WRITING RESEARCH, INTERVENTIONS, AND STRATEGIES

Ingham ISD Professional Learning Community
        November 18th, 2014, 8:30 a.m. - 10:30 a.m.
        Ingham ISD TEC Room A

Facilitated by:
 Lori Haindl Torres, Speech-Language Pathologist
 Libby Vince, School Psychologist/ MTSS Implementer

PLC…Getting to Know Our Community

Please share:
• Name
• Title
• Where do you work?
• What was the most memorable essay/writing you've penned? What made it so memorable?

Have You Thought About…

• To prepare for future PLC work we will be collecting areas of interest, suggestions and questions to address.

• Please post questions, comments and direction for future PD on sticky notes. Put sticky notes on chart paper in back of room.

• Don't be shy ☺

Learning Outcomes of this PLC

- 1) The learner will gain five questions to ask which will help identify the area of need in students' writing.

- 2) The learner will gain five evidence-based writing strategies to support students' writing needs.

Agenda

- Introductions
- Current research
- Problem-solving flow chart, guiding questions, and progress monitoring
- Examples of effective, evidence-based writing interventions/strategies
- Integrating the research, problem-solving process and strategies

WHAT DOES THE RESEARCH SAY?

"Critical Components of Writing"

Steve Graham
 https://www.youtube.com/watch?v=kIabt03JQY4

Early Writing Development Research

These six variables representing early literacy skills or precursor literacy skills from birth to age 5 had medium to large predictive relationships with later measures of literacy development:

- Alphabet knowledge (AK): knowledge of the names and sounds associated with printed letters

- Phonological awareness (PA): the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning

- Rapid automatic naming (RAN) of letters or digits: the ability to rapidly name a sequence of random letters or digits

- RAN of objects or colors: the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., "car," "tree," "house," "man") or colors

- Writing or writing name: the ability to write letters in isolation on request or to write one's own name

- Phonological memory: the ability to remember spoken information for a short period of time

Developing Early Literacy: Scientific Synthesis of Early Literacy Development and Implications for Interventions. A Report of the Early Literacy Panel. 2008.

Early Writing Development Research

Print knowledge and phonological awareness are two of these key literacy skills are precursors to children's ability to decode and recognize words in print.

- Print knowledge : ability to understand basic concepts about print (e.g., that print moves from left to right, that letters make up words), letter names and letter sounds.

- Phonological awareness: ability to manipulate the sound structure of language, awareness of more noticeable sounds in words (e.g., rhyme, alliteration) to individual phonemes.

As children's literacy skills develop, print knowledge and phonological awareness become integrated to enable children to understand the code of reading.

Sonia Q. Cabell, Cynthia S. Puranik, Laura S. Tortorelli .Supporting Early Literacy Skills through Preschool Writing. Instruction in Therapeutic and Classroom Contexts. *SIG 1 Perspectives on Language Learning and Education*, July 2014, Vol. 21, 88-97. doi:10.1044/lle21.3.88.

Early Writing Development Research

A number of studies demonstrated that name writing in preschool predicts later writing skills.

"Preschoolers with more sophisticated representations of their own names often demonstrate proficiency in print knowledge, phonological awareness, letter writing, and spelling."

"Preschoolers approach the task of writing their names differently from writing other words; they often write their names at a higher level than they do other words. Yound children seem to recall their name writing representation from memory, rather than trying to combine their print knowledge and phonological awareness skills. That is, children don't "sound out" their names as they are writing them, but children may try to apply letter-sound knowledge to invent the spellings of other words (e.g., L or LFN for elephant)."

- Sonia Q. Cabell, Cynthia S. Puranik, Laura S. Tortorelli .Supporting Early Literacy Skills through Preschool Writing. Instruction in Therapeutic and Classroom Contexts. *SIG 1 Perspectives on Language Learning and Education*, July 2014, Vol. 21, 88-97. doi:10.1044/lle21.3.88.

Early Writing Development Research

Early writing develops in a predictable manner (the marks progressing from scribbles and letter-like forms to invented and conventional spelling).

"At first, children's writing reflects only their print knowledge, but as children integrate print knowledge with phonological awareness, their early invented spellings reflect both of these areas of early literacy. For example, a child may begin by drawing a picture or randomly scribbling when asked to write, saying, "This says bike.""

As that child develops her knowledge of print, she might make one long scribble to approximate the word, and later include letters or numbers at random to make it look more like the words she sees around her on signs or labels.

As her phonological awareness skills develop, she will begin to focus on letters that represent the sounds she can hear within the word, representing bike first as B, then BC. As she is able to fully segment the sounds she hears in the word bike, she will be able to integrate her print knowledge, phonemic awareness, and alphabet knowledge by writing one letter for each sound in the word, possibly as BIC. In the coming years, she will eventually use the conventional spelling BIKE."

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Early Writing Development Research

"Early writing is a powerful way to foster literacy development among preschool children .

While writing, children actively form and revise hypotheses about how written language works. Engaging in writing naturally draws children's attention to specific features of print as they make decisions about how to represent their thoughts on paper .

To write even a simple message, children must make decisions about how to express their message (composition), how to form and arrange their marks on the page (print knowledge), and how to represent sounds within this message (phonological awareness).

They model their attempts on the writing that they see around them, making increasingly sophisticated representations over time as their knowledge increases. Writing pushes children to understand that letters represent the sounds in words in a systematic way, breaking the code of literacy.

Once they understand this fundamental principle, writing affords them a meaningful context in which to practice their growing print knowledge and phonological awareness. Developing fluency in representing words on paper is a key achievement of the early grades, as it allows them to focus instead on the ultimate goal of writing: composition and message."

Sonia Q. Cabell, Cynthia S. Puranik, Laura S. Tortorelli .Supporting Early Literacy Skills through Preschool Writing. Instruction in Therapeutic and Classroom Contexts. *SIG 1 Perspectives on Language Learning and Education*, July 2014, Vol. 21, 88-97. doi:10.1044/lle21.3.88

Characteristics of Proficient Writers

- Planning
  - Set goals and subgoals based on audience and task
  - Generate content
  - Organize using knowledge of text structure
- Production
  - Generate sentences - language
  - Transcription - mechanics

Proficient writers (cont.)

- Revision
  - Evaluate using extensive criteria
  - Develop ideas
- Extensive self-regulation
  - Select and monitor strategies
  - Productivity

Characteristics of Struggling Writers

- Minimal planning
  - Little thought of audience or purpose or goals
  - Difficulty generating ideas
  - Limited knowledge about organization
- Problems with mechanics & language

Struggling writers (cont.)

- Minimal revising
  - Poor reading skills
  - Limited knowledge of evaluation
  - Difficulty fixing problems
  - Focus on mechanics
- Poor self-regulation - Difficulty coordinating what they do know

MATCHING THE NEED TO THE INTERVENTION

Problem-solving the area of writing need, guiding questions, and matching the area of need to the progress monitoring method.

Problem Solving Flow Chart, Guiding Questions, Progress Monitoring

EFFECTIVE AND EVIDENCE-BASED

Strategies to Improve Writing

And the Research Says!

- What is the Research?

  - Writing Next (2007) by Graham and Perin
  - Writing to Read (2010) by Graham and Herbert
  - Best Practices in Writing Instruction-Second Edition by Steve Graham EdD, Charles A. MacArthur PhD and Jill Fitzgerald PhD (Mar 29, 2013)

- Writing Next conducted meta-analysis of over 120 writing instruction studies for students in Grades 4 to 12

- Identified 11 specific instructional practices that improved the quality of writing of both students with and without disabilities

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RULE OF THUMB

- Effect sizes OF .80 is LARGE (Moon)

- Effect Size of .50 is MODERATE (Empire State Building)

- Effect size of .25 is SMALL (Street)

Evidence-Based Writing Strategies

- Strategy Instruction (ES = .82)
- Teaching Summarization (ES =.82)
- Peer Assistance (ES =.75)
- Setting Product Goals (ES =.70)
- Word Processing (ES =.55)
- Sentence Combining (ES =.50)
- Process Approach (ES =.32)
- Pre-Writing Activities (ES =.32)
- Inquiry (ES =.32)
- Study of Models (ES =.25)
- Writing as Tool for Learning (ES =.23)

Strategy Instruction (ES = .82)

- Research has demonstrated that well designed strategy instruction can produce *substantial* gains in writing quality for struggling writers.
- Well designed strategy instruction teaches specific strategies for planning, revising, and editing as well as self-regulation strategies.
- Staff development and wide scale implementation are significant challenges.

We can:

- Teach specific strategies for planning and revising based on what good writers do
- Teach students to self-regulate
  - Set goals
  - Cope with difficulties
  - Self-evaluate
- Improve their writing

Examples:
Task-specific strategies

- Planning strategies based on text structure
- Revising strategies based on evaluation criteria

Importance of text structure

- Good writers use knowledge of text structure or genre to plan
- Connected to purpose for writing
- Helps to generate content
- Helps to organize paper
- Helps with self-evaluation

Another example

From Writing Next (page 15)

Challenges

- Getting from single strategies to strategic learners is a long term process
- Demanding approach for teachers
  - Explicit explanation and modeling
  - Appropriate support
  - Evaluation of strategy use and results
  - Teaching to individual mastery in a group setting
- Demands on schools
  - Coordinated approach across classes and grades
- Little research on large-scale implementation or staff development

Teaching Summarization (ES = .82)

- Explicitly and systematically teaching students how to write summaries of texts

- Anita Archer writing frames
  - http://miblsi.cenmi.org/LinkClick.aspx?fileticket=kdwFlYaBw_M%3d&tabid=1408

- Anita Archer writing handouts
  - http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierISupports/ArcherHandouts.aspx

Peer Assistance (ES = .75)

- Uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions

COLLABORATIVE WRITING: ONE APPROACH

Collaborative writing involves peers writing as a team. In one approach, a higher achieving student is assigned to be the Helper (tutor) and a lower achieving student is assigned to be the Writer (tutee). The students are instructed to work as partners on a writing task. The Helper student assists the Writer student with meaning, organization, spelling, punctuation, generating ideas, creating a draft, rereading essays, editing essays, choosing the best copy, and evaluating the final product. Throughout the intervention, the teacher's role is to monitor, prompt, and praise the students, and address their concerns.

Source: Yarrow & Topping, 2001

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Setting Product Goals (ES = .70)

- Assigns students specific, reachable goals for the writing they are to complete

SETTING SPECIFIC PRODUCT GOALS: ONE APPROACH

Setting specific product goals provides students with objectives to focus on particular aspects of their writing. For example, students may be instructed to take a position and write a persuasive letter designed to lead an audience to agree with them. In addition to this general goal, teachers provide explicit subgoals on argumentative discourse, including a statement of belief, two or three reasons for that belief, examples or supporting information for each reason, two or three reasons why others might disagree, and why those reasons are incorrect.

Source: Ferretti, MacArthur, & Dowdy, 2000

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Word Processing (ES = .55)

- Uses computers and word processors as instructional supports for writing assignments

Sentence Combining (ES = .50)

- Teaching students to construct more complex, sophisticated sentences

SENTENCE-COMBINING: ONE APPROACH

Sentence-combining is an alternative approach to more traditional grammar instruction. Sentence-combining instruction involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence.

In one approach, students at higher and lower writing levels are paired to receive six lessons that teach (a) combining smaller related sentences into a compound sentence using the connectors *and, but,* and *because;* (b) embedding an adjective or adverb from one sentence into another; (c) creating complex sentences by embedding an adverbial and adjectival clause from one sentence into another; and (d) making multiple embeddings involving adjectives, adverbs, adverbial clauses, and adjectival clauses. The instructor provides support and modeling and the student pairs work collaboratively to apply the skills taught.

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Pre-Writing Activities (ES = .32)

- Engages students in activities designed to help them generate or organize ideas for their composition

Inquiry (ES = .32)

- Engage students in analyzing immediate, concrete data to help them develop ideas and content for the assigned writing task

INQUIRY ACTIVITIES: AN EXAMPLE

Students examine and infer the qualities of a number of objects in order to describe them in writing. The students touch objects while wearing blindfolds, examine seashells, listen to sounds, do physical exercise, become aware of bodily sensations, examine pictures, pantomime brief scenarios, act out dialogues, and examine model compositions. Students' responses to these objects are elicited. Students list more and more precise details, and respond to each other's descriptions in small groups or whole classes under teacher guidance in order to become increasingly aware of the writing task and possible audience reactions to the written product. The students write and revise several compositions. The teacher makes comments on each draft of the composition with the intention of increasing specificity, focus, and impact of the writing.

Source: Hillocks, 1982

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Process Writing Approach (ES = .32)

- Workshop environment that incorporates writing instructional activities into extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing

The **process writing approach** stresses activities that emphasize extended opportunities for writing, writing for real audiences, self-reflection, personalized instruction and goals, and cycles of planning, translating, and reviewing.

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Study of Models (ES = .25)

- Providing students with opportunities to read, analyze, and imitate models of good writing

STUDY OF MODELS: AN EXAMPLE

An example of **Study of Models** involves presenting students with two models of excellent writing, such as a well-written essay that sets out to persuade the reader that UFOs exist and another well-written persuasive essay claiming that there is no such thing as a UFO. The teacher discusses the essays with the students. The next day, students are given the essay that claimed that UFOs do not exist and are asked to write a persuasive essay arguing for or against the position that girls are not better in math than are boys.

Source: Knudson, 1991

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Writing for Content Learning (ES = .23)

- Writing as a tool for content area learning

WRITING-TO-LEARN: AN EXAMPLE

In a science class, the students study the human circulatory system. The teacher's goal is to help students develop alternative conceptualizations of the role of the heart, blood, and circulation. The science teacher asks the students to write summaries and answer questions in writing to increase their ability to explain information, elaborate knowledge leading to deeper understanding of the topic, comment on and interpret information in the written science text, communicate what has not been understood, and describe a change of belief they might be experiencing. Note that in the writing-to-learn approach, the teacher assigns writing tasks but does not provide explicit instruction in writing skills. Thus, writing is a tool of learning content material rather than an end in itself.

Source: Boscolo & Mason, 2001

From Writing Next (page 21)

Writing to Read

I. HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ.

Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they:
- * Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
- * Write Summaries of a Text
- * Write Notes About a Text
- * Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

2. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT.
- Students' reading skills and comprehension are improved by learning the skills and processes
- that go into creating text, specifically when teachers
- * Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction
- Skills (Improves Reading Comprehension)
- * Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)
- * Teach Spelling Skills (Improves Word Reading Skills)

3. INCREASE HOW MUCH STUDENTS WRITE.
- Students' reading comprehension is improved by having them increase how often they produce their own texts.

http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

PUTTING IT ALL TOGETHER

Integrating the research, problem-solving process and strategies

Scenarios

1. Identify what strategies could be used to address the skill deficit

2. Could you combine any? If so, which ones?

2. Describe how this might be used in an intervention setting

3. Describe how this might be used as a classroom instructional strategy or accommodation

4. How might students learn to use the strategies independently (meta-cognitive)

Have a wonderful afternoon!

- Please:
  - Complete feedback form
  - Sign out
  - If you are a Speech-Language Pathologist, take a CMU form