

Welcome

- Professional Learning Community ...PLC!
- Facilitated by Theron Blakeslee, Laura Colligan, Lori Torres, Libby Quade, and Nancy Theis

A little background on today's meeting

Agenda

- Welcome to the PLC
- Math Discussions on Interventions with Theron and Laura
- Questions, comments and discussions
- Break
- Writing...why now
- Overview of research and evidenced based strategies
- Foundational skills

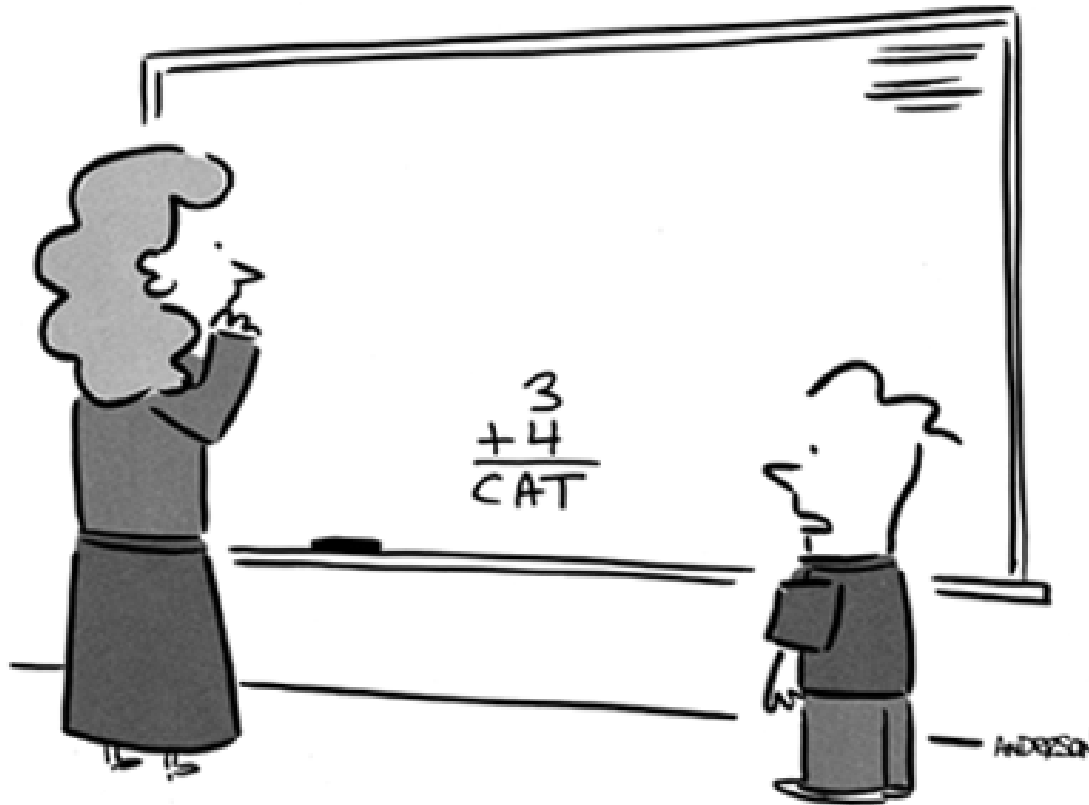
What is a PLC....learning together...not experts!

- A “professional learning community” engages the entire group of professionals in coming together for learning within a supportive, self-created community.
- This PLC hopes share research, best practices and what is going on throughout the county in writing in order to create some common knowledge and direction for future work.

A little to chew on in your spare time!

© MARK ANDERSON

WWW.ANDERSTOONS.COM



"On the plus side it's something for your PLC to chew on."

PLC...know thy neighbors!

Getting to know your resources!

- Introduce yourself to someone in the room you do not know.
- Share what your role is in your building.
- How does your work relate to today's topics of math and reading

Details to know...

- To prepare for future work we will be collecting areas of interest and questions to address in future PD.
- Please post questions, comments and direction for future PD on yellow sticky notes. Put sticky notes on chart paper in back of room.
- Don't be shy...the more we look at the research, the more important it seems to address writing in our MTSS system.

MATH...WHAT'S UP

Theron Blakeslee

Laura Colligan

For math information and handouts please
contact Theron or Laura.

Changing with the Times....

- <https://www.youtube.com/watch?v=ipnGPeRly2k>

WRITING....WHAT'S UP

PLC Facilitators:

Lori Handl

Libby Quade

Nancy Theis

Is this a writing crisis? Data suggests...

- Media report many students are not able to write at even the most basic level required for participation in today's economy.
- The class of 2012 attained an average score of 488 on the writing portion of the SAT, the lowest score since the assessment was introduced in 2006.
- The National Assessment of Educational Progress (NAEP) tells a similar story: In 2011, only 27% of 8th and 12th grade students scored at or above proficient on the writing portion of the NAEP.
- In the same assessment, 20% of 8th graders and 21% of 12th graders scored "below basic," meaning they are unable to perform at even the minimum standard for their grade level.

Why Writing....Now?

- [Interview with Dr. Steve Graham:](#)
- <https://www.youtube.com/watch?v=-SAo9KKpbfs>

Activating Prior Knowledge...what do we know?

- A little quiz....
- Think and answer the questions individually...by yourself!
- Introduce yourself to someone you do not know and share your answers!
- Collaborate....and decide the answers to post on the chart paper.
- Be prepared to talk about your thinking

Activating Prior Knowledge...what do we know?

1. What is a meta-analysis?
2. What is an effect size?
3. Please rank order the listed evidence based practices from highest effect size to lowest?

Evidence-Based Writing Strategies

Please rank order from greatest to least effect size.

- Pre-Writing Activities
- Sentence Combining
- Study of Models
- Teaching Summarization
- Inquiry
- Process Approach
- Peer Assistance
- Writing as Tool for Learning
- Setting Product Goals Word Processing
- *Strategy Instruction

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

Meta Analysis and Effect Size

- Method for synthesizing experimental studies using statistical procedures -- produces a standard index for the findings from each study
- Helps determine whether an instructional technique, strategy, or intervention is **effective across a body of studies**
- Effect Size provides a standardized measure of the quantitative differences between two treatments, providing information on both the direction and magnitude of this difference

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)

Let's look at a John Hopkins research summary

1. Read the short article and highlight 5 key ideas or important points
2. Share at your table your 5 key ideas and chart them on the paper at the table.
3. Please discuss how this relates to the current practices in your buildings and RECORD ideas on the chart paper.
4. Whole group discussion of key ideas.

Changing Landscape....Common Core

- <https://www.youtube.com/watch?v=NHpG-LviTnY>
- "Writing today is not a frill for the few, but an essential skill for the many."

The Neglected "R": The Need for a Writing Revolution

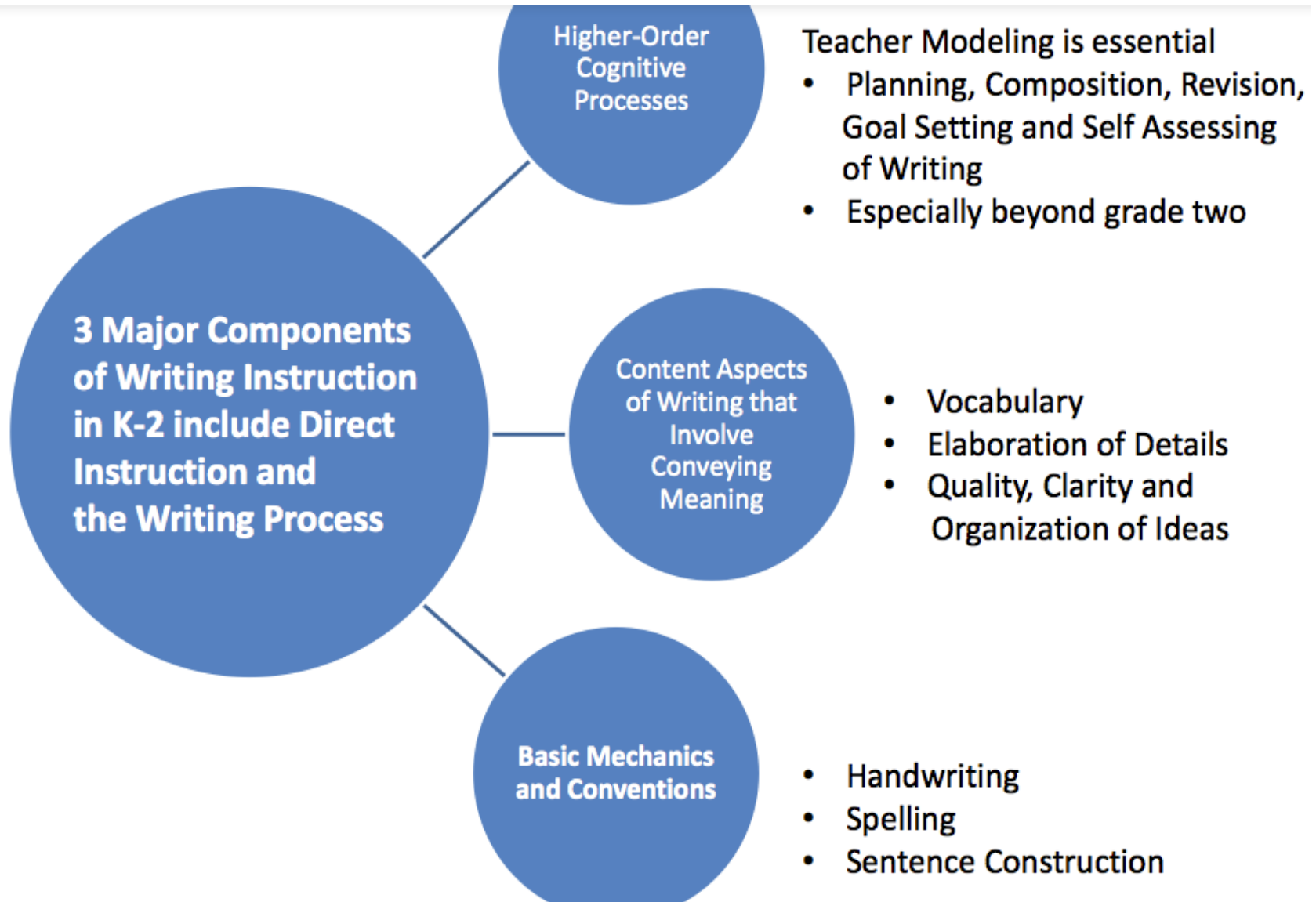
A deeper dive...

- Lori's slides...on strategies
- Lori....I put some hidden slides in that I found on strategy instruction if you want to use anything...just if you like anything!

Summary...Big ideas from Dr. Graham!

- <https://www.youtube.com/watch?v=klabt03JQY4>

The Big Picture....



Focus on Foundational Skills

- Basic Mechanics and Conventions
 - Handwriting, Spelling and Sentence construction
- Anita Archer materials and training presentations-MIBLSI website
- Steve Graham article....on the subject
- <https://www.youtube.com/watch?v=Wk96Fwj3YNg#aid=P7sCo2IGbwg>

Research shows ...

- “handwriting, spelling, and composition separable processes but when all these component processes are adequately developed they work in concert in the functional writing system.”

(Berninger & Richards, 2002)

Transcription includes handwriting, spelling,
and keyboarding

Research

Spelling and Handwriting affect judgments of Quality

Papers with spelling errors and/or poor handwriting are judged more harshly than papers without errors, even if the content is equivalent. (Graham and Perin's Meta-analysis, 2007)

Length and quality of written compositions are strongly related to spelling (Abott, Berninger, & Fayon, 2010; Aram, 2005)

Improving handwriting automaticity and/or spelling improves text generation and composition quality
Graham et al., 2000; Graham, Harris, & Chorzempa, 2002; Jones & Christensen (1999)

Writing Foundations - Spelling - Importance

- Writers who must think too hard about how to spell use valuable cognitive resources needed for higher level aspects of composition. (Singer & Bashir, 2004)
- 80% of employment applications doomed if poorly written.
- 15 to 20 minutes a day

Rationale

When children automatize correct letter formation early in writing development, their spelling and composition skills are likely to be stronger.

Berninger & Wolf, 2009

Spelling is more difficult than reading because...

we must encode or generate from memory all the letters that correspond to the spoken word.

Still more...

“Students who fail to develop some or all of the basic skills and processes in the early years will have a much harder time keeping up with their peers in more complex writing tasks.”

...”Foundational skills set the stage for writing achievement in the higher grades.”

A good investment!

“There are considerable returns for such a small investment of time as students’ sentence writing skills, the amount they write, and the quality of their writing all improve along with their handwriting”

- From the article we read earlier: *Want to Improve Children’s Writing? Don’t Neglect Their Handwriting*

New thinking about old topics!

- Teaching Skills and Strategies
- Writing Foundations
 - Handwriting
 - Letter Formation
 - Handwriting Fluency
 - Spelling
 - Spelling - Regular Words
 - Spelling - Irregular Words
 - Spelling rules
 - Sentences
 - Sentence Expansion
 - Sentence Combining
 - Punctuation and Capitalization Guidelines

Teaching Skills and Strategies

- Emerging writers need:
 - Explicit instruction on writing skills and strategies
 - Opportunities to respond in lessons
 - Positive, corrective feedback on performance

Teaching Skills and Strategies

- Model I do it.
- Prompt We do it.
- Check You do it.

Taking a pulse...what going on here!

- Share at your table what is your district doing for writing instruction.
- Record conversation on chart paper at your table.
- Share with the group!

Article

Children's Writing? Don't Neglect Their Handwriting

BY STEVE GRAHAM

The famed playwright Harold Pinter, having just been introduced as a very good writer, was once asked by a six-year-old boy if he could do a *w*.¹ I suspect that *w* was a difficult letter for this young man, and he judged the writing capability of others accordingly.

This student's assumption—that being a “good writer” means having good handwriting—is not as off base as you might think. In dozens of studies, researchers (including, but certainly not limited to,



Technology

- Word Processing
- Text to Speech
- Speech to Text
- Word Prediction
- Planning Software
- Automated Scoring
- Interconnected Writing Systems
- Electronic Sharing

Mode of Writing

Involves having students use word processing and related software to write.

- ES = 0.47 (grs 1-6; 10 studies) – 18 percentile jump
- ES = 0.55 (grs 4-12; 18 studies) – 21 percentile jump

Writing to Read

- A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading
- STEVE GRAHAM AND MICHAEL HEBERT
- Reading is critical to students' success in and out of school. One potential means for improving students' reading is writing. In this meta-analysis of true and quasi-experiments, Graham and Herbert present evidence that writing about material read improves students' comprehension of it; that teaching students how to write improves their reading comprehension, reading fluency, and word reading; and that increasing how much students write enhances their reading comprehension. These findings provide empirical support for long-standing beliefs about the power of writing to facilitate reading.

EDUCATOR'S PRACTICE GUIDE WHAT WORKS CLEARINGHOUSE

Teaching Elementary School Students to Be Effective Writers



2013 Resource....great summary

It All Starts Here

- **Fixing Our National Writing Crisis From the Foundation**
- By Steve Graham, Ed.D.

Writing Next

A Report to Carnegie Corporation of New York

WRITING NEXT

**EFFECTIVE STRATEGIES TO IMPROVE
WRITING OF ADOLESCENTS IN MIDDLE
AND HIGH SCHOOLS**

By Steve Graham and Dolores Perin

ADDITIONAL SLIDES

The following slide were not presented, but provide additional information and resources for writing.

Resources galore!