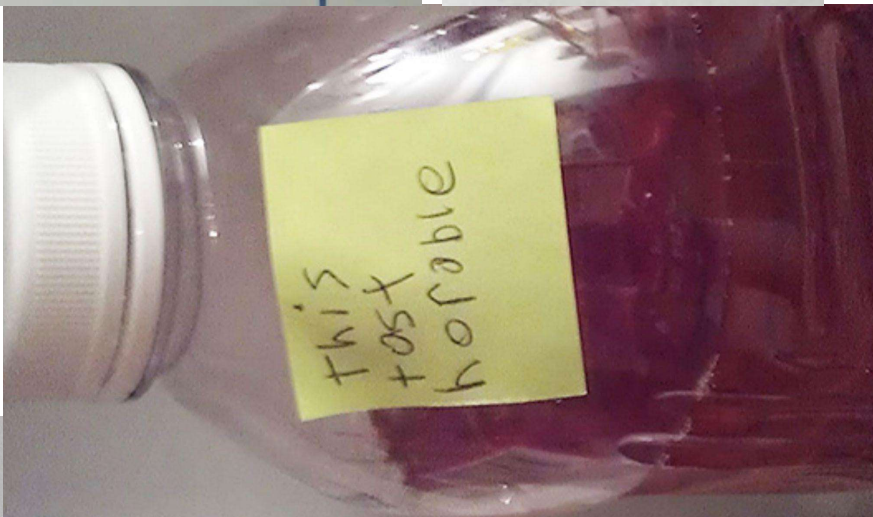
I don't teach reading or writing in my class - it's the English teacher's job 



We have GOT to stop waiting for a better time to teach children to write! We are missing out on some of the best writing there is!



Dear God,
Thank you for
the baby brother
but what I pray
for was a Py
Joyce



Positive Ways
Our Family
Handles Stress

Suck it up

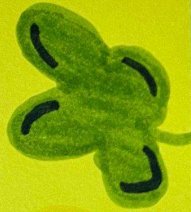


What ended in 1896?
1895

Dear Students,

My name is Mason from the state of Utah in the U.S. I know you guys are going through a rough time, but I believe that you guys can make it through this!

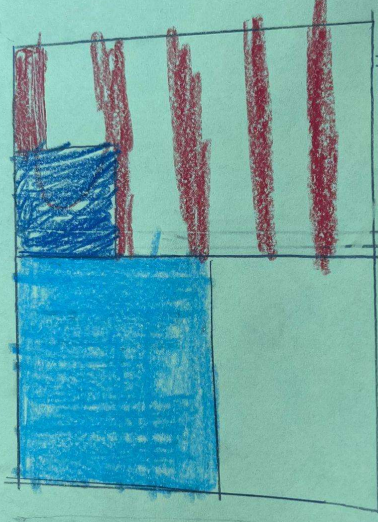
Best of Luck! - Mason



Stay safe and strong we are all in this together we love you guys.



оставайтесь в безопасности мы все вместе мы любим вас
TOGETHER WE CAN MAKE IT



we're in this together



Hayes and Berninger (2014, p. 7) described the roles that writers assume through a cognitive lens:

Proposer - The proposer suggests ideas nonverbally and ideas taken from long-term memory and previous learnings..

Translator - Takes these ideas and translates them into a verbal form of expression. At this point, the translator's ability to convert nonverbal concepts into a form of verbal expression is dependent on the writer's language foundation in any modality and their verbal working memory capacity.

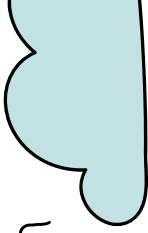
Transcriber - Takes the verbal expressive form of an idea and transcribes it into written text..

Evaluator - Analyzes and approves or disapproves of an idea at any point of the previously described stages. 



There is much more that needs to take place in addition to these roles...

WHAT STUDENTS NEED FIRST, HOWEVER, IS HELP BUILDING THEIR BACKGROUND KNOWLEDGE

Building background knowledge is the **front loading** of the information and/or vocabulary that will be necessary for students to successfully produce the required writing product. Students gain content knowledge as they write about material read. This information can be used later as they write. In a similar manner, students' background knowledge increases as they read text to gather information for their writing. This information can be used to comprehend similar text read in the future. 



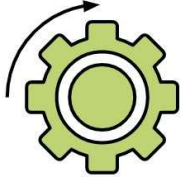
Steven Graham
Arizona State University





LET'S CONSIDER WHAT "WRITING" INSTRUCTION" **CAN** BE LIKE IN YOUR CLASSROOM

(no matter the
grade you teach)



**BE OPEN TO IDEAS THAT
WILL COME TO YOUR
MIND DURING THIS
PRESENTATION. THESE
ARE NOT ACCIDENTAL
THOUGHTS. COUNT ON
SOME PERSONAL
DIRECTION FOR YOUR
CLASSROOM TODAY.**

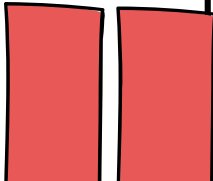




OUR GOAL:

TODAY WE ARE GOING TO CONSIDER WAYS OF LEARNING AND "KNOWING" THAT HAVE BEEN SHOWN TO BE HIGHLY SUCCESSFUL AT PRODUCING STRONG WRITERS OF INFORMATIVE/EXPLANATORY TEXT.

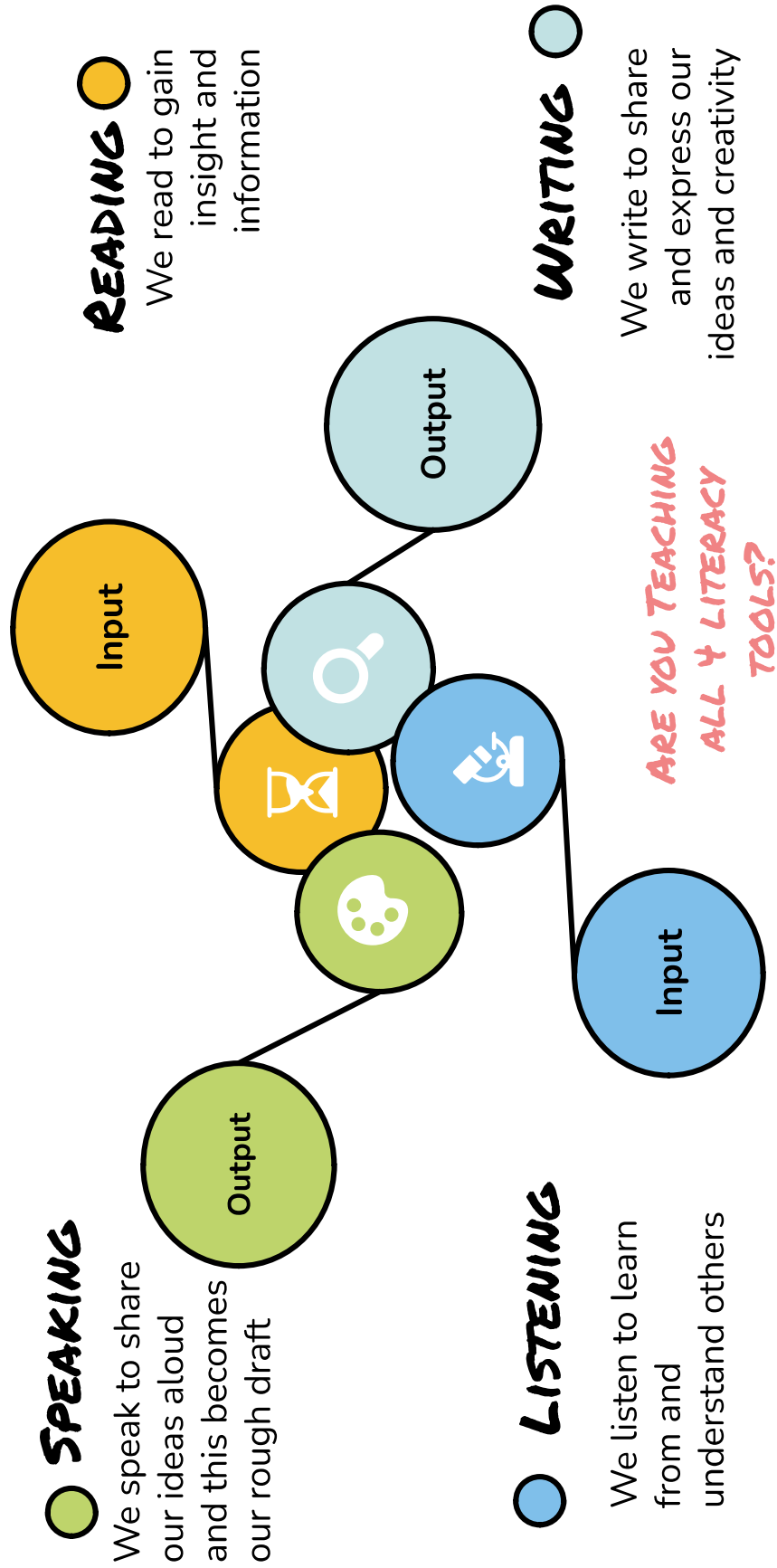
YOU WILL SEE IT IS NOT GRADE LEVEL SPECIFIC AND HAS THE POTENTIAL TO GENERATE LOTS OF BUZZ AND CURIOSITY IN YOUR CLASSROOM.



FIRST, PREPARE TO ASK (AND RECORD) LOTS OF QUESTIONS!

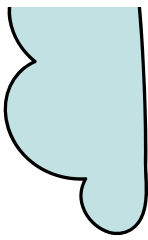
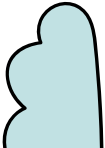
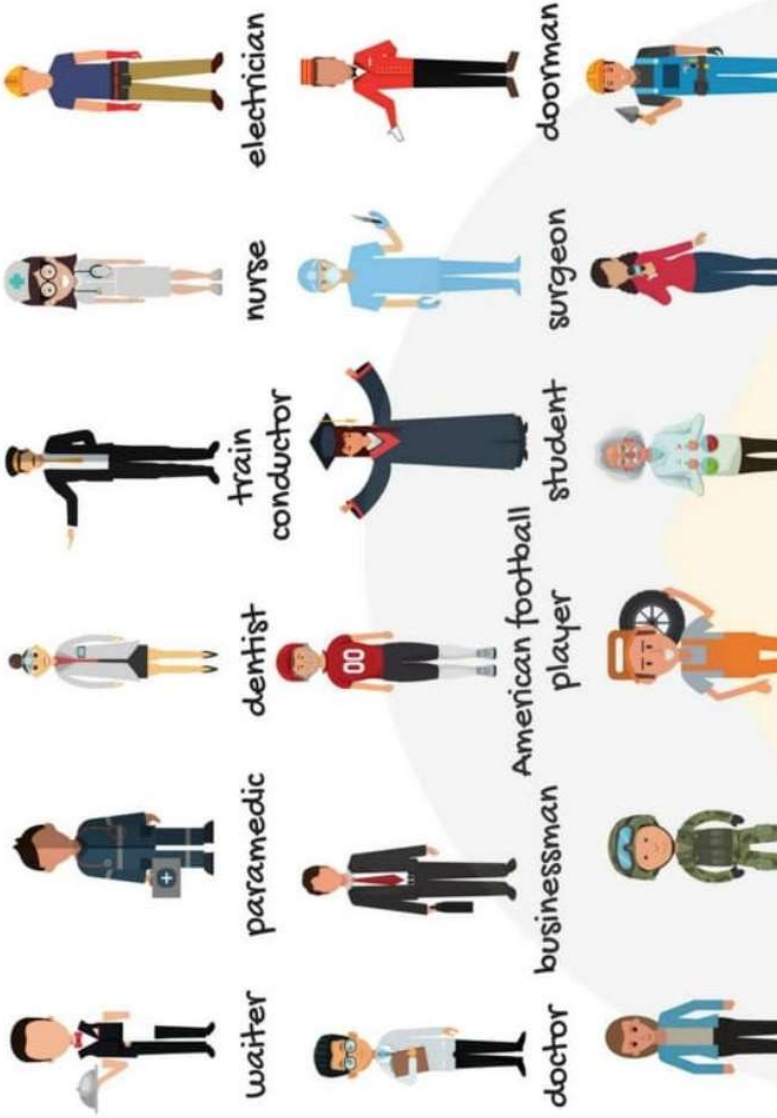


NEXT, REMEMBER OUR GOAL IS TO HELP STUDENTS DEVELOP ALL FOUR LITERACY SKILLS - BUT NOT IN ISOLATION!



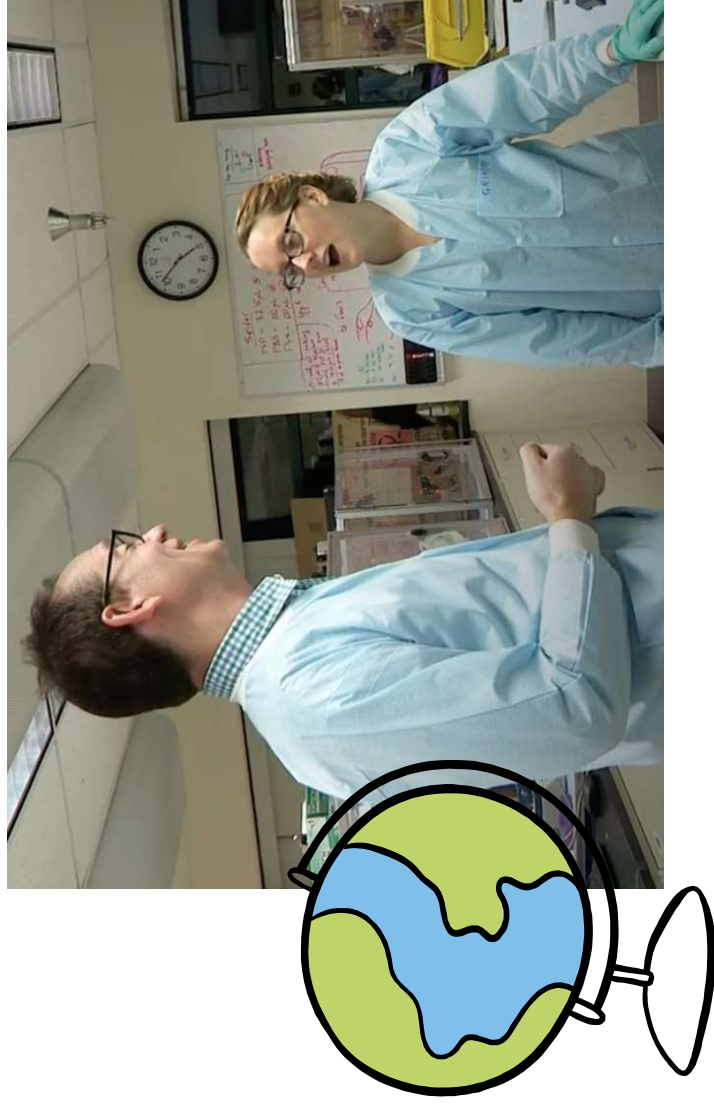
THIRD, WE WANT TO FIND WAYS TO TIE WHAT GOES ON IN YOUR CLASSROOM TO THE "REAL" WORLD.

HOW ARE LITERACY TOOLS USED?



MAKING REAL LIFE APPLICATIONS -

Demonstrate how Literacy Tools are Used in the Real World -
Study the DISCIPLINE not the topic... **[CLICK LINK HERE!](#)**



Aaron Oppenheimer,
Electrical Engineer
who create a biotech
startup

Question: How can we
accurately and quickly
diagnose the health of
people with HIV
wherever they are?



CONSIDER A DISCIPLINARY LITERACY APPROACH

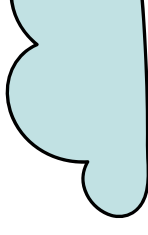
"Students fine-tune their literacy tools not only when they read and write science texts, but also when they engage in science investigations precisely because so many of the sense-making tools of science are consistent with, if not identical to those of literacy, thus allowing a setting for additional practice and refinement that can enhance future reading and writing efforts."

p. 260 (Pearson, Moje, & Greenleaf, 2010)



"Paradoxically, as students focus on literacy skills devoid of meaningful, integrated content, they are less likely to develop the very knowledge that actually supports all aspects of literacy development."

p. 724,
(Wright & Gotwals, 2017)



BEWARE OF "FALSE" INTEGRATED INSTRUCTION

Topic: Clouds

Learning Activities:

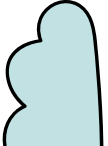
- Sit outdoors and write a poem about clouds.
- Create a brochure with information about the various types of clouds there are..
- Write a story that takes place on a cloudy day.
- Represent the different types of clouds using cotton balls.



LET'S WALK YOU THROUGH AN EXAMPLE:



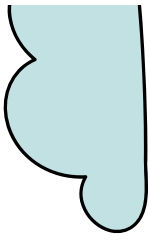
**A RESEARCH STUDY THAT TOOK PLACE IN
THREE LOCAL 2ND GRADE CLASSROOMS**



TOPIC: Life Sciences

FINAL WRITING PRODUCT: Informative/Explanatory Text

BEGINNING QUESTION: How do seeds turn into plants?



WRITING PROMPT: What is the life cycle of a plant?



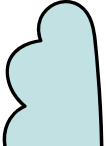


UTAH 2ND GRADE STANDARDS - KEEP THE "END" IN MIND



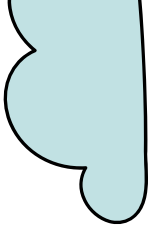
2nd Grade Writing Standard: **CCSS.ELA-LITERACY.W.2.2**

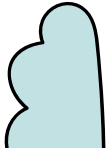
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



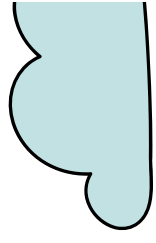
Science Strand 2.2: LIVING THINGS AND THEIR HABITATS

Living things (plants and animals, including humans) need water, air, and resources from the land to survive and live in habitats that provide these necessities. The physical characteristics of plants and animals reflect the habitat in which they live. Animals also have modified behaviors that help them survive, grow, and meet their needs. Humans sometimes mimic plant and animal adaptations to survive in their environment.

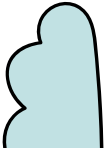




a Thinking am still thinking
 am thinking am thinking am thinking
 What is the life cycle of a plant? (Please write all you know about this.)
 Q1 All cycle is a cycle
 with some some plants
 they some things that
 will some things are different
 a some things are right
 am still thinking am still thinking
 am still thinking

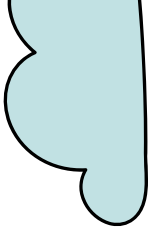


PRE-INSTRUCTION



What is the life cycle of a plant? (Please write all you know about this.)

a life cycle is grass and
 a tree flower and a bush and
 and a plant.



PRE-INSTRUCTION

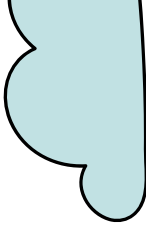




DO YOUR OWN PRE-INSTRUCTION WRITING SAMPLE



What is the life cycle of a plant?

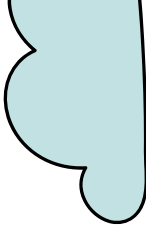


What is the life cycle of a plant? (Please write all you know about this.)

First you get seed you
put under the dirt you put
water in the dirt you rest
it grow in the sun you want
it to grow big and big
when it can it will start to
a flower it going to have
color like red yellow and
green and if you want
more flowers you do the
same thing how you make
the flower. If you do
have no more stuff
you go buy more.



POST-INSTRUCTION



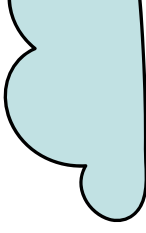
What is the life cycle of a plant? (Please write all you know about this.)

Plant is good for our plant
because it helps it grow
and it stays. Help it grow
too, and seeds take a
life cycle becomes the
seed. When the seed grows
it is called a flower
it gets bigger and bigger
and then it dies like a
seed. In the middle
the seed flowers then
seeds and seeds grow.

After the user
seed flower grows too

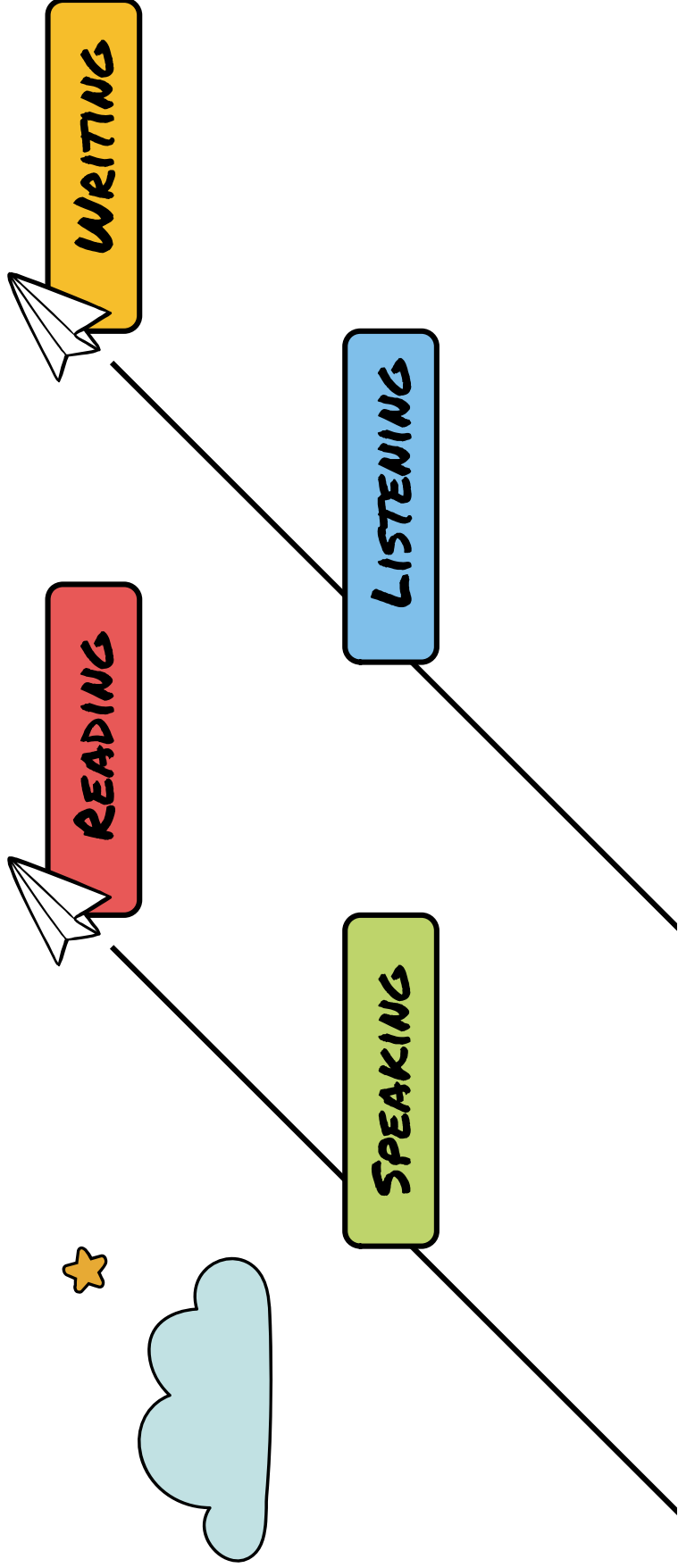
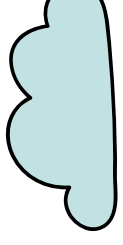


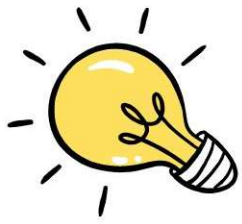
POST-INSTRUCTION



QUESTION: WHAT IS THE LIFE CYCLE OF A PLANT?

AS WE GO THROUGH THESE STAGES, CONSIDER HOW YOUR KNOWLEDGE BEGINS TO SHIFT AND CHANGE...





Day 1

**HOW DOES THIS SEED GROW INTO
A BASIL PLANT?? (CAPTURE ALL OTHER QUESTIONS AND
OBSERVATIONS) THIS IS THE BEGINNING OF BRAINSTORMING...**



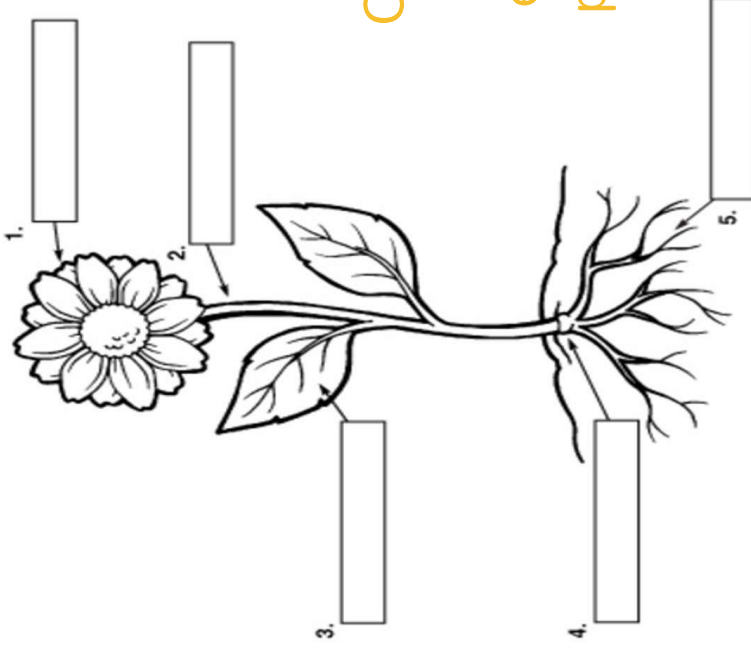


Day 2

AT YOUR SEATS, YOU HAVE A BASIL PLANT TO EXPLORE...



Parts of the Plant (Handout 3)



Caution
about
eating
plants!

PLANT A SEED! THE SEED DIARY

Record
each day!



| | | |
|--|--|--|
| | | |
| | | |
| | | |

| | | |
|--|--|--|
| | | |
| | | |
| | | |



Day 4



Q Search Browse v Your Content v Assignments Binder v

READ BOOKS AND NEWS ARTICLES ABOUT PLANT PARTS - ROOTS, STEMS, SEEDS, LEAVES, FLOWER, FRUIT

Email: sarah_clark@byu.edu
Password: instill



HOME EXPLORE

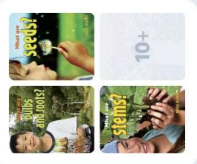
Search for collection

Sort by: Most Recent v

From Seed to Plant



Parts of a Plant



Life Cycle of Certain Plants



Search Filter by

seed

468 results available



ARTICLE
How plants spread their seeds



ARTICLE
Experiment: seed and fruit dispersal



ARTICLE
Make It Yourself:
Exploding seed balls



Day 5

HOW DOES A SEED GROW INTO A PLANT? TAKING NOTES (FIRST ROUGH DRAFT)



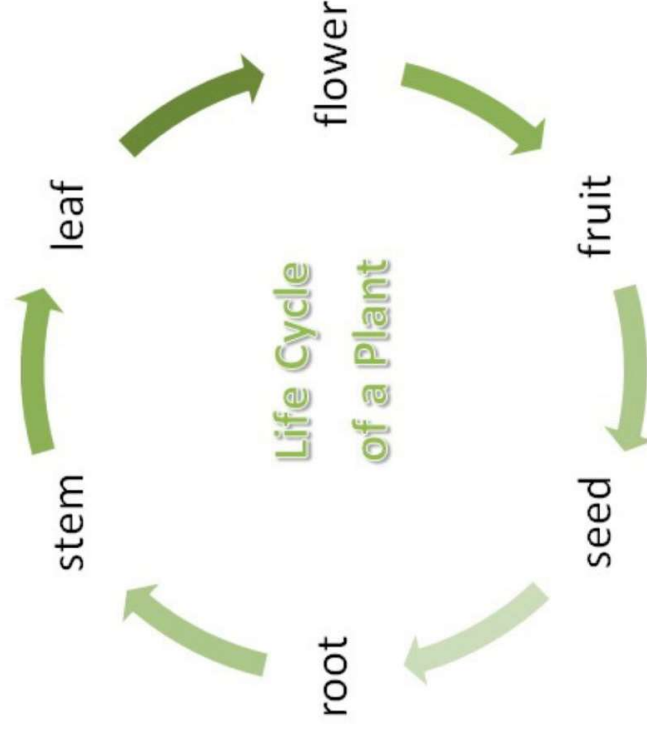
Watch time lapse
video [HERE!](#)



Day 6

VISUAL REPRESENTATIONS - CYCLES AND THE SEQUENCE TEXT STRUCTURE

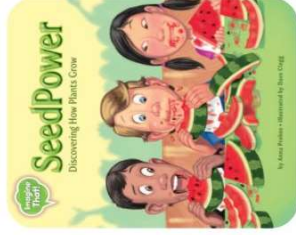
From Seed to Plant (Handout 4)



- First
- Next
- Then
- Finally
- Afterwards
- Before
- Following



WHAT DO SEEDS NEED TO LIVE? SEED POWER BY ANNA PROKOS



Seed Power

In this book, readers discover what a seed needs to grow into a fruit-bearing plant.



About This Book

By: **Anna Prokos**

Illustrated by: **Dave Clegg**

3-7

660L

Yes

Age Range Lexile® Measure Quiz



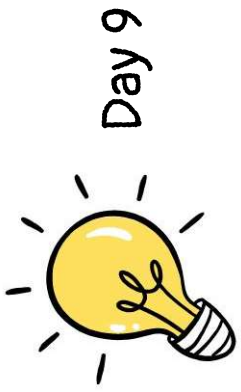
Day 8

READ TO WRITE STRATEGY (USING MENTOR TEXTS)



by Joyce Markovics





Day 9

INCORPORATE CORRECT GRAPHIC ORGANIZER

NAME: _____
Timeline for:

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Freezing.com




Planting Plan

First, _____

Next, _____






Then, _____

Last, _____



Name: _____
Plant Life Cycle - Sequencing

| | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |





Day 10

WHAT IS THE LIFE CYCLE OF A PLANT?

What is the life cycle of a plant? (Please write all you know about this.)

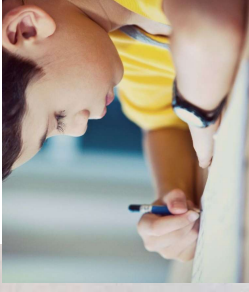
FRIST YOU GET SEED YOU
PUT UNDER THE DIRT YOU PUT
WATER IN THE DIRT YOU PUT
IT GROW IN THE SUN YOU WANT
IT TO GROW BIG AND BIG
WHEN IT DON IT WILL TURN TO
A FLOWER IT GOING TO HAVE
COLORS LIKE RED YELLOW AND
GREEN AND IF YOU WANT
MORE FLOWERS YOU DO THE
SAME THING HOW YOU MAKE
THE FLOWER. IF YOU DON'T
HAVE NO MORE STUFF
YOU GO BUY MORE.



What is the life cycle of a plant? (Please write all you know about this.)

PLANT IS GOOD FOR A PLANT
BECAUSE IT HELPS IT GROW
AND LISTEN. HELP IT GROW
TOO, AND STEPS TAKE A
LIFE CYCLE BECAUSE THE
STEP GIVE IT PREPARE
AND WHEN THE STEPS GROWS
IT IS FLAME A FLOWER
IT GETS BIGGER AND BIGGER,
UNTIL IT DIES. THE PLANT
GIVE FLOWER WHEN IT
DIES IT + THE MORE OF
THE CAN FLOWER THEM
SAYS AND SO IT SELFS GROW.

AFTER THE USER
SAY FLOWER GROWS TO



WRITING RUBRIC



| Rubric Element | Definition | Pre | Post |
|--|--|-------------|-------------|
| Text Structure: The student uses signal words to show sequence, (e.g., first, next, afterwards, before, etc.). | Student uses a variety of five or more signal words. | 5 | 5 |
| | Student uses a variety of four signal words. | 4 | 4 |
| | Student uses three signal words. | 3 | 3 |
| | Student uses two signal words. | 2 | 2 |
| | Student uses one signal word. | 1 | 1 |
| | No signal words used. | 0 x .2 = | 0 x .2 = |
| Vocabulary Words: The student uses words associated with the topic he/she is writing about. | Student uses a variety of five or more vocabulary words. | 5 | 5 |
| | Student uses a variety of four vocabulary words. | 4 | 4 |
| | Student uses three vocabulary words. | 3 | 3 |
| | Student uses two vocabulary words. | 2 | 2 |
| | Student uses one vocabulary word. | 1 | 1 |
| | No vocabulary words used. | 0 x .2 = | 0 x .2 = |
| Word Count: The student's text uses this number of words in response to the sequential writing prompt. | 51 words or more written on topic. | 5 | 5 |
| | 40-49 words written on topic. | 4 | 4 |
| | 30-39 words written on topic. | 3 | 3 |
| | 20-29 words written. | 2 | 2 |
| | 10-19 words written. | 1 | 1 |
| | 0-9 words written. | 0 x .2 = | 0 x .2 = |



THINGS TO KEEP IN MIND:

1. Is the work we are doing in class reflective of the work done by those in the **discipline we are studying**?
2. Am I continually **pushing the limits of understanding about the concepts we are studying** or keeping it "at grade level?" (e.g., purpose behind CCSS) Am I inviting my students into the challenges we face in the world?
3. Are the learning **activities/experiences I am creating leading to writing** about these same ideas? (talking aloud/graphic organizer)
4. Is there a lot of speaking and listening going on in my classroom? **Can I "hear" my students' voices** as we work?
5. Am I encouraging questions and deeper thinking and **am I helping students to make connections across concepts and ideas**? (Signs of this include ideas/ah-ha's, parents and students sharing findings from daily life, the opposite of depression is curiosity).
6. Am I **infusing reading, writing, listening, and speaking** into everything we do? (reading and listening are inputs, writing and speaking are outputs).

INCORPORATING THE FOUR LITERACY TOOLS

| LISTENING AND SPEAKING | LISTENING, SPEAKING & WRITING | LISTENING & WRITING | READING & WRITING | WRITING |
|--|--|---|---|--|
| <p>Give each group of students a basil plant and seeds. Ask/discuss the question, "How does this seed become a</p> | <p>Have groups of students create a diagram of the basil plant and identify each part. Read aloud books on</p> | <p>Have students watch the "From Seed to Plant" time lapse video at: https://www.youtube.com/watch?v=ytMpE6fubSQ Add notes to</p> | <p>Provide books from Getepic.com & articles from newsela.com about parts of plants (seed, bulb, stem, flower, etc.) Record notes</p> | <p>Have students make a seed diary. Next, students will "plant" their seed in a moist paper towel placed in a mason jar. Record daily entries of</p> |

What are Literacies within the Disciplines? The following lists for each of the major content areas, while not comprehensive, can act as starting points through which communities of teachers can begin to think in terms of disciplinary literacy (Lent, 2016).

| | Read | Write | Think |
|------------------------------|---|---|--|
| Science | <p><i>When scientists read, they</i></p> <ul style="list-style-type: none"> Ask "Why?" more than "What?" Interpret data, charts, illustrations Seek to understand concepts and words Determine validity of sources and quality of evidence Pay attention to details | <p><i>When scientists write, they</i></p> <ul style="list-style-type: none"> Use precise vocabulary Compose in phrases, bullets, graphs, or sketches Use passive voice Favor exactness over craft or elaboration Communicate in a systematic form | <p><i>When scientists think, they</i></p> <ul style="list-style-type: none"> Tap into curiosity to create questions Rely on prior knowledge or research Consider new hypotheses or evidence Propose explanations Create solutions |
| History | <p><i>When historians read, they</i></p> <ul style="list-style-type: none"> Interpret primary and secondary sources Identify bias Think sequentially Compare and contrast events, accounts, documents and visuals Determine meaning of words within context | <p><i>When historians write, they</i></p> <ul style="list-style-type: none"> Create timelines with accompanying narratives Synthesize info/evidence from multiple sources Emphasize coherent organization of ideas Grapple with multiple ideas and large quantities of information Create essays based on argumentative principles | <p><i>When historians think, they</i></p> <ul style="list-style-type: none"> Create narratives Rely on valid primary and secondary sources to guide their thinking Compare and contrast or ponder causes and effects Consider big ideas or inquiries across long periods of time Recognize bias |
| Math | <p><i>When mathematicians read, they</i></p> <ul style="list-style-type: none"> Use information to piece together a solution Look for patterns and relationships Decipher symbols and abstract ideas Ask questions Apply mathematical reasoning | <p><i>When Mathematicians write, they</i></p> <ul style="list-style-type: none"> Explain, justify, describe, estimate or analyze Favor calculations over words Use precise vocabulary Include reasons and examples Utilize real-world situations | <p><i>When Mathematicians think, they</i></p> <ul style="list-style-type: none"> Consider patterns Utilize previous understandings Find connections Estimate, generalize, and find exceptions Employ mathematical principles |
| English Language Arts | <p><i>When students of English read, they</i></p> <ul style="list-style-type: none"> Understand how figurative language works Find underlying messages that evolve as theme Assume a skeptical stance Pay attention to new vocabulary or words used in new ways Summarize and synthesize | <p><i>When students of English write, they</i></p> <ul style="list-style-type: none"> Engage in a process that includes drafting, revising, and editing Use mentor texts to aid their writing craft Pay attention to organization, details, elaboration and voice Rely on the feedback of others Avoid formulaic writing | <p><i>When students of English think, they</i></p> <ul style="list-style-type: none"> Reflect on multiple texts Ask questions of the author Consider research or others ideas Discuss ideas and themes Argue both sides of a point |

From "Disciplinary Literacy: A Shift that Makes Sense," by Releah Lent, in the February 2017 issue of *ASCD Express*. © 2017 ASCD. All rights reserved.

DISCIPLINARY LITERACY: EPIDEMIOLOGIST



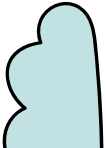
Reading,
Writing,
Listening,
and
Speaking...



Like a mathematician.
Click link [HERE!](#)



LET'S TRY YOUR OWN EXAMPLE



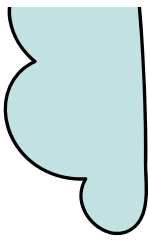
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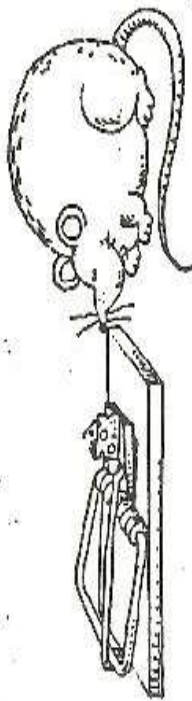
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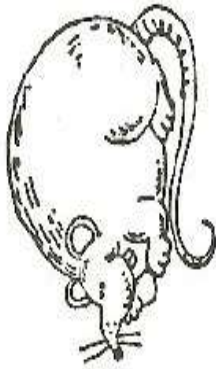
WRITING PROMPT:

Reading
Writing
Listening
Speaking

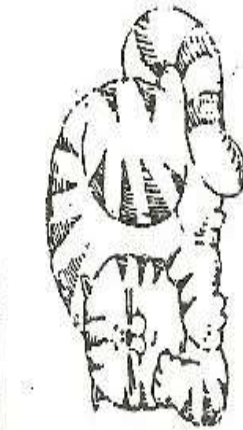




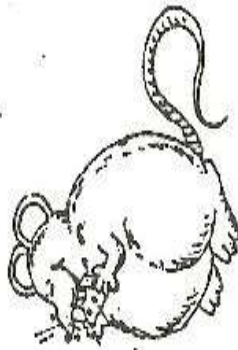
300 010 000
THE SAM TRAP
(A Primer in Appiebet)



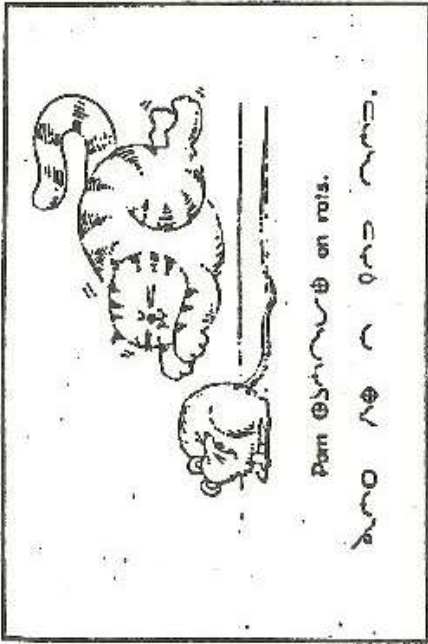
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010 10 1 010.



000 10 010.
100 10 1 010.

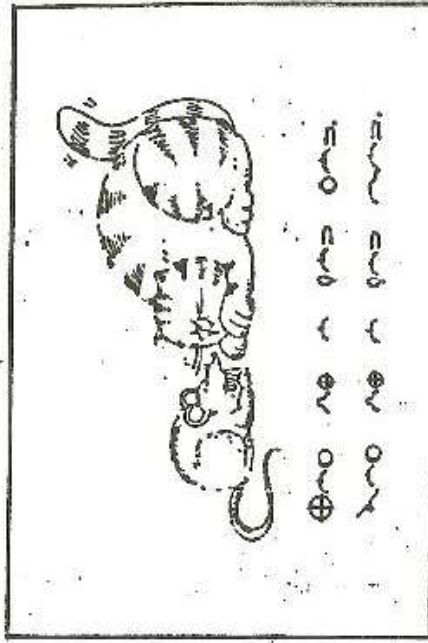


010 snacks on 1000.
010 10 1 010.



Pom @3m@ on rails.

200 10 1 02 000.



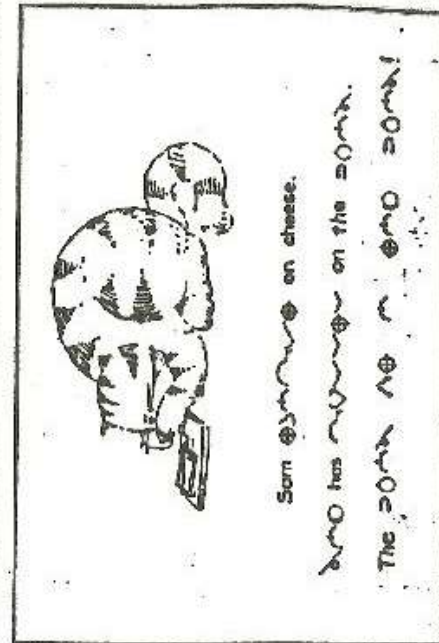
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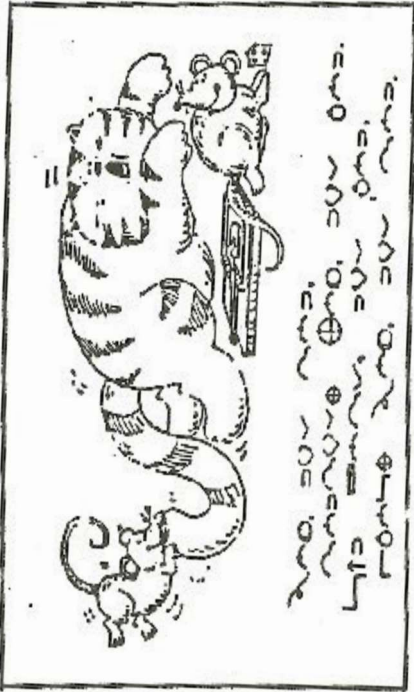
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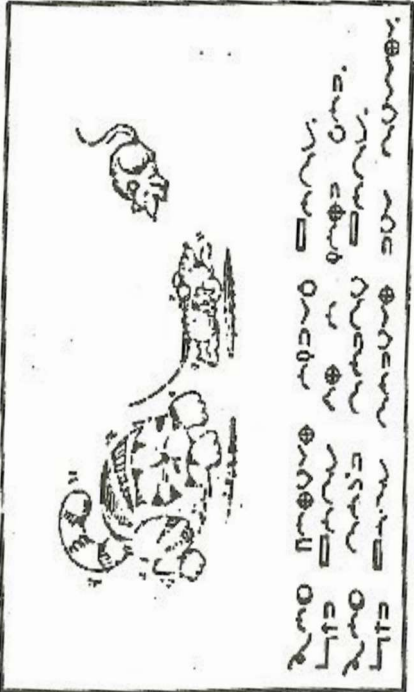
Sam @3m@ on cheese.

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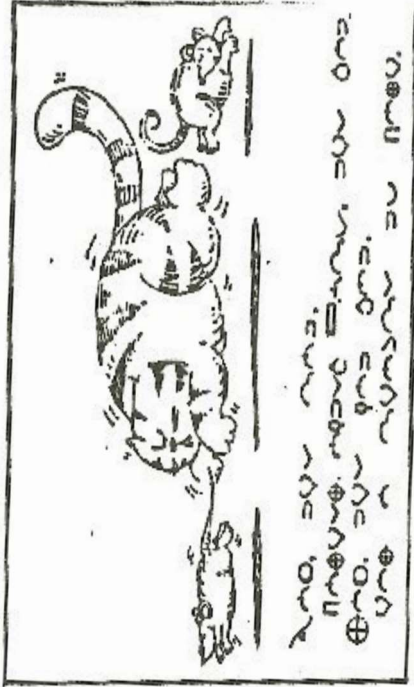
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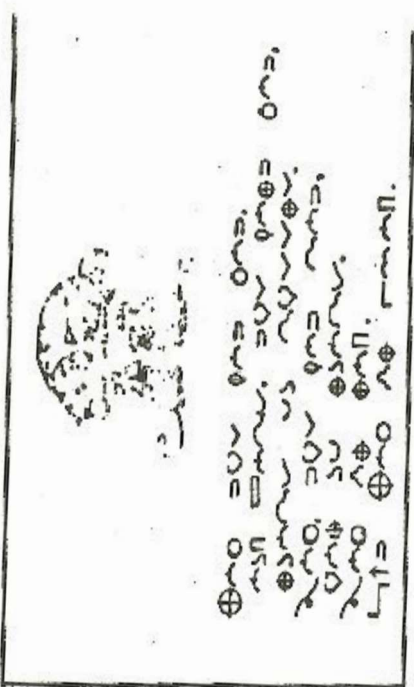
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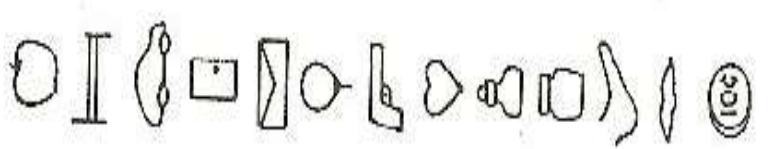
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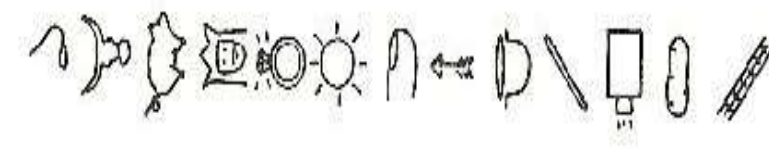
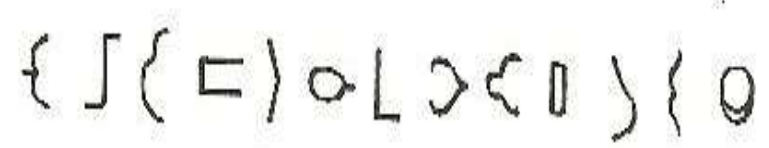
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car
door
envelope
fan
gun
heart
ink
jam
kick
lip
money



nose
ox
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queen
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sun
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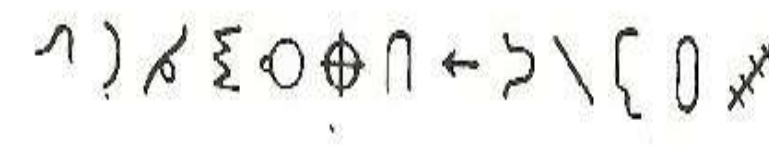
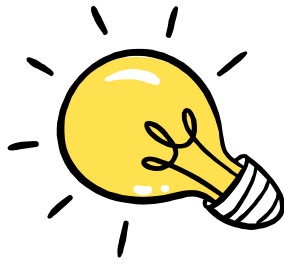
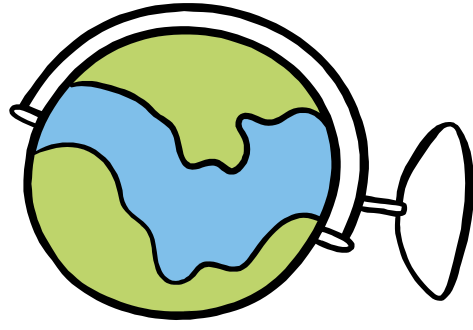
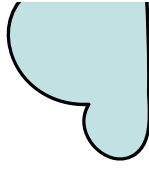


FIGURE 2.3
An Applebot



THANKS!



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Do you have any questions
about the template?

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