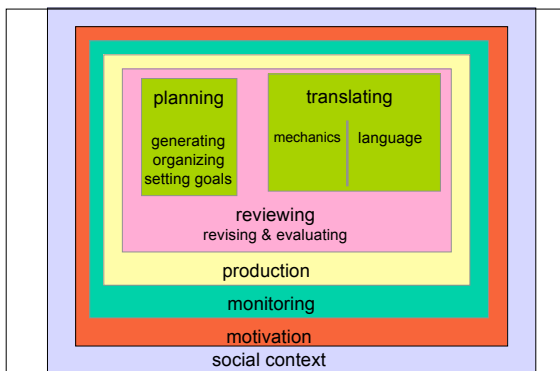


Writing Instruction Principles

- 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.

Writing Intervention Characteristics

- Inherently multilevel and individualized.
- Typically chaotic in classroom context.
- Goals: creating skills, experiences, and interest to help children write well and use writing to accomplish their own purposes.



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

One Instructional Model: Structured Writers' Workshop

(confessions of a former National Writing Project Fellow)

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

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

Getting Started

- Any pencil, any paper, any text
- Writing without standards
 - free writing, can't stop writing, journaling...
- Ear spelling (invented spelling)
- 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)

Models: Most Basic Strategy

- Partner asks, "What do you want to write about today?"
- AAC user responds with a prestored word or message from device.
- 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."
- AAC user combines letter-by-letter spelling with prestored words and messages to compose.

Other Poem Structures

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

Advancing

- 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.

The image shows handwritten notes on lined paper. On the left, there are two columns of text. The first column has 'South Africa' written twice, with 'South Africa' written above it. The second column has 'freedom' written twice, with 'freedom' written above it. To the right of these notes is a larger section titled 'Andrew, 12, Web and Composition'. Below the title, there is a handwritten sentence: 'I'm South Africa last April a million black people are kindly free.' The word 'Sentence' is written above the sentence.

Ed e subito sera
by Salvatore Quasimodo

Oguno sta solo sul cuor della terra
Trafitto da un raggio di sole
Ed e subito sera

Translytic Poetry Exercise

- Suggest titles.
- Write your own poems.
- Share.
- Joel Lipman, poet:
 - Trans (across) + lytic (to cut, loosen)

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