

# WELCOME



# **Title I, Part C – Education of Migratory Children**

## **2020-21 Professional Development Training**

**Region 1  
Region 2**

# Writing Strategies that Work

## Supporting Student Writers

# Today's Purpose:

- Review key ideas from writing research
- Identify the main types of writing students will do in Georgia schools
- Discover fresh ideas for writing support
- Test your knowledge

# For this presentation...

**If using a web browser,  
go to:**

**[Pollev.com/sabrinariver461](https://Pollev.com/sabrinariver461)**

Enter a username or click  
“skip”.

Then, choose a response  
when prompted.

**If using your phone’s  
texting feature:**

**Text: SABRINARIVER461  
to 37607**

Join and send a  
response when  
prompted.

# Poll Practice

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## Coke or Pepsi?

A

- a) Coke
- b) Pepsi
- c) I am not human, so I don't like either.

(This is the only right answer in Georgia.)

# Great Writers are Great Leaders!

- Research has shown that when students receive writing instruction, their **reading fluency and comprehension** improve (Fink, 2017).
- Proficient writing skills help students **convey ideas, deliver instructions, analyze information, and motivate** others (Nagan, 2006).
- Writing skills are important at **all stages of life** (Nagan, 2006).
- Without strategies for reading course material and opportunities to write thoughtfully about it, students have difficulty **mastering concepts** (Fink, 2017)
- When the frequency of student writing is increased, students build fluency in writing and can use writing as a **tool for thinking and demonstrating content knowledge** (Herman, 2014).

# To write well, students must develop a broad set of skills.

- **Basic writing skills**, i.e. grammar, mechanics.
- **Text generation**, i.e. developing content
- **Writing processes**, i.e. planning, revising, editing.
- **Writing knowledge**, i.e. discourse, genre.



# Check for Understanding

## Poll # 1:

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# B

## Basic Writing Skills:

- a) Involve planning, revising, and editing one's work
- b) Include spelling, capitalization, punctuation
- c) Indicate understanding of discourse & genre
- d) Translate one's thoughts into language

# The Writing Process

The Writing Process:	
Questions to Consider	
1. <b>Prewriting</b> Time to Think	What do I want to say? How do I want to say it? Who will read my writing? What else do I need to know to begin? Who can I talk to about my ideas?
2. <b>Drafting</b> Time to Write it Down	Are my thoughts organized? Which ideas do I want to develop? In what order do I want to say them? Who can read this and offer suggestions?
3. <b>Revising</b> Time to Improve My Writing	Have I read what I have written? Are my details clear? Should I add or take out parts? Have I used the best ideas and words? Is my writing in a sensible order? What suggestions have others made?
4. <b>Editing</b> Time to Make Things Correct	Have I used complete sentences? Are my spelling, capitalization, and punctuation correct? Have I marked corrections that I need? Has someone checked my work? Do I have a correct and neat copy?
5. <b>Publishing</b> Time to Share My Writing	Should I illustrate it and display it? Should I bind it in a book? Should I read it out loud? Can I place it in a classroom library? Will I act it out?

- Prewrite
- Draft
- Revise
- Edit
- Publish

# Check for Understanding

## Poll # 2:

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A

### The Writing Process:

- a) Involves planning, revising, and editing one's work
- b) Translates one's thoughts into language
- c) Includes spelling, capitalization, punctuation
- d) Indicates understanding of discourse & genre

# Types of Writing

- Narrative
- Informational/Explanatory
- Opinion/Argument



brendantheraven, superawesomevectors

➤ Please note: Descriptive writing is embedded throughout the standards





# Narrative Writing

- Telling a story
- Connected events
- Can be real or made up
- Elements
- Dialogue (beginning around 3<sup>rd</sup> grade)
- Descriptive language that builds a picture

## Elementary Elements

Characters

Setting

Plot

Conflict

Resolution

## Middle/High School Elements

- Exposition: Beginning of the Story
- Rising Action
- Climax or Turning Point
- Falling Action
- Resolution: End of the Story

Name: \_\_\_\_\_

## Narrative Prewriting Sheet

Topic:

Who?

Where?

What happened first?

What happened second?

What happened third?

What happened last?

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# Narrative Writing



Katia slumped to the dusty ground beside the light pole. She was so tired of crying that she could not cry any more. As she sat on the corner of her small neighborhood, she thought about the fight she had with her mother just a few minutes ago. She had stormed out of the house yelling, “I don’t care what you think! You don’t know what it’s like here. I just want to go back to my old school!” Her mother had been shocked, and the look on her face as she stood at the sink made Katia a little ashamed.



# Check for Understanding

## Poll # 3:

When poll is active, respond at [PollEv.com/sabrinariver461](https://PollEv.com/sabrinariver461)

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**Which are considered  
“elements” of narrative  
writing?**

A

- a) Characters, setting, plot, exposition
- b) Exposition only
- c) Plot, exponent, setting
- d) Intersect, plot, exposition, characters

# Informational Writing (a.k.a. Expository)

- Information about a topic
- Based on facts
- Facts are supported with examples, evidence, explanations
- Transition words are used to organize, e.g. *first, second, third, finally, etc.*
- Precise language only (no fluff)
- Conclusion restates main points of topic

Name: \_\_\_\_\_

## Informational Prewriting Sheet

The diagram consists of a central circle with a scalloped border, labeled "Topic". Six lines radiate from this central circle to six surrounding rounded rectangular boxes. Each box is labeled "Fact". The boxes are arranged in two columns of three, with the central circle positioned between the two columns.

Fact

Fact

Fact

Fact

Fact

Fact

If you have any more information you want to include in your report,  
write it on the back of this page.

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# Informational (Expository) Writing



In the United States, it is estimated that there are over 1.6 million runaway youth every year. Over 70% of these leave home on the spur of the moment, without any prior planning. What are these students doing for money to care for themselves? First, many of the interviewed youth report getting a job or borrowing money from family or friends. On the other hand, a number admit to working in the sex industry or panhandling. Their families often do not know where they are with over half informing only friends where they have gone.

# Opinion Writing (a.k.a Persuasive)

- The writer's point of view about a topic
- Personal
- Lists reasons why (support a claim)
- Persuasive
- Has a conclusion that restates the opinion
- May include a “counterargument” in grades 7+

Name: \_\_\_\_\_

## Opinion Prewriting Sheet

Opinion: \_\_\_\_\_

Reason

Reason

Reason

Example

Example

Example

Conclusion: \_\_\_\_\_

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# Opinion (Persuasive) Writing



Running away from your problems is not an option. In fact, it is never a good solution because even though it feels good or right at the time, the problems are still waiting for you when you return. A real man or woman would face the problems and do what it takes to solve them. Avoiding those responsibilities, even if they are hard, only makes more issues build up. Eventually, you will crack under the pressure, and then it will begin to affect your personal relationships. Some say that you need space to breathe, but the truth is, it's the easy way out, and only cowards do it.

# Check for Understanding

## Poll # 4:

When poll is active, respond at [PollEv.com/sabrinariver461](https://PollEv.com/sabrinariver461)

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**Which is the purpose of persuasive writing?**

**B**

- a) To tell a story
- b) To present the writer's point of view on a topic and persuade the reader
- c) To tell a story and inform
- d) To present the details of an historic event



# Check for Understanding

## Poll # 5:

When poll is active, respond at [PollEv.com/sabrinariver461](https://PollEv.com/sabrinariver461)

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Of the 3 types of writing we've discussed, which one do you find students struggling with the most?

?

- a) Narrative
- b) Informational
- c) Opinion



Now that you have a good understanding of writing instruction, let's talk about some specific strategies you can use as you work with migrant participants to help them become stronger writers.

# School Readiness Writing Strategies

- Learn the Alphabet
- Name Painting
- Lines/Dots/Curves
- Letter Formation
- Pencil Grip



# Playdough

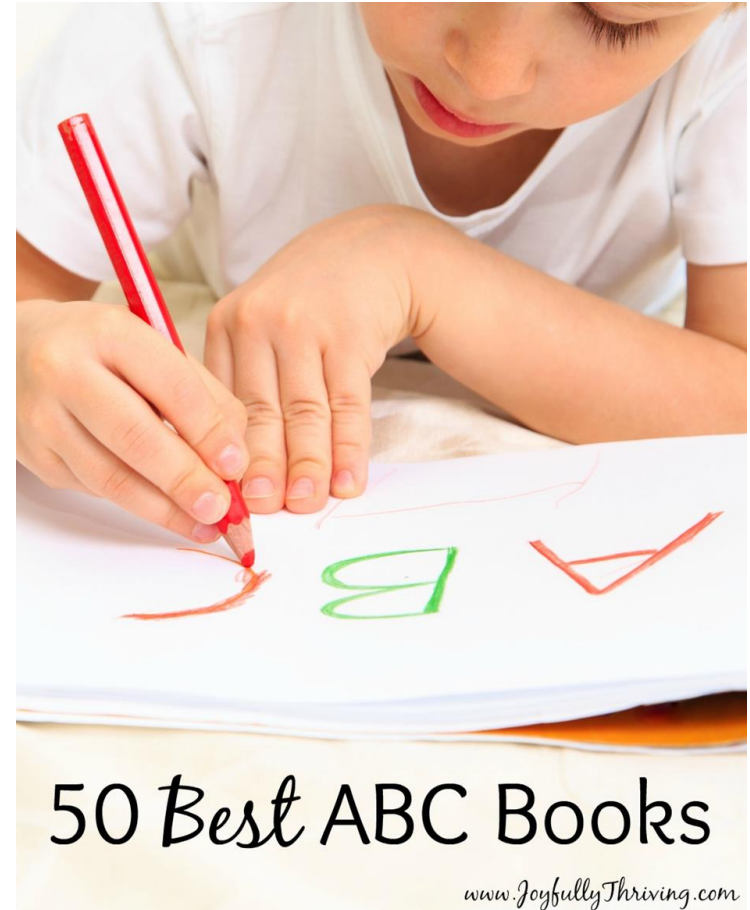
- Using Playdough builds fine motor **skills** (National Association for the Education of Young Children. (n.d.).
- It strengthens hand muscles for writing with crayons, pencils, etc. (National Association for the Education of Young Children. (n.d.).





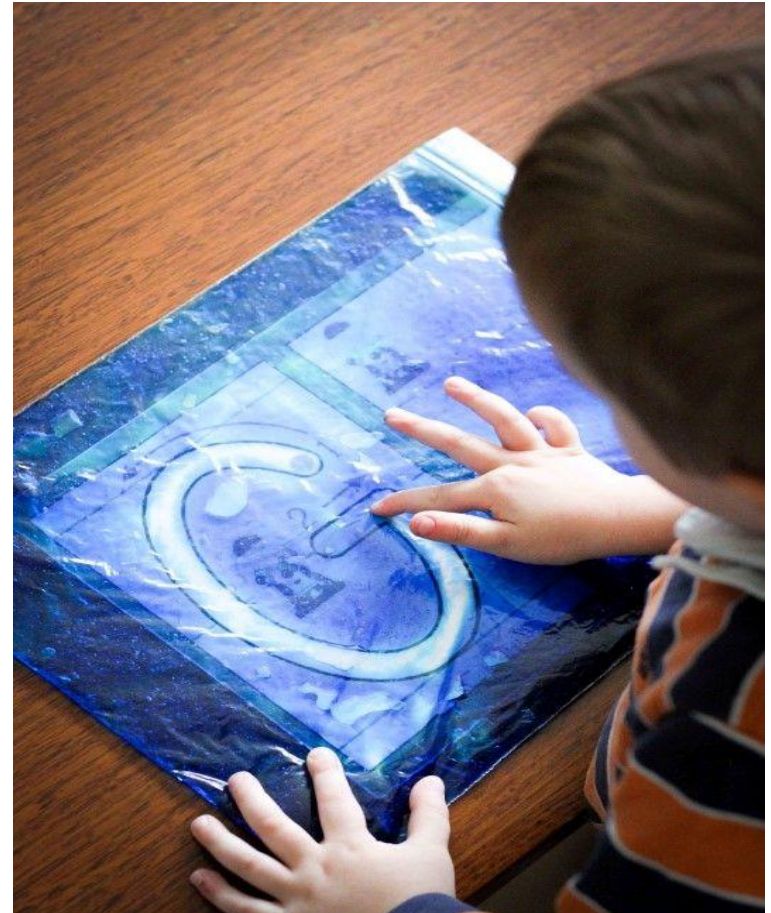
# Making Lines, Dots, and Curves

- Learning to write begins with scribbling.
- Students progress from scribbling to more controlled writing.
- Lines, dots, and curves aid learners in developing the control they need to correctly form letters (National Association for the Education of Young Children. (n.d.).

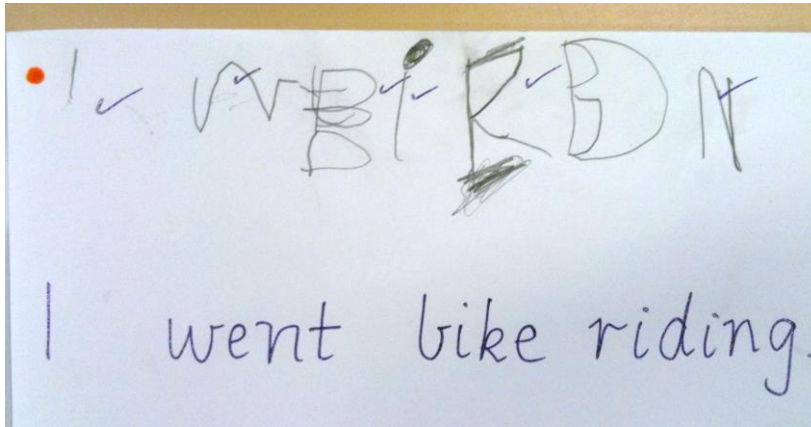


# Tracing Mat

- Like Lines, Dots, and Curves, a tracing mat allows students to practice, but in a way that is a little more fun!
- Keeping learning fun minimizes anxiety, heightens cognition, enables connections, and allows learners to experience “aha” moments. (Willis, 2007).
- Joyful learning influences information transmission and storage in the brain (Willis, 2007).



# Early Elementary Writing Strategies



- Draw and Dictate
- Handwriting
- Spacing
- **Change Some Words**
- Sentence Starters
- Word Bank



**The dog ran.**

**The Australian Shepherd puppy  
darted across the street into the  
neighbor's yard.**



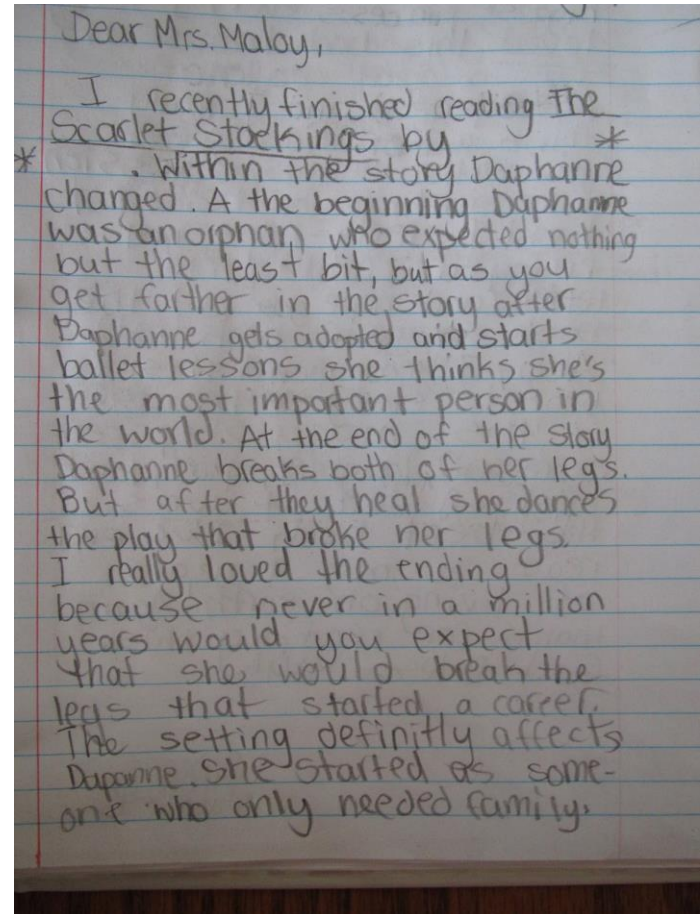
# Upper Elementary Writing Strategies

- Cursive Handwriting
- **Finish the Story/Group Write**
- Class Books
- Me Poems
- Mobile Word Wall
- Writing Workstation
- Free-Writing Journal
- **Response to Reading**
- Pen Pals



# Reading Response Journal

- Assists in reading comprehension (Buus, 2005)
- Functions as a memory-booster for reading (Buus, 2005)
- Motivates readers and tracks growth (Buus, 2005)



# Middle School Writing Strategies

- Planning
- **Low Stakes Writing**
- Using Reference Texts
- Respond to Reading/Journaling
- Student Choice
- Rewriting Clichés
- Rubrics/Checklists



# High School Writing Strategies

- Timed Writing
- Start with a Question
- Backwards Writing
- Research
- Journal
- Claim & Evidence  
Practice





# OSY Writing Strategies



- HSED Prep –
- GOSOSY Lessons
- Sentence or paragraph frames
- Mi Vida (mini-books)
- Language Experience Approach

[GOSOSY Catalog of Resources](#)

- [Filling out a form](#)

# Check for Understanding

## Poll # 6:

🗨 When poll is active, respond at [PollEv.com/sabrinariver461](https://PollEv.com/sabrinariver461)

📱 Text **SABRINARIVER461** to 37607 once to join

**Where can you find the  
GOSOSY lesson,  
“Filling out a form”?**

C

- a) At the “Mi Vida” website
- b) At an HSED website
- c) At the GOSOSY website
- d) At your district’s website

# osymigrant.org

ENHANCED BY Google



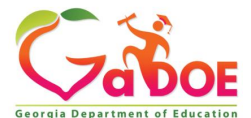
Contact Us



HOME ADMINISTRATOR PRACTITIONER STUDENT RESOURCES

Instruction  
Mental Health  
Audio Resources  
Prof. Development  
Goal Setting  
Post Secondary  
Instructional Planning

Math  
Writing  
Reading  
ELL  
ACReS  
Life Skills



# Writing Supplemental Services Codes

- With a writing IP- 116, 616
- Without a writing IP- 115, 615
- For more information on these codes, refer to page 126 in the MEP Handbook.



# Ticket Out the Door

- Take out your phone, tablet, or laptop.
- Scan the QR code on the screen or obtain it from the chat box.
- Click on the link and respond to the questions.



# Thank you for attending!

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# Additional Resources

For more information on any resources you saw or heard about today, **contact us!**



# References and Resources Continued..

- National Association for the Education of Young Children. (n.d.). Playdough Power. In *www.naeyc.org*. Retrieved from <https://www.naeyc.org/our-work/families/playdough-power>
- Nagan, C. (2006). Why Writing Matters. In *National Writing Project*. Retrieved from <https://archive.nwp.org/cs/public/print/resource/writingmatters/2003/nagin.html>
- Willis, J. (2007). The neuroscience of joyful education. *Educational Leadership*, 64(Summer).
- Edutopia. (2016). *Low-Stakes Writing: Writing to Learn*, [Video Production]. Worcester.



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**each and every child**  
in our state.

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