



Effective Strategies to Develop Writing Skills

Fall ASDN Webinar Series - 6

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Learning Intentions

- Confirm understanding of the relationship between writing and comprehension.
- Deepen understanding of research-based, approaches to developing the writing skills of your students.

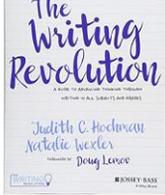
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Virtual Bingo

Ate something sweet today.	Took the dog out for a walk today.	Stayed up way too late last night.
Got up way too early this am.	Can't wait for the next winter storm.	Have lots of berries put up for the winter.

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Resources



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Best Practices

Page 2-5 in Participant Handout

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- For decades researchers have emphasized the strong connection between reading and writing.
- Numerous studies have demonstrated that writing can improve comprehension.
- What has been less clear is what specific writing practices research supports as being effective at improving students' reading.



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Barriers to Writing

- ✍️
Basic Writing Skills
- 🗨️
Language Skills
- 🧠
Lack of Knowledge About Writing
- 👥
Organizational Skills
- 💡
Higher-Order Thinking Skills
- 🏃
Motor Skills

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Annotate – Which if these barriers most impact your students?

Basic Writing Skills	Language Skills	Lack of Knowledge about Writing
Organizational Skills	Higher-Order Thinking Skills	Motor Skills

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Recommendations

I. HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ. Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they

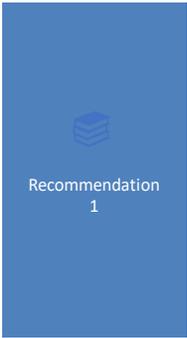
- Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
- Write Summaries of a Text
- Write Notes About a Text
- Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT. Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers

- Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (Improves Reading Comprehension)
- Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)
- Teach Spelling Skills (Improves Word Reading Skills)

III. INCREASE HOW MUCH STUDENTS WRITE. Students' reading comprehension is improved by having them increase how often they produce their own texts.

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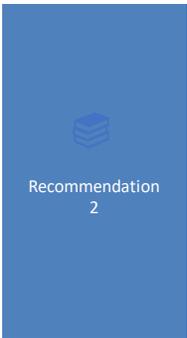


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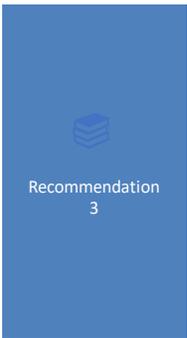


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INCREASE HOW MUCH STUDENTS WRITE

Students' reading comprehension is improved by having them increase how often they produce their own texts.



Writing Standard #10— Range of Writing

- Writing routinely—
extended and shorter
time frames
- Writing for a range of
discipline specific tasks,
purposes, and
audiences
- Writing to improve
thinking and
comprehension

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Chat Box

What types of writing
activities are typically
focused on in your
instructional practice?

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Writing about a text proved to
be better than just *reading it*,
reading and rereading it,
reading and studying it, *reading
and discussing it*, and *receiving
reading instruction*.



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Considerations for improving students' comprehension through deliberate opportunities designed to increase their writing skills.

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What types of writing activities transfer to a stronger ability to read and comprehend?

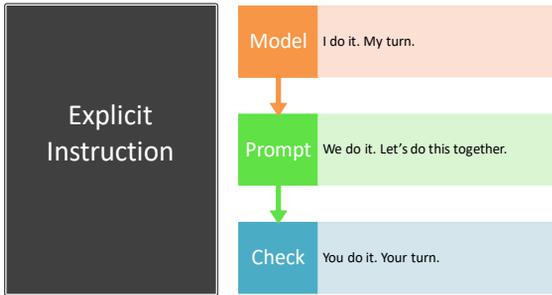
-  **Deliberate Practice at the Sentence level** Sentences are the building blocks of all writing
Embedded in the content of the curriculum
-  **Four types of sentences**
-  **Developing Questions**
-  **Sentence Expansion**
-  **Single Paragraph Outline**

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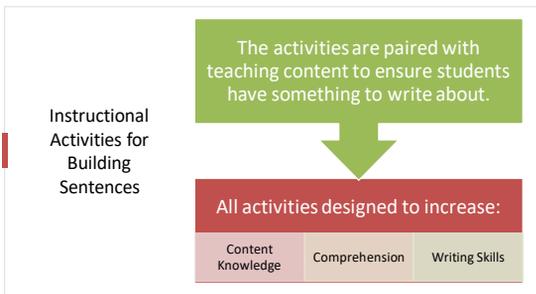
Why Focus on Sentences?

-  Sentences are the foundation of all written products.
-  Even when students master the structure of an essay, the composition will be weak if the sentences are weak.
-  Struggling writers use conversational English instead of formal English and academic vocabulary.

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Chat Box

Share an idea that was new or confirmed related to **Effective Writing Instruction that Improves Comprehension.**

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Fragments to Sentences	
Start	Start with a fragment • ate a meal
Add	Add Who, What, Where, When and Why
Teach	Teach students to begin with the Who • Josanna finally ate a meal on the tundra with her family after a long-awaited hunt.

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Fragments



Fragments to sentences:

settled near rivers

Sentence: Early people settled near rivers so that supplies could be transported easily.

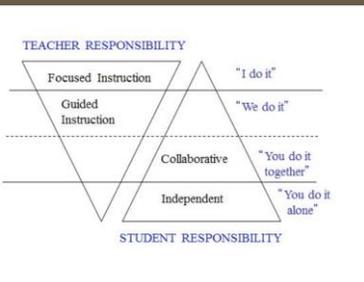
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Fragments to Sentences

process of adapting

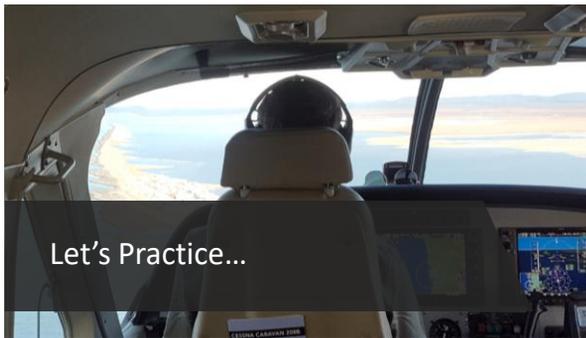
Organisms are in the process of adapting when they become better suited to survive in their environment.

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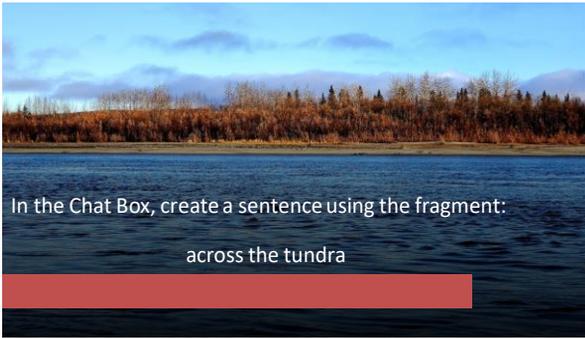
Gradual Release of Use with Fragments

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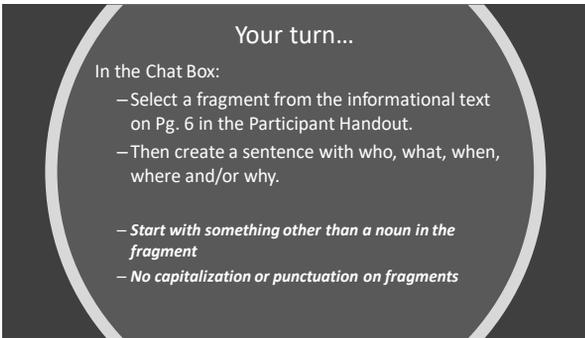


Let's Practice...

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Take a moment to add to your *Best Practices* handout.

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Scrambled Sentences

apples **Tim** oranges bought and bananas
Tim bought apples, oranges and bananas

divided twenty-one equals be seven three
Twenty-one divided by seven equals three

functions take in life cytoplasm **most** the place
Most life functions take place in the cytoplasm

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Scrambled Sentences



For struggling students, **bold** the first word

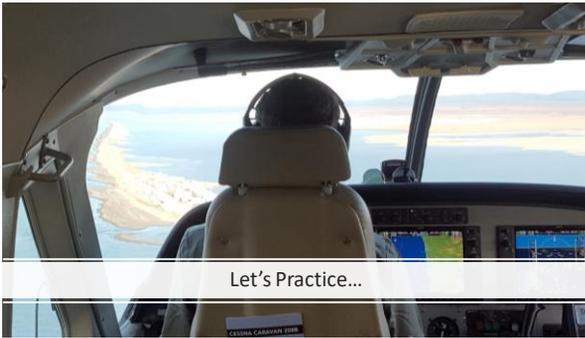


Try to use between 6-9 words per sentence for struggling students and 9 or 10 for on level students



Avoid using commands

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Your turn...

In the Chat Box:

–Create a 6-9 word scramble from Pg. 7 in the Participant Handout.

- Right below the scramble, write the correct sentence*
- No capitalization or punctuation*

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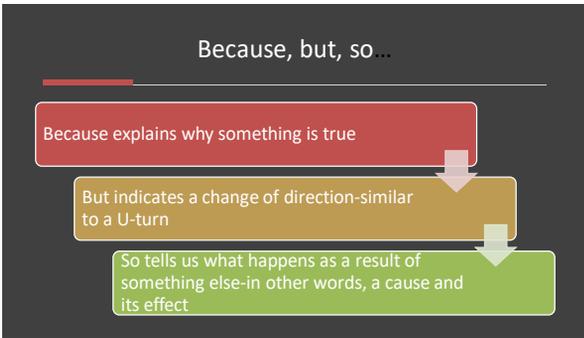


Take a moment to add to your *Best Practices* handout.

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Why teach because, but & so?

- Develops complex sentences
- Extends responses
- Checks comprehension
- Develops analytical thinking & close reading
- Assesses ability to use new vocabulary words
- Enhances reading comprehension

*See The Writing Revolution, p. 38

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Because But So

Wonders of the Night Sky (page 281)

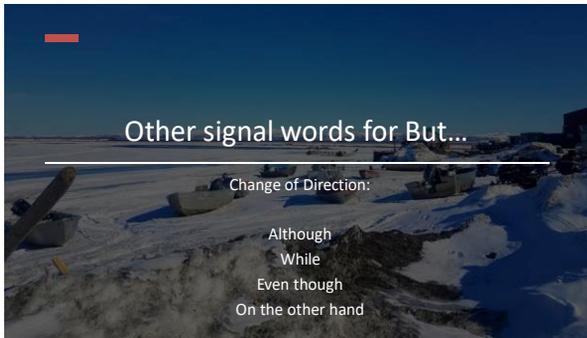
The Aurora Borealis is an amazing light show **because** electrical charges cause colorful bands of light.
(Because explains WHY something is true.)

The Aurora Borealis is an amazing light show, **but** it only occurs every few years.
(But indicates a change in direction.)

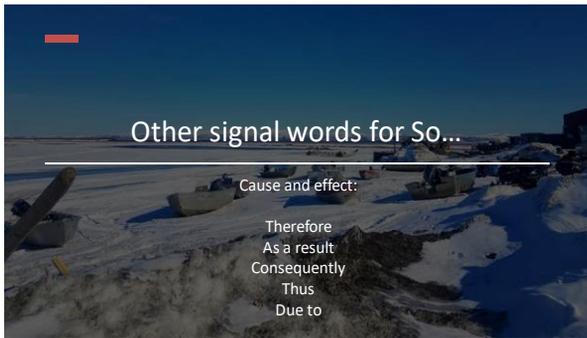
The Aurora Borealis is an amazing light show, **so** we should travel to the North Pole to observe "the northern lights."
(So tells us what happens as a result of something else.)



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Vocabulary word:
mediocre

- The critic thought the book was mediocre because _____.
- The critic thought the book was mediocre but _____.
- The critic thought the book was mediocre, so _____.

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Abraham Lincoln

- Abraham Lincoln was a great president because _____.
- Abraham Lincoln was a great president but _____.
- Abraham Lincoln was a great president, so _____.

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Let's Practice...

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Your turn...

In the chat box:
Use Pg. 8 in the Participant Handout.

Write a sentence stem 3 times.

- **Because**
- **But**
- **So**

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Take a moment to
add to your *Best Practices* handout.

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The Four
Basic
Sentence
Types

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Four Basic Sentence Types

Declarative Sentence (Statement)	A declarative sentence is a statement of an idea and ends in a period.
Interrogative Sentence (Question)	An interrogative sentence asks a question and always ends with a question mark.
Imperative Sentence (Command)	An imperative sentence gives instructions or expresses a request or a command.
Exclamatory Sentence (Exclamation)	An exclamatory sentence expresses force or a strong emotion and ends with an exclamation point.

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Let's Practice

Sentence Type: Statement Word: constellation	
Sentence Type: Question Words: Earth's rotation	
Sentence Type: Command Word: Big Dipper	
Sentence Type: Exclamation Word: orbit	

Page 8 in Participant Handout

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What types of writing activities transfer to a stronger ability to read and comprehend?

- Deliberate Practice at the Sentence level Sentences are the building blocks of writing. Embedded in the context of the curriculum.
- Four types of sentences
- Developing Questions
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Writing about a text proved to be better than just *reading it, reading and rereading it, reading and studying it, reading and discussing it, and receiving reading instruction.*



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Application in Class (Breakout Rooms)

How might you use these activities in your context?

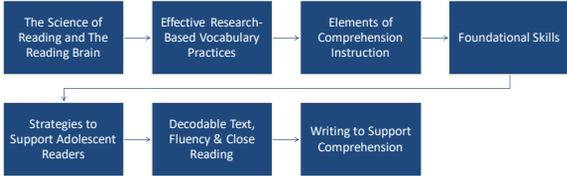
Which activities might be most impactful for your students?

How might you introduce and build the skill level within your content area?

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The Fall Webinar Series

Over the course of six webinars, we have spent time investigating the following topics:



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Chat Box

Identify specific pieces of content or a couple of ideas shared across the webinar series that will be added to your repertoire to support the students you serve.

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We sincerely loved spending time with you!

Thank you!

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