



**Regional Educational
Laboratory Southeast**

Developing Effective Writers in Elementary and Secondary School

Laurie Lee



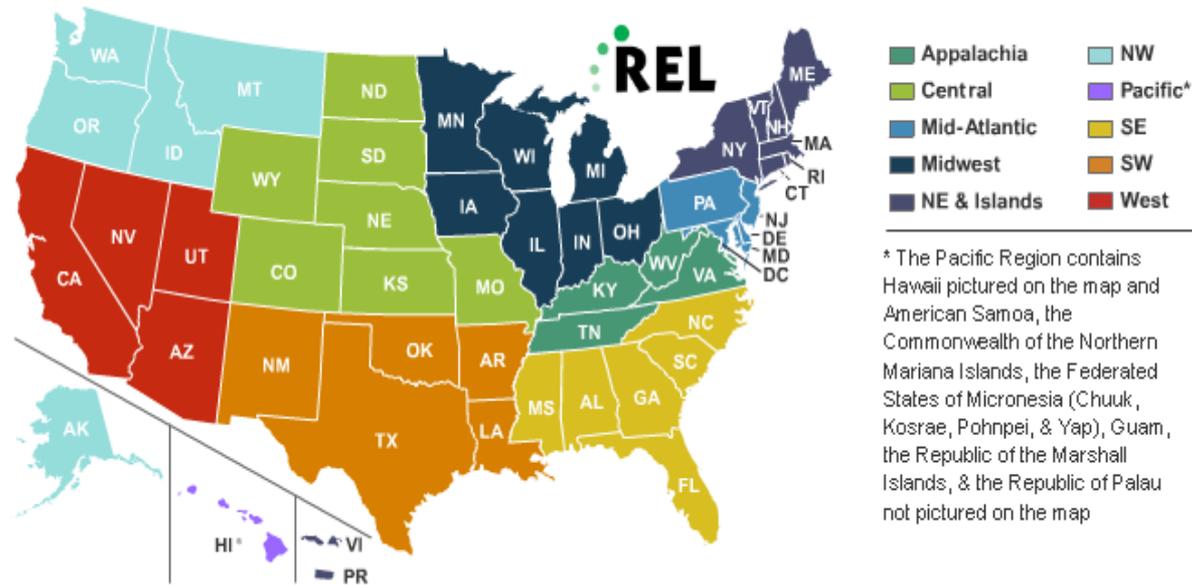
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The Regional Educational Laboratories





REL Southeast



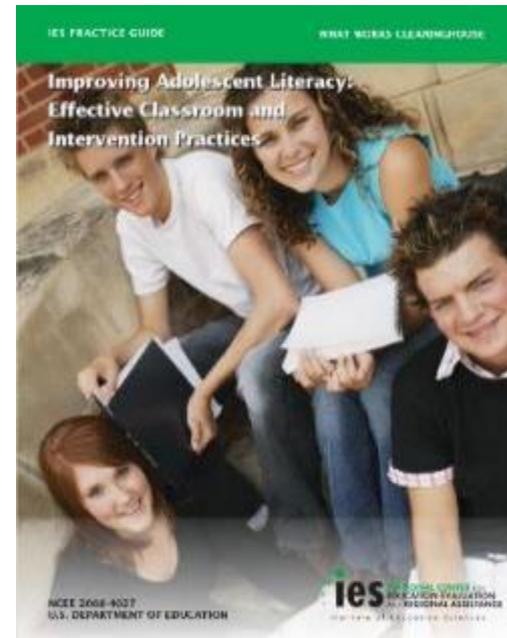


REL Program Overview

- Establish priority areas within each region
- Provide access to high quality, scientifically valid education research through
 - applied research
 - developmental projects
 - studies
 - technical assistance

IES Practice Guides

Practice guides, published by the Institute of Education Sciences (IES), are developed by panels of nationally recognized experts. They offer actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation.





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Session Goals

1. Introduce the Institute of Education Sciences (IES) Practice Guides *Teaching Elementary School Students to Become Effective Writers* and *Teaching Secondary Students to Write Effectively*.
2. Review the recommendations in the practice guides and their evidence level
3. Share examples of activities that help to implement the recommendations in the classroom



The Development of IES Practice Guides

- The Institute of Education Sciences (IES) publishes practice guides in education to bring the best available evidence and expertise to bear on current challenges in education.
- Authors of practice guides combine their expertise with the findings of rigorous research, when available, to develop specific recommendations for addressing these challenges. The authors rate the strength of the research evidence supporting each of their recommendations.



Developing the IES Practice Guide Teaching Elementary School Students to Become Effective Writers

- The goal of this practice guide is to offer educators specific, evidence-based recommendations that address the challenge of teaching writing in elementary and secondary schools. The guides provides practical, clear information on critical topics related to teaching writing and is based on the best available evidence as judged by the authors.
- Authors include Steve Graham from Arizona State University as panel chair as well as other researchers and practitioners.



Recommendations from the Practice Guide and Levels of Evidence

Table 2. Recommendations and corresponding levels of evidence

Recommendation	Levels of Evidence		
	Strong Evidence	Moderate Evidence	Minimal Evidence
1. Provide daily time for students to write.			◆
2. Teach students to use the writing process for a variety of purposes. 2a. Teach students the writing process. 2b. Teach students to write for a variety of purposes.	◆		
3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.		◆	
4. Create an engaged community of writers.			◆



Recommendations from the Practice Guide and Levels of Evidence

Table 1. Recommendations and corresponding levels of evidence

Recommendation	Levels of Evidence		
	Strong Evidence	Moderate Evidence	Minimal Evidence
1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.	◆		
2. Integrate writing and reading to emphasize key writing features.		◆	
3. Use assessments of student writing to inform instruction and feedback.			◆



Teach Students the Writing Process; Teach Writing Strategies Using a Model-Practice-Reflect Instructional Practice

- Teaching the Writing Process (Recommendation 2a)
 - **Plan** – Students formulate ideas, establish goals, and gather information
 - **Draft** – Students create a preliminary version of the text
 - **Share** – Students share drafts with teachers, other adults, or peers
 - **Evaluate** – Students receive *specific* feedback from others and self-reflect
 - **Revise** – Students make changes to content based on feedback
 - **Edit** – Students make changes to grammar, spelling, and punctuation
 - **Publish** – Students share final product



Teach Students the Writing Process; Teach Writing Strategies Using a Model-Practice-Reflect Instructional Practice

- Strategy for Revision – Teaching the Writing Process - Recommendation 2a

Table 3. Examples of writing strategies³⁴

Component of the Writing Process	Writing Strategy	How Students Can Use the Strategy	Grade Range
Planning	POW	<ul style="list-style-type: none"> ▪ Pick Ideas (i.e., decide what to write about). ▪ Organize their notes (i.e., brainstorm and organize possible writing ideas into a writing plan). ▪ Write and say more (i.e., continue to modify the plan while writing). 	1–6
	Ordering Ideas/outlining	<ul style="list-style-type: none"> ▪ Brainstorm/generate ideas for their paper. ▪ Review their ideas and place a number by what will go first, second, third, and so on. 	1–2
		<ul style="list-style-type: none"> ▪ Brainstorm/generate ideas for their paper. ▪ Decide which are main ideas and which are supporting ideas. ▪ Create an outline that shows the order of the main ideas and the supporting details for each main idea. 	3–6
Drafting	Imitation	<ul style="list-style-type: none"> ▪ Select a sentence, paragraph, or text excerpt and imitate the author's form (see Recommendation 2b, examples 2 and 3). 	1–6
	Sentence generation	<ul style="list-style-type: none"> ▪ Try out sentences orally before writing them on paper. ▪ Try multiple sentences and choose the best one. ▪ Use transition words to develop different sentence structures. ▪ Practice writing good topic sentences. 	3–6
Sharing	Peer sharing ³⁵	<ul style="list-style-type: none"> ▪ In pairs, listen and read along as the author reads aloud. ▪ Share feedback with their writing partner, starting with what they liked. 	2–6
	"Author's Chair"	<ul style="list-style-type: none"> ▪ Sit in a special chair in front of peers and read their writing (see Recommendation 4, example 6, for more detail). 	K–6
Evaluating	Self-evaluating	<ul style="list-style-type: none"> ▪ Reread and ask these questions: <ul style="list-style-type: none"> • Are the ideas clear? • Is there a clear beginning, middle, and end? • Does the writing connect with the reader? • Are sentence types varied? 	2–6
	Self-monitoring	<ul style="list-style-type: none"> ▪ Self-assess and ask these questions, either out loud or internally: <ul style="list-style-type: none"> • Did I meet the goals I developed for my writing? If not, what 	3–6



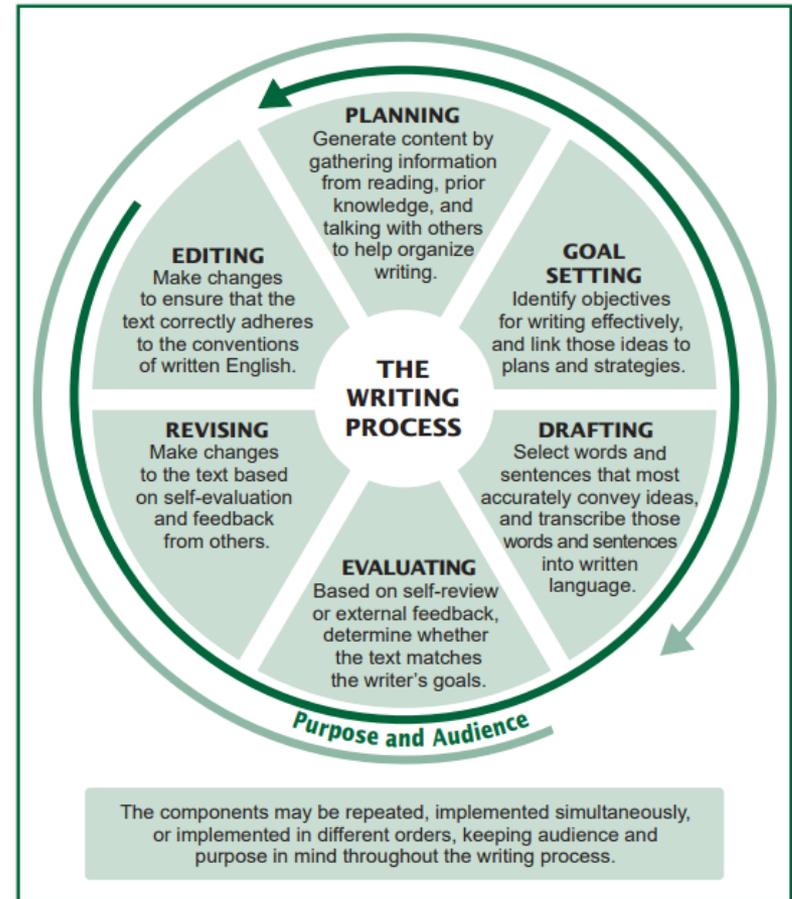
Teach Students the Writing Process and Writing Strategies Using a Model-Practice-Reflect Instructional Practice

Writing strategies are structured series of actions (mental, physical, or both) that writers undertake to achieve their goals. Writing strategies can be used to plan and set goals, draft, evaluate, revise, and edit.

Teach Students the Writing Process and Writing Strategies Using a Model-Practice-Reflect Instructional Practice

Discuss strategies you use for the components of the writing process.

Figure 1.1. Components of the writing process





Teach Students the Writing Process and Writing Strategies Using a Model-Practice-Reflect Instructional Practice

Discuss how you help students select and apply strategies based on the writing audience and purpose.

EXAMPLE 1.3.

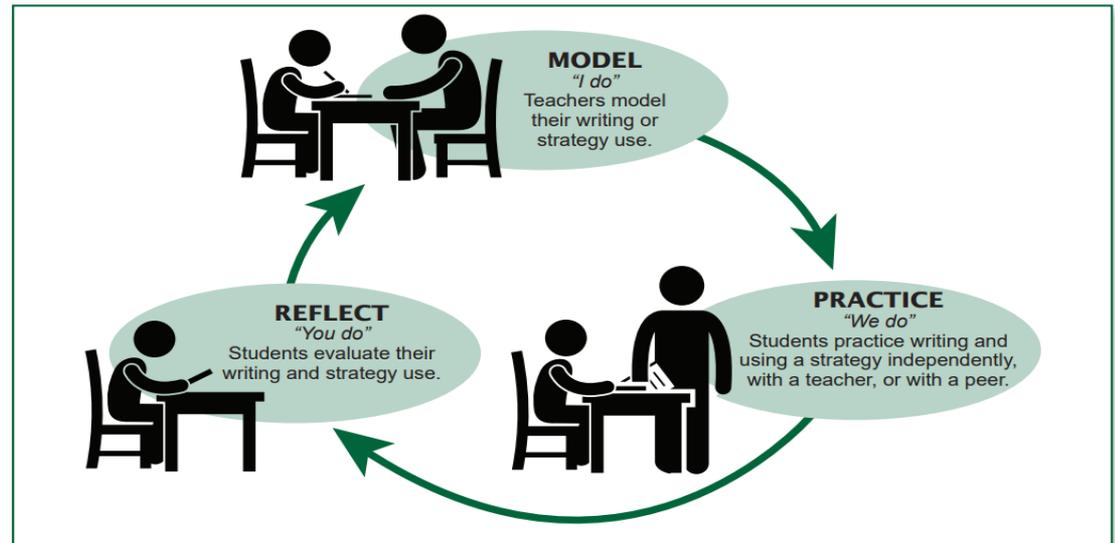
Questions to guide strategy selection

- What goals do I need to set and accomplish to write for this audience or purpose?
- What writing strategies do I know work well when writing for this audience or purpose?
- What do I know about this assignment that would help inform my strategy selection?
- When do I use this strategy? When I am planning? Drafting? Revising?

Teach Students the Writing Process and Writing Strategies Using a Model-Practice-Reflect Instructional Practice

Discuss how the Model-Practice-Reflect instructional cycle does work or could work in your classroom. (thinking aloud, rubrics, peer editing, color coding, text editing symbols)

Figure 1.2. The Model-Practice-Reflect cycle





Teach Students the Writing Process; Teach Writing Strategies Using a Model-Practice-Reflect Instructional Practice

- Strategy for Revision – Teaching the Writing Process - RADaR process
 - **Replace**
 - **Add**
 - **Delete and**
 - **Reorder**

Gallagher, Kelly. (2011). Write Like This: Teaching Real-World Writing Through Modeling & Mentor Texts. Portland, ME. Stenhouse Publishers.



RAD and R

R	A	D and	R
REPLACE...	ADD...	Delete...	Reorder...
<ul style="list-style-type: none"> ...words that are not specific. ...words that are overused. ...sentences that are unclear. 	<ul style="list-style-type: none"> ...new information. ...descriptive adjectives and adverbs. ...rhetorical or literary devices. 	<ul style="list-style-type: none"> ...unrelated ideas. ...sentences that sound good but create unity problems. ...unnecessary details. 	<ul style="list-style-type: none"> ...to make better sense or to flow better. ...so details support main ideas. ...to avoid “bed-to bed” writing.

Gallagher, Kelly. (2011). *Write Like This: Teaching Real-World Writing Through Modeling & Mentor Texts*. Portland, ME. Stenhouse Publishers.

All grades teach writing

Strengths of this writer:

Uses a sketch for his plan

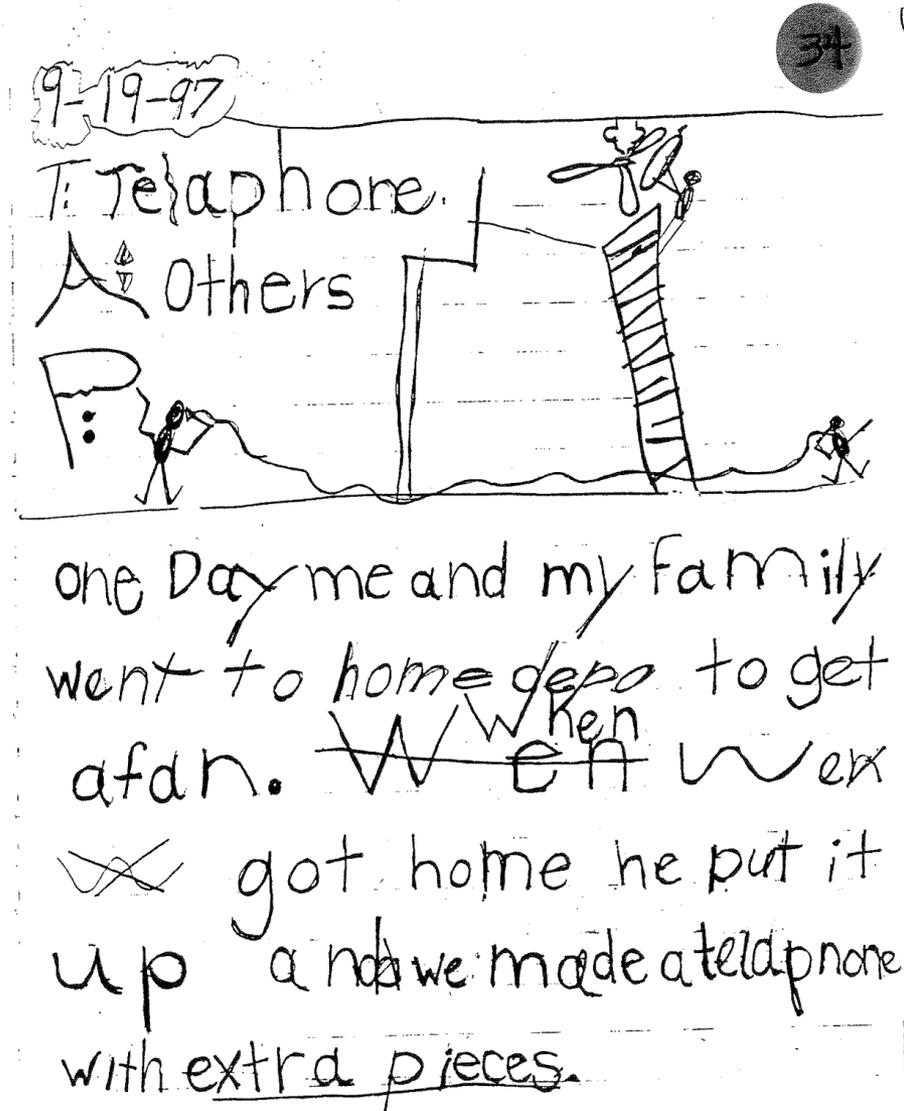
Knows to line out rather than erase (note the 3 attempts at spelling when)

Adds missing information

Next step:

Through revision, become aware of details he left out for his reader

(elaboration of sparse details)



9-22-97

39

We decided
 to make a telephone!
 we connected wire to the
 met~~el~~ with tape.
 it did not really work
 we tride it out
 my dad put it in
 the garage and we
 never found it
 again.

This writer decides to add a page of writing.

Note how he uses an arrow to reorganize his piece of writing – to insert a sentence in a better place in the draft.

The teacher later in pencil will line out /tride/ and write tried above it; same thing with /dide net/, or she may have him line out and correct it.

Genre 6

Desert - night - bike riding

After ~~I have got out of~~
~~I~~ got out of the shower when the
~~I have just gotten out~~
 door bell rang I ran ^{to} my room
~~of the shower and dressed~~
 to ~~put~~ ^{put} on winter ~~my~~ ^{an} clothes. ~~an~~ Then I
~~when the door bell rang~~
 ran to the door to open it.

~~I ran to the door to~~ we could
 It was night time and ~~see~~ ^{see}
~~see who it was.~~

see the purple clouds hanging
 above ~~us~~ ^{us} Wade was at the door

standing by his bike that had
~~with a black~~

a black flashlight ~~flash light~~ ^{taped} ~~high~~ ^{the}
 handle bar. ~~bike~~



Scaffolding Revision/Editing

Marking Text for Self-Review of Student Paragraphs

- Using the sample paragraph, follow the steps on the handout for scaffolding revision, marking your text as noted.
- Make revisions/edits based on your close reading of the paragraph.
- Share the paragraph with a partner, review, and revise again.



Persuasive Paragraph on Women's Rights

Expectations for women in the work place should be reasonable so that women can successfully manage family and work place ¹
responsibilities. Although flexibility may be "officially" extended at work, including leave for birth of a child or the ability to work from home when necessary, the culture of the workplace may be such that it is expected that a woman would not take advantage of these. ² For example, Marissa Mayer was recently hired as the president of Yahoo. She is pregnant and intends on taking only a brief time of leave when she has her baby. In fact, she says she will be working from home very soon after ³ward. This is unrealistic for most women and should not be the expectation. If women perform well at work, they must be assured that they will be afforded the flexibility to take care of their families.



Teach Students the Writing Process; Teach Writing Strategies Using a Model-Practice-Reflect Instructional Practice

Table 4. Purposes for writing

Purpose	Explanation ⁴⁵	Examples of Genres
Describe	to describe something, such as a person, place, process, or experience, in vivid detail	<ul style="list-style-type: none"> descriptions (e.g., people, places, or events) character sketches nature writing brochures (personal, travel, and so on)
Narrate	to tell a story of an experience, event, or sequence of events while holding the reader's interest	<ul style="list-style-type: none"> diary entries (real or fictional) folktales, fairy tales, fables short stories poems eyewitness accounts
Inform	to examine previously learned information or provide new information	<ul style="list-style-type: none"> summaries of new or previously learned information instructions or directions letters newspaper articles science reports
Persuade/analyze	to give an opinion in an attempt to convince the reader that this point of view is valid or to persuade the reader to take a specific action (writing to express an opinion or make an argument has a similar purpose); to analyze ideas in text, for example, by considering their veracity or comparing them to one another	<ul style="list-style-type: none"> persuasive essays editorials compare-and-contrast essays reviews (e.g., of books and movies) literary analysis

- Teach Students to Write for a Variety of Purposes (Recommendation 2b - Elementary)



Teach Students the Writing Process; Teach Writing Strategies Using a Model-Practice-Reflect Instructional Practice

- Teach Students to Write for a Variety of Purposes (Recommendation 2b - Elementary)
 - Expand the student’s thinking about audience beyond that of the teacher
 - Use model/mentor texts
 - Model – write in front of students verbalizing your thinking
 - Teach techniques to help students write for different purposes as noted on page 26 of the practice guide (see handout).



Teach Students the Writing Process; Teach Writing Strategies Using a Model-Practice-Reflect Instructional Practice

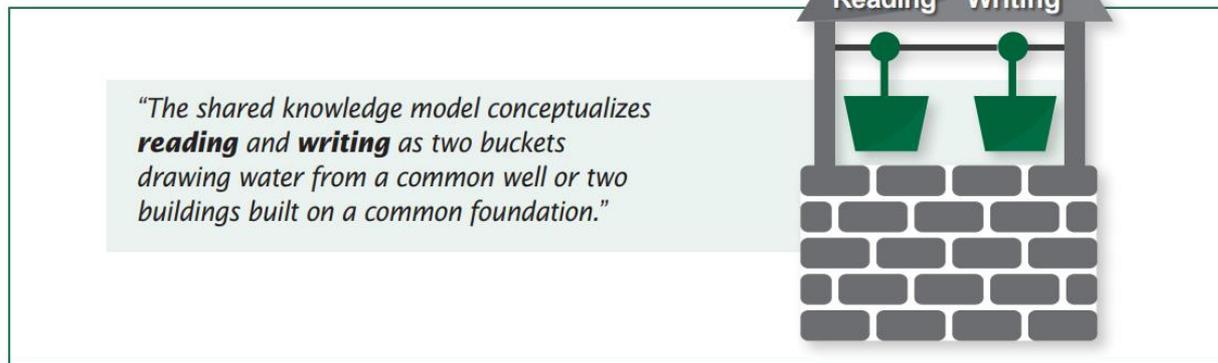
Teach techniques to help students write for different purposes

Table 5. Examples of techniques within the four purposes of writing

Purpose	Specific Technique	How Students Can Use the Technique	Grade Range
Describe	Sensory details	<ul style="list-style-type: none"> Use their five senses, as applicable: <ul style="list-style-type: none"> What did you <i>see</i>? How did it <i>look</i>? What sounds did you <i>hear</i>? What did you <i>touch</i>? How did it <i>feel</i>? What could you <i>smell</i>? What did you <i>taste</i>? 	K-3
Narrate	Story grammar	<ul style="list-style-type: none"> Consider the following questions when developing their story: <ul style="list-style-type: none"> <i>Who</i> are the main characters? <i>When</i> does the story take place? <i>Where</i> does the story take place? <i>What</i> do the main characters want to do? <i>What</i> happens when the main characters try to do it? <i>How</i> does the story end? <i>How</i> does the main character feel? 	1-3
		<ul style="list-style-type: none"> In older grades, expand the strategy in the following ways: <ul style="list-style-type: none"> Tell the story from the point of view of a character other than the main character. Add an interesting or surprising twist to the story. 	4-6
Inform	Report writing	<ul style="list-style-type: none"> Complete a K-W-L chart: <ul style="list-style-type: none"> What I Know What I Want to know What I Learned In the K-W-L chart, gather appropriate information: <ul style="list-style-type: none"> Brainstorm. (What do I know about the topic?) Extend brainstorming. (What do I want to know about the topic? What other information would be helpful to learn about the topic?) Gather additional information and add to the chart. (What have I learned? Did I list anything during brainstorming that was inaccurate and needs to be crossed off the chart?) Review the K-W-L chart and circle the most important ideas to include in the report. Develop an outline, showing which ideas will be included in the report and the order in which they will be presented. Continue planning while writing, gathering new information, and adding to 	2-6

Recommendation #2 – Integrate writing and reading to emphasize key writing features.

Figure 2.1. Shared knowledge for writing and reading
(Fitzgerald and Shanahan, 2000).



How do you integrate reading and writing instruction in your classroom?



Recommendation #2 – Secondary Integrate writing and reading to emphasize key writing features.

Exemplar texts are examples that clearly illustrate specific features of effective writing for students.

2. Use a variety of written exemplars to

Use exemplars to teach students the key features of effective writing so they can use them in their own writing. Exemplar texts, whether published or created by teachers or peers, can clearly illustrate specific features of effective writing. These features include

strong ideation; organization and structure; word choice, grammar, punctuation, and spelling; use of literary devices; sentences meeting the writers' intentions; voice, including tone, mood, and style; and correct use of conventions. Example 2.5 lists some text types and their important features.

How do you use exemplar texts in your classroom?

EXAMPLE 2.5.	
Key features of exemplars for different text types	
Types of texts	Features
Argumentative	<ul style="list-style-type: none"> • A proposition (the major premise of the argument) • Claims on which the proposition is built • Supporting evidence (facts and/or opinion) • Well supported generalization (not fallacious reasoning) • Incorporation of anticipated objections • Strong closure
Descriptive	<ul style="list-style-type: none"> • Description of the person, place, object, or event • Use of descriptive and figurative language to help readers visualize the person, place, object, or event • Qualities or characteristics may be listed or arranged in a particular order • Concrete details (sight, taste, touch, smell, sound, and movement) to bring the subject to life



Recommendation #2 – Secondary

Integrate writing and reading to emphasize key writing features.

2. Use a variety of written exemplars to highlight the key features of texts.

Narrative	<ul style="list-style-type: none"> • A setting • An introduction of characters • A problem or goal • An attempt to solve the problem—often multiple unsuccessful attempts or embedded episodes of attempts within attempts • A solution to the problem • A resolution, conclusion, and/or moral
Informational	<ul style="list-style-type: none"> • A topic or theme (may be repeated) • Present tense to evoke a timeless or generalizing quality • Technical vocabulary • Descriptive attributes and characteristic events • Definitions or explanations of terms • Visual elements such as diagrams, tables, and charts
Technical	<ul style="list-style-type: none"> • Specialized topic • Instructions about how to do something
Persuasive	<ul style="list-style-type: none"> • Main point or argument • Motivation and arguments for key points (including need, significance, and benefits) • Supporting evidence
Reflective	<ul style="list-style-type: none"> • A concrete occasion or anecdote in the beginning • Reflection of the universal significance of the occasion or anecdote • A process of discovery • A lesson about human nature in the conclusion • Rich concrete details and sensory description
Expressive	<ul style="list-style-type: none"> • First person with informal language (i.e., contractions, slang) • Often has dialogue • Chronological organization • Lots of description with extensive use of adjectives • Feelings are described in detail • Active verbs

How do you teach the different types of texts students read and write? (Text structure and organization, text features)



Recommendation #3 – Elementary Teach Students to Become Fluent with Handwriting, Spelling, Sentence Construction, Word Processing, and Typing

- Teach young writers how to hold a pencil correctly and form letters fluently and efficiently.
- Teach spelling!!
- Teach word processing and typing beginning in the primary grades



Recommendation #3 – Elementary

Teach Students to Become Fluent with Handwriting, Spelling, Sentence Construction, Word Processing, and Typing

Teach sentence construction

Table 7. Activities for sentence-structure development

Activity	Description	Examples	How the Teacher Can Implement the Activity
Sentence framing	Teachers provide sentence frames to guide students' sentence writing. Frames can range from simple to complex.	I like _____ . I like to _____ and _____ . My _____ is _____ . When I _____ , I like to _____ . She didn't go to _____ because _____ .	<ol style="list-style-type: none"> 1. Develop a sentence frame for students to use. 2. Model the use of the sentence frame. 3. Have students use the sentence frame to construct their own sentences. 4. Have students share their sentences with peers and discuss their word choices. 5. Slowly fade the use of the sentence frame during instruction until students can write sentences independently.
Sentence expanding ^{ea}	The teacher provides a short sentence. Students expand the sentence using different parts of speech.	The dog napped. ↓ The brown dog napped. ↓ The brown dog napped on the couch. ↓ The lazy, brown dog napped on the couch. ↓ The lazy, brown dog napped on the couch while I read a book.	<ol style="list-style-type: none"> 1. Introduce a short sentence. 2. Model how to add to the sentence using different parts of speech, and demonstrate appropriate capitalization and punctuation as the sentence is expanded. 3. Have students provide suggestions for different parts of speech (e.g., subjects and predicates) to add to the short sentences. 4. Have students work independently or in pairs to expand a sentence. 5. Encourage students to share their expanded sentences in small groups, providing feedback to their peers.
Sentence combining ^{ea}	Students combine two or more sentences into one simple, compound, complex, or compound-complex sentence.	My dog is brown. My dog is big. ↓ My brown dog is big. ↓ The boy was riding his bike. The boy was careless. The boy ran into a tree. ↓ The boy was careless while riding his bike, so he ran into a tree.	<ol style="list-style-type: none"> 1. Choose sentences for combining. 2. Model how to combine the sentences using several examples; with older students, introduce moving, deleting, and adding words or parts. 3. Have students rate the quality of the new sentence, provide alternatives to the new sentence, and discuss which sentences sound better and why. 4. Encourage students to work in pairs to combine sentences, creating several new possibilities and rating the quality of their new sentences.



Recommendation #3 - Secondary

Use assessments of student writing to inform instruction and feedback.

3. Regularly monitor students' progress while teaching writing strategies and skills.

How do you track student writing progress over time?

EXAMPLE 3.6.

A sample tracking sheet to monitor student progress over time

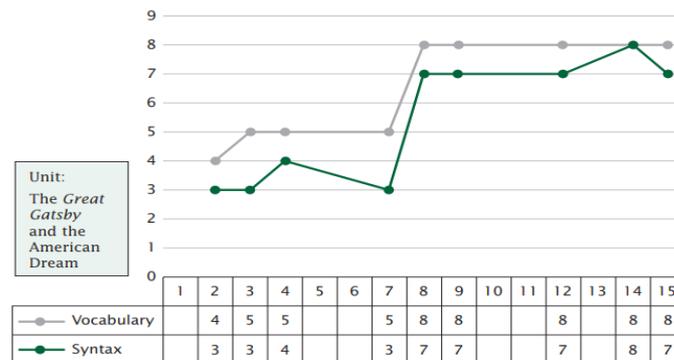
A teacher tracked analytic scores of one student over the course of three weeks, across multiple writing prompts. The teacher measured the student on vocabulary and syntax during a unit on *The Great Gatsby*.

Data from Student Writing Prompts, Week 1: Vocabulary and Syntax

	Week 1					Week 2					Week 3				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
Vocabulary	4	5	5												
Syntax	3	3	4												

Using a spreadsheet, the teacher graphed the total score (on a scale of 0 to 10) to create a visual representation to monitor progress over the unit (see graph below). The data illustrate that the student was struggling with vocabulary and syntax in the first week of the unit.

Noticing this, the teacher pulled a small group of students who were all struggling with vocabulary and syntax and provided a short lesson. The teacher continued to monitor student progress during Weeks 2 and 3. The graph below shows that the student improved his or her scores on vocabulary and syntax after the small-group lesson in Week 2, maintained high scores for the remainder of the unit, and was ready to advance to the next topic at the end of Week 3.





Recommendation #4 – Elementary Create an Engaged Community of Writers

- Provide opportunities for students to select topics
- Provide opportunities for peers and teachers to provide feedback on student writing throughout the writing process
- Provide opportunities for collaborative writing
- Share in small groups what writing communities look like in your classroom



Recap of Session Goals

1. Introduce the Institute of Education Sciences (IES) Practice Guide *Teaching Elementary School Students to Become Effective Writers*
2. Review the recommendations in the practice guide and their evidence level
3. Share examples of activities that help to implement the recommendations in the classroom



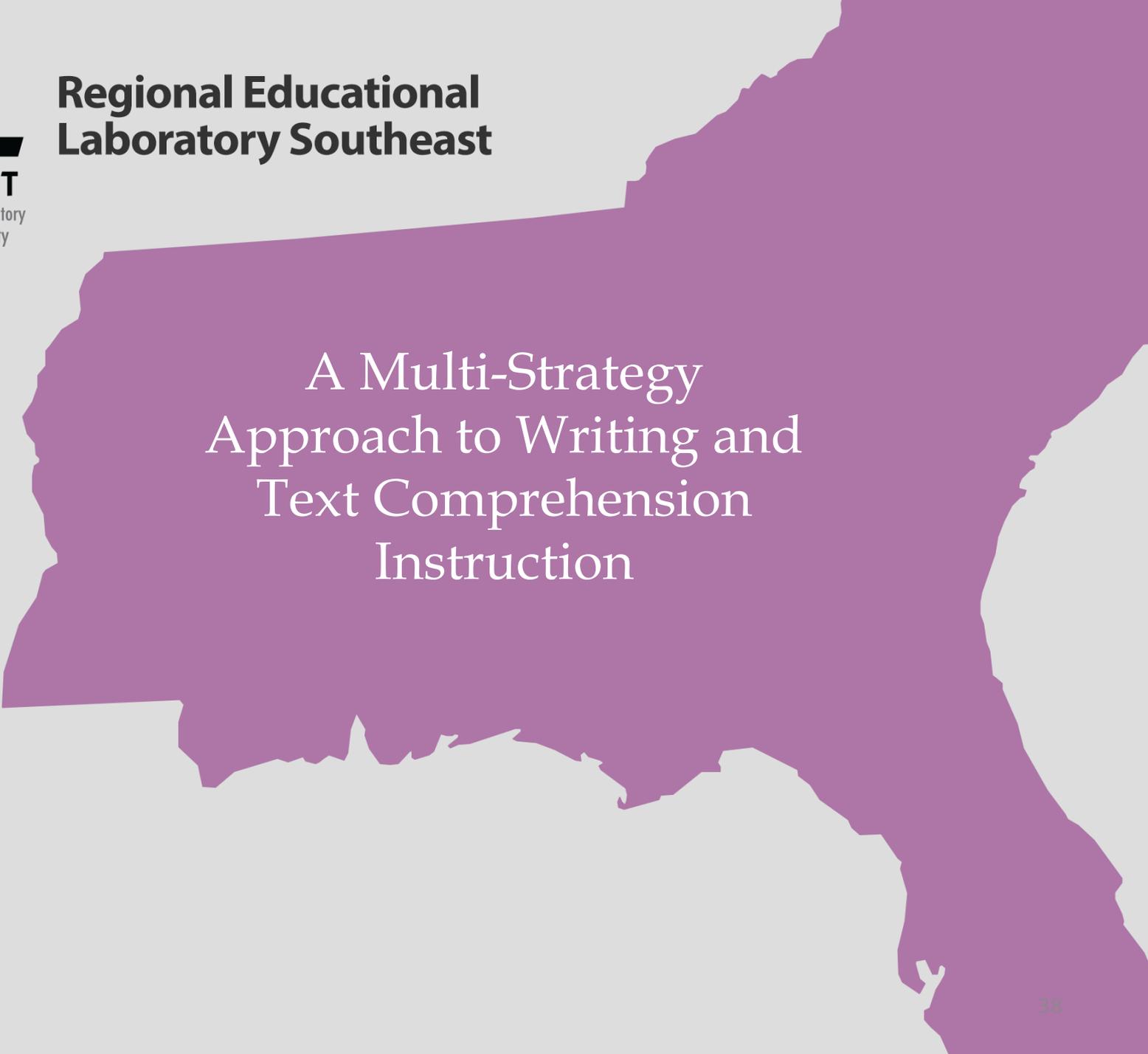
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A Multi-Strategy
Approach to Writing and
Text Comprehension
Instruction



Goal

To leave this professional learning
feeling confident about
understanding how to use a multi-
strategy approach to teach writing
and text comprehension.



Objectives

- Learn how to integrate reading and writing so that students gain skills in both areas of literacy
- Gain a deeper understanding of examples of evidence and instructional strategies and how to use these strategies to differentiate instruction



Research Base: **Multi-strategy Approach to Teaching Writing and Text Comprehension**

- Teacher modeling and explicit explanations during instruction in specific vocabulary and comprehension strategies has strong evidence.

Kamil et al. (2008). IES Practice Guide: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*

- Using the model-practice-reflect instructional practice has strong evidence for improving writing.

Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively. *Washington, DC: IES.*



Research Base: **Multi-strategy Approach to Teaching Writing and Text Comprehension**

- Integrating reading and writing is an evidence-based practice in teaching writing.
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively. *Washington, DC: IES.*
- It is imperative that Tier I instruction for older students provide a focus on reading, vocabulary, and academic language, background knowledge, making inferences, and comprehension strategy use as these practices best predict students' comprehension of text (Cromley & Azevedo, 2007).

Foorman & Wanzek (2013). *Handbook of Response to Intervention*



A Multi-Strategy Approach to Teaching Writing and Text Comprehension

- Before reading let's discuss: Do you consider yourself a risk-taker?



A Multi-Strategy Approach to Teaching Writing and Text Comprehension

Before text reading, use the Text-Based Question Handout to record your answer to this question:

Do we have to take risks to achieve happiness?

Base your response on your current background knowledge.



A Multi-Strategy Approach to Teaching Writing and Text Comprehension

- Research studies indicate reading achievement is increased at all grade and ability levels when students are taught to activate and build background knowledge, preview, predict, and confirm predictions.

Foorman & Wanzek (2013). *Handbook of Response to Intervention*



Sample Lesson

Vocabulary Front Loading

- Words for Vocabulary Word Wall:
 - Words introduced in this section: *proverb, jest*
 - Words introduced previously in text-reading: *proverb, wanderer*



Research Base:
**Vocabulary Instruction – Context
and Affixes**

- Researchers suggest teaching a multi-part vocabulary strategy that includes the following:
 - Contextual analysis (to infer word meaning)
 - Morphemic analysis (to derive word meaning)

Kosanovich, Reed, & Miller (2010). *Bringing Literacy Strategies into Content Area Instruction: Professional Learning for Secondary-level Teachers*



Research Base:
**Vocabulary Instruction – Context
and Affixes**

- Students need to be explicitly taught academic vocabulary central to the meaning of text. Locating the words in text, providing definitions, and then extending the words' meaning through extension activities is a successful instructional strategy

Foorman & Wanzek (2013). *The Handbook of Response to Intervention*



Sample Lesson

Vocabulary Front Loading

Proverb- Student Friendly Definition

Dictionary definition for *proverb*:

A condensed but memorable saying embodying an important fact of experience that is taken as true by many people.

Adage - Maxim - Saying

With a partner, write a definition for proverb *in your own words*.



Sample Lesson

Vocabulary Front Loading

Morphemic Analysis

Inscription:

SCRIPT - a written document, Latin verb – “scribere” – to write

scriptwriter

scripture

description

descriptive

nondescript

manuscript

transcript

circumscription

prescriptive

prescription

subscription



Sample Lesson

Text Coding

Listen as the facilitator reads a portion the following text:
“Two Brothers”

Mark the text with the following codes:

- **R – Taking a risk.**
- **S – Safety**
- **REW – Reward**
- **C - Consequence**



Sample Lesson

Text Coding Discussion

- **After text coding:**
- In small groups, compare and discuss the similarities and differences in text coding.
- Support your coding using information from the text.



Research Base: **Text Coding**

- Similar text coding strategies have been found to increase reading comprehension

Marcell (2007). *Traffic Light Reading: Fostering the Independent Usage of Comprehension Strategies with Informational Text*

Vaughan & Estes (1986). *Reading and Reasoning Beyond the Primary Grades*



Research Base: **Text Coding Discussion**

Kamil et al. (2008) noted moderate levels of evidence for providing opportunities for extended discussion of text as well as increasing student motivation and engagement in literacy learning.

Foorman & Wanzek (2013). *Handbook of Response to Intervention*

Kamil et al. (2008). IES Practice Guide: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*



Sample Lesson

First Written Response After Reading

After the initial reading, use the Text-Based Question Handout in the participant notebook to answer the following question:

- **According to the text, do you need to take risks in order to achieve happiness?**



Research Base:

First Written Response After Reading

- Having students in grades 2–12 write about material they read enhances comprehension. This was true for students in general and students who were weaker readers or writers in particular. It also applied across expository and narrative texts as well as subject areas (language arts, science, social studies).
- Integrating reading and writing is an evidence-based practice for teaching writing

Graham & Hebert (2011). *Writing to Read: A meta-analysis of the Impact of Writing and Writing Instruction on Reading*



Sample Lesson

Directed Note Taking

Guiding Question: How do the two brothers see the same situation completely differently?

- Risk
- Safety
- Reward
- Consequences

Use your directed note taking graphic organizer and be sure to utilize the text features such as charts, graphs, photographs, and illustrations as you take notes.



Research Base: **Directed Note Taking**

- Research studies indicate reading achievement is increased at all grade and ability levels when students are taught to use graphic organizers to arrange, categorize, and/or relate key information in text.
- Using graphic organizers is an evidence-based practice to teach the writing process.

Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively. *Washington, DC: IES.*

Foorman & Wanzek (2013). *The Handbook of Response to Intervention*

Kim, Vaughn, Wanzek, & Wei (2004). *Graphic Organizers and their Effects on the Reading Comprehension of Students with LD: A Synthesis of Research*



Sample Lesson

After Directed Note Taking

Compare notes in pairs or small groups

Place a star next to the most significant note in each category:

- **Risk**
- **Safety**
- **Reward**
- **Consequences**



Sample Lesson

Extended Text Discussion

Take positions and discuss which of the following factors has the biggest impact on the outcome of the story. Use the text to justify all positions.

- Risk
- Safety
- Reward
- Consequences



Research Base: **Extended Text Discussion**

- Discussions that require students to agree, disagree, and justify their responses:
 - Help students filter text information.
 - Serve as a means for teachers to assess student understandings.

Kosanovich, Reed, & Miller (2010). *Bringing Literacy Strategies into Content Area Instruction: Professional Learning for Secondary-level Teachers*



Research Base: **Extended Text Discussion**

- A recent meta-analysis indicates dramatic improvement in reading comprehension when students engage in lively and meaningful conversation around text. These engaging text based discussions increase student talk and comprehension more than other types.

Kamil (2009). CTL Conference, Portland, OR: *Moving Research into Classrooms*
Murphy, Wilkinson, Soter, Hennessey, & Alexander (2009). *Examining the Effects of Classroom Discussion on Students' Comprehension of Text: A Meta-analysis*



Sample Lesson

Student Question Generation

- 1. Who placed the rock next to the brothers and why?**
- 2. Does birth order have anything to do with how the brothers perceived risk?**

Generate questions unanswered from your first text reading. Record your questions on your Student Question Generation graphic organizer as you work in pairs or small groups.



Sample Lesson

Student Question Generation

Share questions with the whole group to identify which are common, and which questions are most relevant to the topic and/or significant to learning.

Record/post common and relevant/significant questions for future use in:

- extended text discussion
- seeking answers in text-reading throughout the remainder of the chapter/unit
- focusing on unanswered questions in collaborative inquiry.



Research Base: **Student Question Generation**

- Effective comprehension strategies include:
 - question generation.
 - use of graphic organizers.

National Reading Panel (2000).



Sample Lesson

Final Written Response

- **Using information from the text to support your answer, to achieve happiness do we have to take risks?**
- Use information from notes to help write final response on the Essential Question Handout.
- Share answers in small groups. Use information from notes and discussion to help write final response on the Text-Based Question Handout.
- Share answers in small groups.
- As part of whole class discussion, record responses to the question in multiple choice format.



Research Base: **Final Written Response**

- Effective comprehension instruction should incorporate writing; writing in response to reading improves critical thinking.
- Writing samples from students can be assessed to drive instruction and feedback.

Carnegie Council on Advancing Adolescent Literacy (2010). *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success*

Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively. *Washington, DC: IES.*



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Questions?

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