

63<sup>RD</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

# Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



## Teaching Writing: A Process Approach

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# Presentation Overview

- Reflection
- *What do successful writers do?*
- Requirements for Success in Writing
- *LD and Writing*
- Writing Roles
- Big Ideas
- The Process Approach: What is the Writing Process
- The Four Critical Components for Teaching the Writing Process
- Teaching Together: Writing Process and Strategy Instruction



# Metacognitive Reflection

On a piece of paper, briefly describe the process you would go through if I asked you to write an essay on the following topic:

What are your beliefs about how we should teach children to write?



## What Do Successful Writers Do?

- Develop goals and adjust them to meet writing demands
- Use cognitive strategies for planning, generating text, and revising their work to meet their goals
- Use knowledge of genres and text structures to effectively organize content
- Self-regulate thoughts, feelings, and actions throughout the writing process



## Requirements for Success in Writing

- Verbal skills
- Topics/ideas (something to say)
- Sentence composition
- Organization and connection of ideas
- Fluency in handwriting (or typing)
- Spelling skills
- Application of grammar, punctuation, and capitalization conventions
- Active engagement and sustained effort
- Ability to read
- Ability to analyze and edit



## Learning Disabilities and Written Expression

For students with disabilities, there are many ways for the complex process of writing to go wrong.

- Difficulty generating ideas
- Minimize role of planning
- Lack of strategic approach
- Ineffective strategies for revising their writing
- Struggle with spelling, capitalization, punctuation, and handwriting



## Deficits in Written Expression

Just because many of our students have weak writing skills does not mean they have nothing to say. In oral speech, they often...

- express their ideas very clearly
- use more sophisticated vocabulary
- show greater creativity



## Things that go wrong...

- Overemphasize importance of transcription skills like handwriting, spelling, punctuation, and capitalization (less aware of what constitutes good writing and the way accomplished writers achieve their writing goals)
- Overestimate their writing abilities



How to solve...

Use a Process Approach. Teach the Writing Process explicitly.



## WRITING ROLES: Author vs. Secretary

- We employ two roles when we write.
  - **Author role:**
    - concerned primarily with the content, organization, word choice, etc.
  - **Secretary role:**
    - concerned primarily with the spelling, punctuation, capitalization, and grammar
- Writing instruction should include both!



# The Big Ideas

- *Emphasis* on teaching the writing process
- *Emphasis* on teaching text structures (i.e., various genres of writing)
- *Emphasis* on collaborative process (i.e., peer interaction and teacher-student interaction)



## What Is the Process Approach?

- shift away from product-only focus
- shift toward focus on processes of effective writing and learning in an interactive, collaborative environment
- focus on *meaning* of students' writing
- student involvement in topic and genre selection
- creation of a writing community
- writing is integrated with the rest of the curriculum



## Writing Process

### Pre-Writing

- Choose topic
- Determine audience, purpose, and text structure
- Brainstorm
- Organize ideas

### Drafting

- Write drafts
- Emphasis on content not grammar

### Revising

- Share writing with teacher and peers
- Students discuss
- Teacher provides feedback
- Students change substance

### Editing

- Proofread own work
- Help proofread peers' work
- Expected to increasingly identify and correct own errors

### Publishing

- Students publish in appropriate form
- Share writing with appropriate audience



# Four Critical Components

(of an Effective Writing-Process Approach to Teaching Written Expression)

**Time**

**Ownership**

**Response**

**Instruction**



## Four Critical Components of an Effective Writing-Process

### Approach to Teaching Written Expression: TIME

- Students need to write often and regularly (at least 4 days per week for 60 minutes).
- Students need opportunities for sustained writing.
- There should be a balance of time spent in secretary role and author role—Do not emphasize one role over the other.
- Students also need **time** to meet with each other and the teacher to discuss their writing.



## Four Critical Components of an Effective Writing-Process Approach to Teaching Written Expression: OWNERSHIP

Allow students to make decisions about their own work:

- Opportunities to self-select topics
- Emphasis on personal goal setting
- Displays of student work



## Four Critical Components of an Effective Writing-Process Approach to Teaching Written Expression: RESPONSE

Students should **share** their work on a regular basis

- peer revising and editing conferences
- teacher-student conferences
- author's chair
- writing celebrations

Form a responsive writing community!



## Four Critical Components of an Effective Writing-Process Approach to Teaching Written Expression: INSTRUCTION

When teaching the Writing Process...

Explicit instruction in each element of writing occurs **before**, **during**, and **after** completion of writing the 1<sup>st</sup> draft.

Structure the learning environment so that students can practice using strategies taught while also learning from each other and the teacher in a caring, supportive, and literacy-rich environment.



## Four Critical Components of an Effective Writing-Process Approach to Teaching Written Expression: INSTRUCTION

When teaching the Writing Process...

Don't forget the roles of *author* and *secretary*.

Capitalize on *teachable moment*.

Be creative, think outside the box. Writing is fun! Enjoy teaching writing while teaching your students to enjoy writing!



## INSTRUCTION ~ BEFORE WRITING

- Directly teach text structures and strategies.
  - Use children's literature and other pieces of published writing as a model for teaching specific text structures.
  - Select strategies based on genre.
  - Use graphic organizer to teach story structure during reading and pre-writing.
  - Attempt to use the same strategies and graphic organizers for writing as you do reading.



## INSTRUCTION ~ BEFORE WRITING (continue)

- Directly teach planning (i.e., Pre-Writing).
  - Teach outline use.
    - Use outlines for organizing thoughts and layout during pre-writing.
    - Teach sequencing.
      - Tie to introduction (beginning), body (middle), and conclusion (end).
    - Teach students how to turn an outline into a piece of writing in paragraph form.
  - Teach use of various graphic organizers.
    - Helps to individualize to specific learner needs.



## INSTRUCTION ~ BEFORE WRITING (continue)

- Allow topic choice variations.
  - Free choice
  - Teacher choice
  - Surprise
  - Outsider choice (e.g., writing contests topic selection)
- Five-minute Writing
  - After topic selection occurs, students write for 5-minutes on the topic without stopping.
- Tailor pre-writing to the individual writing systems of your students.
  - Let student decide – outline, graphic organizer, or both.
- Teach relevant mnemonic strategies.



## INSTRUCTION ~ DURING WRITING

- Directly teach grammar and mechanics of writing.
  - Teach sentence structure, parts of speech, capitalization, and punctuation, through mini-lessons directly tied to the students' writing.
  - Once taught, then tie to editing.
  - Spend time working with sentences.
    - Teach sentence structure and types.
    - Teach writing topic and concluding sentences.
    - Play with word order within sentences.
    - Teach sentence combining.
    - Teach use of transitions to connect ideas within writing.



## INSTRUCTION ~ AFTER WRITING

- Directly teach revising.
  - During mini-lessons model and teach, sentence combining, expanding sentences, adding details, etc.
  - Use conferencing – student-student and student-teacher.
  - Teach relevant mnemonic strategies.
- Directly teach editing.
  - Teach editing from the beginning.
  - Use conferencing – student-student and student-teacher.
  - Teach students to read draft aloud and listen for potential edits.
  - Develop individualized editing check sheets with known reminders for editing written work (e.g., Make sure the first letter of the first word in the sentence is capitalized.)
  - Teach relevant mnemonic strategies.



## INSTRUCTION ~ AFTER WRITING

- Celebrate writing!!
  - Author's Chair
  - Author Visits
  - Publications
  - Contests
  - Presentations
  - Displays
  - Parties
- Then, teach the concept that all writing can be revising and continuously updated; thus, writing is a process, no piece of writing has to ever be final.



## The walk away...

In 5 minutes, write down the first three things about the Writing Process that come to your head and you will walk away with for use in your own classroom while teaching writing.



# Teaching Together: Writing Process and Strategy Instruction



## Self-Regulated Strategy Development (SRSD)

- Model developed by Drs. Karen Harris and Steve Graham
- An approach to teaching writing, **NOT** a strategy
- Allows teachers to choose the strategy
- Flexible: Can be used to teach any kind of writing



## What Types of Writing Do Our Students Produce?

### Essay Types:

- Narrative
- Expository
- Expressive
- Descriptive
- Persuasive
- Point-of-View
- Clarification

### Other Writing:

- Essay Tests
- Business Letters
- Personal Letters
- E-mails
- Poetry
- Texting
- Tweeting
- Facebook posts



## 3 Overarching Concepts

- Genre of Writing
- Stages of Writing
- Strategies for Writing



## What Does the Research Say about SRSD?

- Students, with and without LD, approach writing more strategically.
- Students, with and without LD, write longer, more organized essays.
- Students gain self-efficacy and improve their attitudes about writing.
- Students are often able to transfer their gains to other settings and teachers, but they are less likely



## Instructional Stages of SRSD Model

1. Activate and Develop Background Knowledge
2. Discuss It
3. Model It
4. Memorize It
5. Support It
6. Independent Performance



## *Stages: Activate and Develop Background Knowledge*

1. Activate and Develop Background Knowledge
  - discuss the characteristics of good writing
  - explicitly teach text structure for genre to be developed



## *Stages: Discuss it*

### 2. Discuss It

- introduce the strategy to be taught and discuss its benefits and applications
- gain commitment to learn strategy and expend effort



## *Stages: Model it*

### 3. Model It

- model strategy steps and self-regulation procedures across varied tasks
- discuss ways that strategy steps may need to be modified for varied tasks, settings, or goals
- collaboratively develop self-statements and self-reinforcement procedures
- Use metascript/think aloud (Model metacognition!)



## *Stages: Memorize it*

### 4. Memorize It

- have students memorize strategy steps, mnemonics, and self-statements



## *Stages: Support it*

### 5. Support It

- collaboratively practice using the strategy steps and self-regulation procedures; use procedural facilitators (hints, cue cards, fill-in-the-blank paragraphs, graphic organizers, etc.) to prompt
- collaboratively establish challenging but attainable writing goals
- gradually fade support as students gain competence
- embed in process writing framework



## *Stages: Independent performance*

### 6. Independent Performance

- fade over self-regulation procedures



## *A Family of Writing Strategies*

*(see Writing Strategies Handout for details)*

### **Planning Strategies:**

- POW
- W-W-W, What=2, How=2
- C-SPACE
- SPACE LAUNCH
- STOP & DARE
- TREE
- The 3 Writing Steps
- PLAN & WRITE
- STOP & LIST
- DARE to DEFEND

### **Revising Strategies:**

- SCAN
- C-D-O
- COLA
- COPS
- PQP
- REVISE



## So, what does it look like?

Teacher—Picks a strategy based on the genre you plan to teach.

I want to teach my students to write short stories. Which strategy should I use?

**C** ⇨ **C**haracters

**S** ⇨ **S**etting

**P** ⇨ **P**roblem

**A** ⇨ **A**ctions

**C** ⇨ **C**onclusion

**E** ⇨ **E**motions



## Evaluating SRSD: Think-Pair-Share

- Does it include the “big ideas”?
  - Writing process?
  - Teaching text structures?
  - Collaboration?



## Evaluating SRSD: Think-Pair-Share

- Does it include the four critical components of an effective writing-process approach to teaching written expression?
  - Time?
  - Ownership?
  - Response?
  - Instruction?



## The plan...

Based on the information presented and discussions held during this presentation, how do you plan to revise your current writing instruction to embed practices learned today.

- What needs to be in place for my new plan to work?
- What materials do I need to make or purchase?
- What is my timeline for implementation?