

## Readings on Writing Instruction

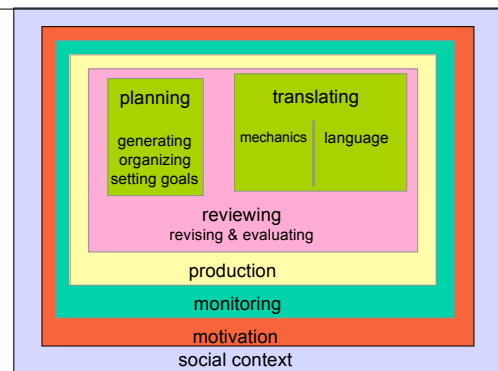
- What did you learn from your books about teaching writing?
- What are a couple of useful teaching ideas from your readings?
- What questions do you have about teaching writing?

## Writing Instruction Principles

- Students who write become better readers, writers, and thinkers.
- Students learn in classroom writing communities, where they:
  - write for real reasons
  - see others do so
  - interact with peers and teacher about the written content, use, and form.
- Students must engage in heavy doses of writing without standards.

## One Instructional Model: Structured Writers' Workshop

- Focused mini-lessons on various aspects of writing process.
- Drafting and sharing.
- Conferencing
- Author's chair/peer groups



A Sited Cognitive Model of Composition  
Koppenhaver (2006) adaptation of Flower & Hayes (1981) & van Kraayenoord et al (2004)

## Focused Mini-Lesson Possibilities

- Using a spellchecker
- Capitalizing first word of every sentence
- Brainstorming ideas
- Freewriting
- Revision (thinking like your audience)
- Poetry forms
- Using Inspiration
- Giving good feedback to partners
- \_\_\_\_\_

## Your Turn: Other Writing Mini-Lesson Ideas (look at the model)

## Writing in K-2

A Sampler of Strategies

## Student Topic Choice

- Supporting topic choice
  - Freewriting, can't stop writing, or journal samples
  - Brainstorming (+ broad topic constraints)
  - Tell me more.
  - Gimme 5.

## The Next Level

Writing without Standards  
+ Peer Writing Groups  
+ Revision Opportunity

## Models: Most Basic Strategy

- Partner asks, "What do you want to write about today?"
- Struggling student picks topic.
- Partner writes a two or three-line text about a related topic.
- Partner reads final product and puts it away, and then says, "You write now." or "I can't wait to hear your story."
- Struggling student writes..

## Other Poem Structures

- Lies
- Wishes
- Used to be/but now
- Dreams
- Any existing (preferably non-rhyming) poem structure
- \_\_\_\_ is (metaphor, action) [Mountains are giants, surveying the tiny world at their feet.]

## A Reading-Writing Connection Mini-Lesson

- Background: (forced) apologies
- Purpose for reading/listening: Is the author sorry?
- Follow-Up: Discussion
- Feedback: Evidence?

**Models: Reading-Writing Connections**  
"This Is Just to Say" by William Carlos Williams

I have eaten	Forgive me
the plums	they were delicious
that were in	so sweet
the ice box	and so cold.
and which	
you were probably	
saving	
for breakfast	

## Your Turn

- Following the model, write your own 3-verse "This is Just to Say."
- Share at your tables with your group.
- Pick one from the table to read aloud to the class.
  - As you're listening, do you find the original structure?

## Arithmetic

By Carl Sandburg

Arithmetic is where numbers fly like pigeons in and out of your head.

Arithmetic tells you how many you lose or win if you know how many you had before you lost or won.

Arithmetic is seven eleven all good children go to heaven--or five six bundle of sticks.

Arithmetic is numbers you squeeze from your head to your hand to your pencil to your paper till you get the answer.

Arithmetic is where the answer is right and everything is nice and you can look out of the window and see the blue sky--or the answer is wrong and you have to start all over and try again and see how it comes out this time.

## Arithmetic cont.

If you take a number and double it and double it again and then double it a few more times, the number gets bigger and bigger and goes higher and higher and only arithmetic can tell you what the number is when you decide to quit doubling.

Arithmetic is where you have to multiply--and you carry the multiplication table in your head and hope you won't lose it.

If you have two small animal crackers, one good and one bad, and you eat one and a striped zebra with streaks all over him eats the other, how many animal crackers will you have if somebody offers you five six seven and you say No no no and you say Nay nay nay and you say Nix nix nix?

If you ask your mother for one fried egg for breakfast and she gives you two fried eggs and you eat both of them, who is better in arithmetic, you or your mother?

## Follow-Up

- What is the general structure?
  - Does it rhyme?
- Now pick a subject at each table.
  - Brainstorm ideas, questions, observations.
- Write a collaborative 4-line mini-poem on any subject except arithmetic.
- What are the differences for you between the two previous writing experiences?
  - Which do you prefer? Why?

## Writing in K-2 Summary

- Any pencil, any paper, any text
- Writing without standards
  - free writing, can't stop writing, journaling...
- Student topic choice
- Ear spelling (invented spelling)
- Peer revision groups
- Writing from models
  - structured journaling, structured language experience, Koch's structures
- Supported Inquiry projects
  - experience, frames, pictures, dictation...
- Multi-author writing (pairs, groups, whole class)
- Don't forget (structured) language experience.

## Advancing Writers

- Sentence-combining
  - guided and unguided
- Writing to rubrics
- Planning
  - individual and group
- Word choice
  - translytic poetry, slides, and picture descriptions...
- Revision
  - new voice, new audience
- Advanced inquiry projects

## Sentence-Combining

- Direct instruction in producing more complex syntactic structures.
- Give students sets of two or more sentences to combine into one.
  - For example:
    - The box is heavy.
    - The box is big.
    - The box is full.
    - = The big, heavy box is full.

## Your turn

(cued and uncued)

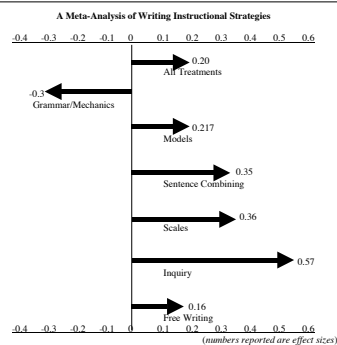
- |                              |   |
|------------------------------|---|
| • I like hockey. (and)       | • I walked home. (.)  |
| • I like basketball. (, but) | • I went in my room.(, and)   |
| • I like football best.      | • I did my homework.  |
| • My cat is Misty.           | • I watched tv and played with my friends and went to a movie and went to bed. The end. |
| • She likes to chase birds.  |   |
| • She licks herself clean.   |   |

## Inquiry Approaches = Improved Writing

- Teachers provide students with problem to (re)solve.
- Teachers designate a writing task for students to engage in to demonstrate their resolution to problem.
- Students work in groups to
  - seek information
  - discuss problem and solution.
- Students write individual papers summarizing, analyzing, synthesizing findings.

## Creating Writing Communities

- Writing conferences
- Writing groups
- Writer's chair
- Writing for publication



From:  
Hillocks, G. (1983). A Synthesis of Research on Teaching Writing.  
Educational Leadership.