What is Writing?

- Make a T chart
  - What do you write every day? Occasionally?
  - What do you ask your students to write?
What is Writing?

Make a T chart

- What do you write everyday?
- What do you ask your students to write?

Why write?

- Two types of writing
  - Writing to support our lives
  - Writing to communicate ideas to others
Numbered Heads Together

1. Students in groups number off.
2. Teacher or leader asks a question
3. Group members put their heads together to find the answers.
4. Teacher/leader calls out number of person who gives group’s answer.

Numbered Heads Together

1. Compile a list of all the things people at your table write
2. Compile a list of the types of writing everyone assigns students
3. What is writing?
4. Write three facts about writing
Why Write With ELs?

- Writing gives good evidence of students’ progress in learning a language and shows that students can use the language correctly (Vale / Feunteun, 1995)
- Writing tasks and activities aim to help students put the language they know to a purposeful use (Emslie & Dallas, 1999; Raimes, 1987)
- Many students learn English by writing (Samway, 1992)

Misconceptions about writing

1) Writing is to communicate with others
- Can be…but the first reader of writing is the writer herself
Misconceptions about writing

2) Writing involves transferring thoughts from the mind to paper
   - Can be… but when someone writes they often generate and create new ideas as they write
   - We do not take dictation from ourselves; it is more like a conversation other person.

Misconceptions about writing

3) Learning to write precedes writing
   - Both reading and writing can only be learned in the course of reading and writing
Misconceptions about writing

4) Writing is learned from instruction
- Not even skills such as spelling, punctuation or capitalization can be learned from lectures or reading about how to do it.
- The easiest way to learn to write is to see something you want to say in print or watch as it is being written (Language Experience, modeled writing, shared writing).

Misconceptions about writing

5) You must have something to say in order to write
- You often have to write in order to have something to say.
- Thought comes with writing.
6) Writing should be right the first time

- Something all experienced writers know, that legislators don’t know, is that writing generally requires many drafts and revisions to get ideas into a form that satisfies the writer.
- Separate editing is required to make the text appropriate for a reader.

7) Writing is a solitary activity

- Writing generally requires other people to stimulate ideas, to listen to choice phrases, to help with word selection and spelling etc.
- Writing is often a noisy activity, not only to exchange ideas but to express exhilaration or frustration.
Writing

The Writing Process

Steps in the Writing Process

- Prewriting
- Drafting
- Discussion about the topic
- Rewrite
- Editing
- Final Paper
Prewriting activities give students ideas for writing (Oluwadiya, 1992)

Prewriting motivates students to write by providing students with vocabulary, syntax and language structures as well as ideas to write (McCloskey & Davidson)
Prewriting Activities

- Brainstorm and Cluster Map
- Think-Quickwrite-Pair-Share
- Reading to Students
- Sociogram
- Silent Dialogue
- Interview

Cluster Map

How animals help us
- Draw a sociogram and put characters in each circle
- Draw a line between two characters
- Ask the first character a question
- Have the second character answer or reply

---

**Sociogram**

Mouse

Hunter

---

**Sociogram**

Mouse → Net → Lion → Bird

Hunter

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Reading to Students

- Provides models of good writing
- Provides vocabulary and concepts
- Provides writing frames from predictable books or poetry for beginners, for instance:
  - Brown Bear, Brown Bear, What do you see?
  - I see a red bird looking at me.

Silent Dialogue

- Two students share one piece of paper between them
- Ask students to write back and forth about a topic (e.g. Should girls play football?)
- No talking allowed
- One student writes and then gives the paper to the other student. That student writes and hands the paper back.
- Students read their dialogue to the class
Sample Silent Dialogue

- Student 1: I think girls should play football because it is good exercise.
- Student 2: Football is a boy's sport. Besides, there are other ways for girls to get exercise.
- Student 1: Like what?
- Student 2: They can dance, ride a bike, and take walks.
- Student 1: Yes girls can do those things but they can also play football.

Interview

- In groups students write interview questions about an assigned topic using a Sunshine Interview Star (e.g. Your favorite book)
- Provides vocabulary and sentence structures if necessary
- Students interview someone from another group using the questions
- Each students writes a paragraph using the answers
Sunshine Interview

WHO? (Who wrote the story?)

WHAT?

WHEN?

WHERE?

WHY?

HOW?

Prewriting

What prewriting activities did DeFazio do with his class?
Modeled Writing

- Read students many models of the type of writing they will do
- Demonstrate the act of writing by thinking aloud while composing a text on the board
- Model conventions of writing
- Support use of letter sound relationships when spelling
Shared Writing

• Teacher and students compose jointly
• Students provide ideas while Teacher writes
• Teacher helps with vocabulary / graphic organizers

Interactive Writing

□ Student share the responsibility of writing
□ Students scribe with different color pens
□ Teachers support with vocabulary/letters
**Guided Writing**

- Students write as teachers coach
- Students write and revise in small groups
- Teachers teach needed skills in mini-lessons

**Independent Writing**

Students:
- Choose their own topics
- Record their ideas on paper
- Practice all parts of the writing process and types of writing
- Students are held accountable for mastering skills that were taught
What drafting activities did DeFazio do with his class?

Discussion about the topic
Student Content Conferences

- Students read each other’s writing and respond by writing 3 questions to clarify things that are not clear
- Small groups of students can read a paper, discuss, and give oral feedback
- Students use open-ended questions, follow-up questions, and paraphrasing

Draft and Share

1. Ask for volunteers to begin writing their text on Chart paper
2. After drafting the introduction, ask students to share what they wrote.
3. Other students in the class can comment on what was written.
Discussion

- What kind of discussion did DeFazio’s class do after sharing their writing?

You must be the change you wish to see in the world.

- Ghandi
Writers’ Workshop

The Writing Process for Independent Writers

What is Writers’ Workshop?

Writers’ Workshop is a process approach to writing that allows students to write in class every day, choose their own topics, evaluate their writing, and grow as writers.
Why Use Writers’ Workshop?

- Students learn to write by writing
- Students who choose their own topics will write and edit multiple drafts
- With topic choice comes voice
- Students learn from each other. The teacher is not the only source of information

How Does Writers’ Workshop Work?

- Students write every day
- Students pick their own topics
- Students write multiple drafts and edit their work
- Students keep track of their own work
- Students publish some of their writing
- Students are graded against themselves not others in the class
What is the Teacher’s Role Writers’ Workshop?

- Teachers model topic selection
- Teachers write with students
- Teachers edit writing with students
- Teachers present mini-lessons
- Teachers provide models of good writing for students to emulate
- Teachers conference with students about their writing

Steps in the Writing Process

- Prewriting activities
- First draft of the story/composition
- Content conference
- Second draft of the story/composition
- Edit
- Final version of the story/composition
**Mini-Lessons**

- Short lessons - only 5 to 10 minutes
- Focus on single point
- Introduction of a new concept, skill, or procedure
- Review of previous concepts, skills or procedures

**Types of Mini-Lessons**

- Procedural mini-lessons focus on how the workshop functions and how writers function in the workshop
- Craft mini-lessons deal with technique, style and genre with teacher modeling
- Skill mini-lessons introduce conventions writers need to communicate effectively with readers
**Topic Conferences**

- Teacher models topic selection
- Teacher asks questions to get the students talking and thinking
- Teacher discovers individual student interests through open-ended questions, follow-up questions, and paraphrasing
- Patience, persistence, and wait time

**Student Content Conferences**

- Students read each other’s writing and respond by writing 3 questions to clarify things that are not clear
- Small groups of students can read a paper, discuss, and give oral feedback
- Students use open-ended questions, follow-up questions, and paraphrasing
Teacher/Adult Editing Conferences

- Student reads the paper to the teacher and the teacher corrects with the student the errors the student self-corrected while reading
- Teacher listens, retells what was heard, asks questions when something is unclear
- Highlight what the writer does well and suggest areas that need work

How Do Teachers Assess Student Work?

- Teachers use rubrics to help students understand where they are in the writing process
- Teachers conference with students on each piece of writing
- Teachers hold students accountable for skills taught in mini-lessons
- Teachers constantly encourage students to improve
References - Articles

- Graves, Donald H *Writing: Teachers and Children at Work*. Portsmouth, NH: Heinemann, 1983

References - Articles

- Sadler, Charlotte Rose. *Comprehension Strategies for Middle Grade Learners*. IRA, 2001