

**Spring SRBI Symposium**  
***Using Data for Development, Decision Making and Effective Instruction***

# ***Instructional Practices in Writing***

**May 21, 2015**



SERC

*Using* **Scientific**  
**Research-Based**  
**Interventions:**  
*Improving Education*  
*for all* **Students**



*Connecticut's Framework for RTI*

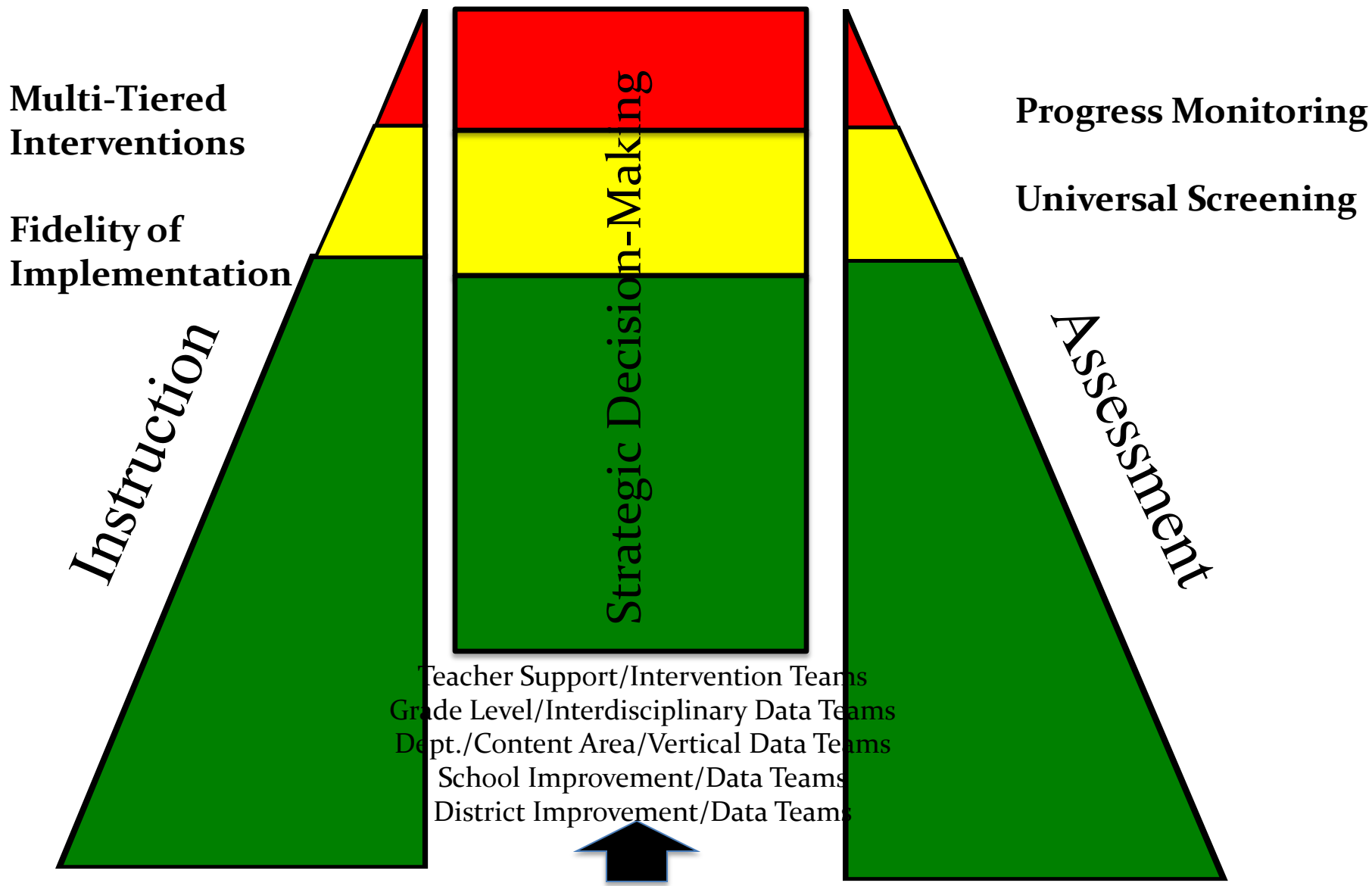
*August*  
**2008**



**Connecticut State Department of Education**  
*Bureau of School and District Improvement*

# SRBI Framework for School Improvement

(Continuum of Academic and Behavioral Support for **ALL**)



**Structures that Foster Collective Responsibility**



# Priming the Writing Pump: Powerful Paragraphs

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# Hope to Cover (a girl can hope):

- Getting Them to Write
- Power Writing
- Topics Matter
- Using Data to Drive Instruction
- Powerful Paragraphs in Tier I
- Tiered Instruction: What does that look like?

# Getting Them to Write

- Atmosphere
- Building relationships
- Modeling- Writing in front of class
- Lots of opportunities to write across the curriculum

Linda Rief

“The more I want students to know how to do something well, the more often they should do it.”

# Quickwrites

- Bring out the writer
- Build student confidence
- Develop fluency
- Bring out the reader
- Help teachers grow



# Power Writing

- Round 1-3: Two words on board – write for one minute about one or both of the words
- Write as fast as you can, as long as you can and as well as you can
- Count words
- Compare number of words/record

# Power Writing

Round 1:

Evaluation

Avoid

Round 2:

Beach

Slide

Jeff Anderson

“You have to write a lot of garbage to find a gem.”

# Ponder this...

- **Moments of Vulnerability**
  - inner critic saboteur?
  - Susceptible to criticism?
  - Inadequate-illiterate?
  - Stupid?
  - Annoyed-angry?
  - Resistant-stubborn?
  - *Literate, educated person vs a kid, whose grasp of the language is tentative?*
- ***Writing can feel personally exposing.***

Leonard Nimoy, Mr. Spock, Star Trek:

*"You're the captain of this ship. You have no right to be vulnerable."*

# Topics Matter-

*You CAN be creative and still follow CCSS*

- **Engaging topics**
  - Bypass inner saboteur
  - Silence voice of critic
  - sometimes go right to the heart!
- Children Full of Life documentary- Japanese school; Notebook Letters to share what's "real" in their lives
- <https://www.youtube.com/watch?v=armP8TfSgIs>
- Video topics: Peer support, teamwork, grief, loss, respect of authority, bullying...***all students can sink their teeth into these!***

# Keenly observing students:

## *Using Resources that Light them up!*

- Like a Girl campaign:  
[https://www.youtube.com/watch?v=F\\_EpoO5fWN4](https://www.youtube.com/watch?v=F_EpoO5fWN4)
- Ralph Fletcher, Mansfield Dreams; memoirs of childhood
- Roni Schotter, Nothing Ever Happens on 90<sup>th</sup> Street
- Increasing 'mental movie' improves descriptions:
  - Read A Long Walk to Water; Show Rebuilding Hope
  - Read Boston Massacre accounts; Show John Adams Boston Massacre scenes
- "Art, I Love You" time-lapsed painting with song;
  - <https://www.youtube.com/watch?v=qpunQZ4cUyl>

Jeff Anderson

“Writing is cumulative –  
what we write today  
prepares us for the  
writing task of  
tomorrow.”



“Where’s Your \*&%\*!\*\$ Data?”

Using Data to Decide Where to Begin

*“My kids can’t write a complete sentence, how can I get them to write essays!?”*

- In “Data Driven Decision Making”, if the data shows us that our kids can’t write effectively, it is critical that we **decide** how we are going to help them improve.

# Here's my \*&\*\$\*#\*& Data!

## **DATA = ANYthing they write!**

- + Across the curriculum!
- + Open-ended responses in reading,
- + Comprehension questions in Science and Social Studies,
- + Explanations of math thinking,
- + How they copy my models from the board
- + Sticky notes as they respond to reading books
- + How they annotate (mark up) text

# Deciding What to Teach:

## 'Tipping Point' theory and Backwards Design

In Malcolm Gladwell's *The Tipping Point: How Little Things Can Make a Big Difference*, he suggests that by tackling a LITTLE piece a BIG problem, we can cause BIG change.

- My DATA? *Paragraphs stink!*
- **DECISION:** Work on teaching them to write a powerful informative paragraphs.

# Writing Rubrics: Common Language

**DECISION:** Focus on a piece of the rubric, like Elaboration and Craft skills , ***NOT the whole rubric!***

- Explicitly teach **AND** Frequently revisit
  - examples
  - descriptions
  - explanations
  - definitions
  - Facts
  - quotes

# Modeling, Imitation: Reading-Writing Connection

*"Imitation as Pedagogy-* Children learn grammar, including varied sentence structure, by reading good books, picking up literary sentence patterns subconsciously through imitation---the same way they learn to speak."

(Killgallon)

# Repeated Rewrites and Specific Feedback

*(Trick them into revising!)*

- Why Students Like It
  - Choice of topics
  - Choice of revising or composing
  - Teacher feedback guides revision
  - Rolling due dates
  - Rewrite until they get in Proficient range (B+? A-?)
- Why Teacher Likes It
  - Rolling due dates
  - *Differentiated* feedback on paragraph structure
    - Topic Sentence?
    - Effective Detail Sentences?
    - Conclusion Sentence?

# What does Tier II intervention look like?

- Another teacher as support to discuss and confer
- Group conferences/small groups
- Talk before writing
- Proximity to keep reluctant writer writing.

# What does Tier III intervention look like?

- One to one: discuss what will you write
- Script or type for student
- Graphic organizers
- Prompt for vocabulary, syntax
- Student rereads and revises
- Student writes/types/revises with minimal feedback



3-2-1: Do any or all! Your choice.

- What are 3 take aways from the presentation?
- What are 2 things you will bring back to your practice?
- What is one question that you have?

# Resources

Anderson, J. (2011). *10 Things Every Writer Needs to Know.* , ME: Stenhouse Publishers.

Brown, B.(2013) *Daring Greatly.* New York, NY: Penguin Books.

Brozo, W. (2011) *RTI and the Adolescent Reader:* New York, NY: Teacher's College.

Fletcher, R. (2006). *Boy Writers.* Portland, ME: Stenhouse Publishers.

Gladwell, M. (2002) *The Tipping Point: How Little Things Can Make a Big Difference.* New York, NY: Little Brown, Brown & Co.

Rief, L. (2003). *Quickwrites.* Jefferson City, MO: Scholoastic

# Website Resources (continued)

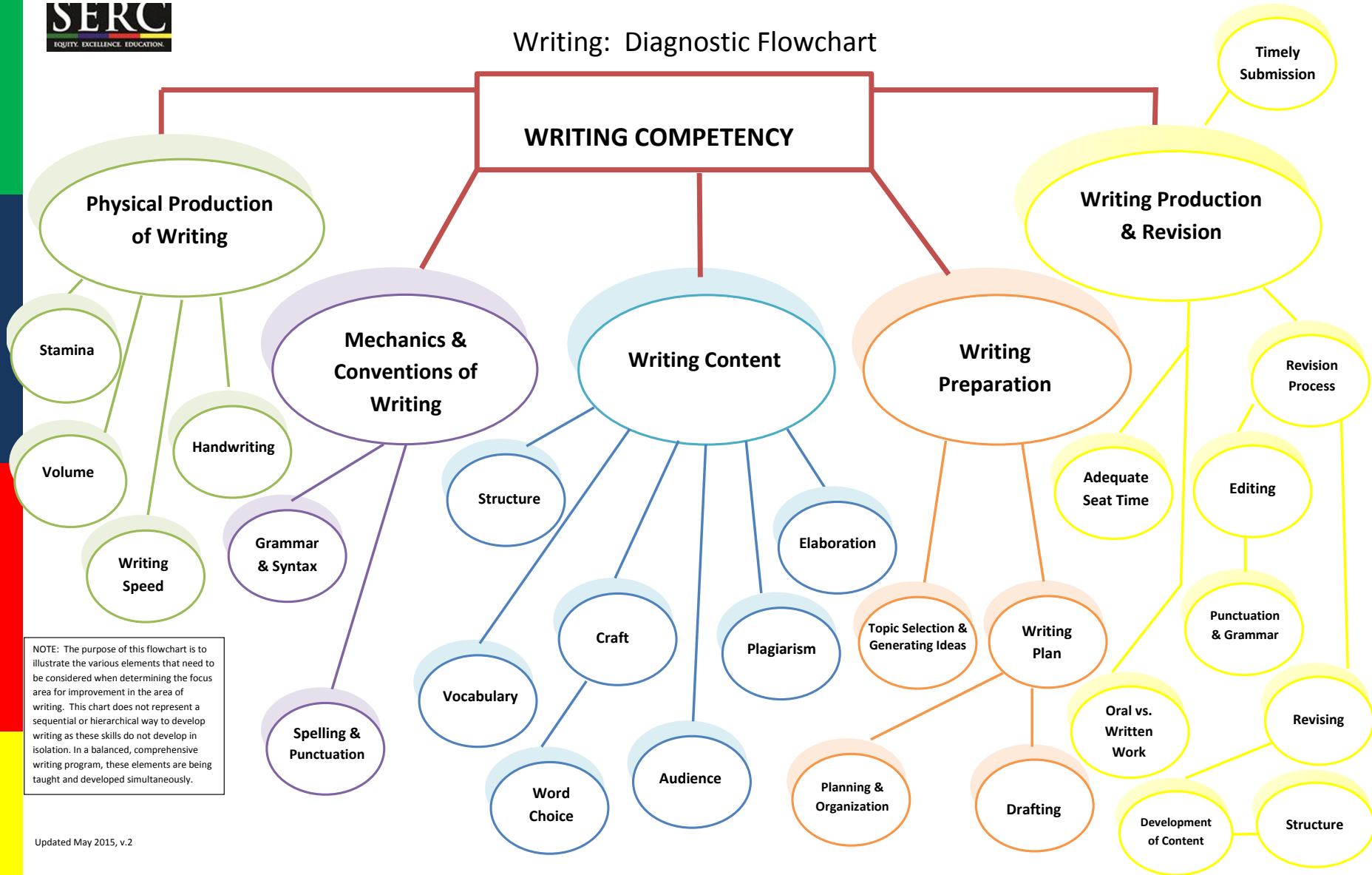
Sentence Composing site for Killgallon work -

[https://dl.dropboxusercontent.com/u/54889874/companion/COMPANION\\_SC\\_SITE/IMITATION.html](https://dl.dropboxusercontent.com/u/54889874/companion/COMPANION_SC_SITE/IMITATION.html)

<http://readingandwritingproject.org/resources/assessments/writing-assessment> TCRWP Teacher's College

<http://www.onbeing.org> "The World in Counterpoint"  
Mohammed Fairouz

# Writing: Diagnostic Flowchart



NOTE: The purpose of this flowchart is to illustrate the various elements that need to be considered when determining the focus area for improvement in the area of writing. This chart does not represent a sequential or hierarchical way to develop writing as these skills do not develop in isolation. In a balanced, comprehensive writing program, these elements are being taught and developed simultaneously.

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