Writing Fundamentals

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Welcome to Today's Workshop!

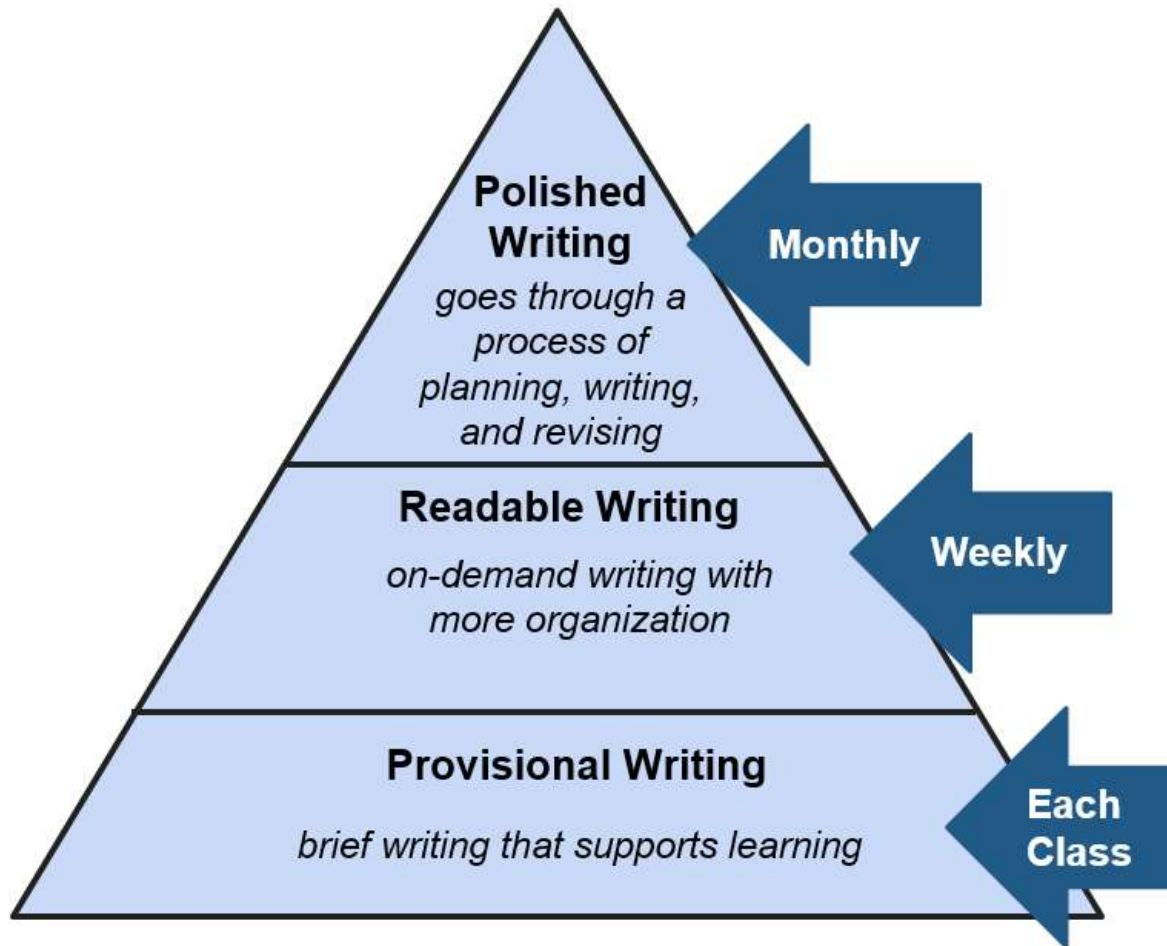# Handout for Today's Session

Today's Objectives

At the end of today's workshop, I will be able to:

- Discuss effective techniques for encouraging more and better writing

- Explain research-based best practices for teaching grammar

- Access and use applicable writing resources

A Notable Quotable

"Up to now, adult literacy learners have far too often gone through years of schooling that involved only the reading of other people's words. Not enough opportunity has been provided for them to make words their own"

(Gillespie, 2001).

The Pyramid of Writing Priorities

Polished Writing
goes through a process of planning, writing, and revising
— Monthly

Readable Writing
on-demand writing with more organization
— Weekly

Provisional Writing
brief writing that supports learning
— Each Class

More on The Pyramid of Writing Priorities

- **Provisional Writing** - Brief writing that supports learning

- Examples: Quick writes, one-minute papers, exit tickets, turn/talk/write, brief reading reflections, social media posts

- **Readable Writing** – On-demand writing with more organization

- Examples: Short answer questions, paragraphs, journals, GED® extended responses

- **Polished Writing** – Goes through a process of planning, writing, and revising

- Examples: Presentations, five-paragraph essays, business emails

"I Don't Know Where to Start"

Get the Gist Frame

This reading was mainly about _____

_____

_____

_____

The most important information from the reading was _____

_____

_____

_____

A brief summary of the reading would be _____

_____

_____

_____

Let's Practice!

The biggest takeaway for me so far at the GED® Conference is _____

_____

_____

_____

_____

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Quick Writes

- Students are asked to write for 2 to 10 minutes on a prompt

- Prompts can be questions, texts, images, videos, charts, and more

- The focus is on developing writing fluency, not polished writing
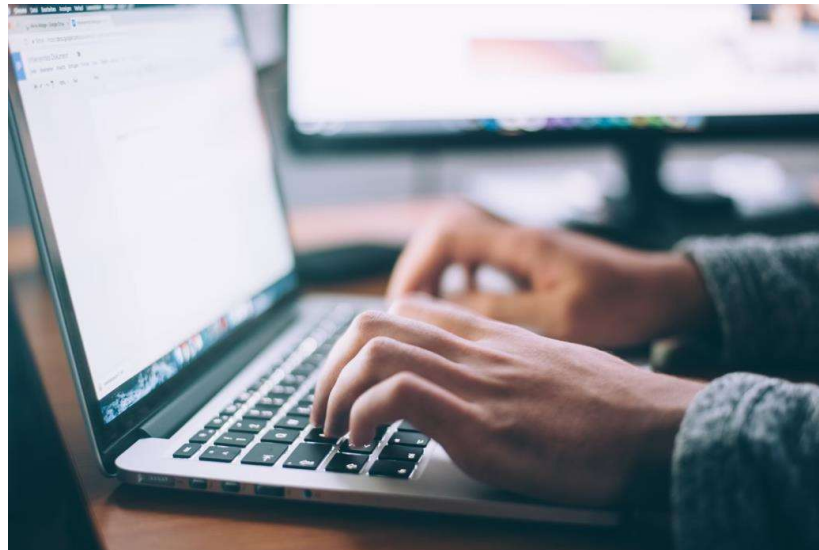
Pg. 3 Let's Do a 4 Minute Quick Write!

> **Prompt**
>
> Explain two ways to help students improve their writing skills

The first way for students to improve their writing is through direct and explicit instruction. Too often, instructors tell their students to write but never explain how to do it. Explicit instruction involves instructors demonstrating writing techniques. It starts with I do, where the instructor demonstrates a writing technique while students watch and learn. This might be done with a think aloud where the instructor explains their thoughts as they do a writing task. Explicit instruction continues with we do, where the instructor and students work together on a writing task. The instructor gradually gives the students more responsibility for writing. Explicit instruction ends with you do, where the student practices the writing technique on their own while the instructor monitors and provides help, encouragement, and re-teaching as needed.

"Research does show that sustained writing practice improves writing, improves reading, makes students more fluent in the writing process, makes writers more comfortable with writing, promotes transfer between contexts, and deepens thinking about content and helps students construct new knowledge.

"Surveys and research have shown how little time American secondary and postsecondary students are expected to devote to writing and how little they actually produce (Applebee & Langer, 2011; Kellogg & Whiteford, 2009). In fact, frequent composing helps students become better communicators, and increasing the amount of time that students spend writing is an important factor in improving writing quality and fluency.

A second way to help students "develop into better writers [is] when they are prompted to write daily and when they receive immediate and specific feedback about that writing. Short daily writing tasks

Provisional Writing: Writing to Learn

- Journaling - Journals give students a chance to think and reflect on what they learn

- Write and Draw: Creating a picture with explanatory captions helps new learning stick

- Talk then Write: Talking about something before writing serves to lubricate the writing process, acting as an effective pre-writing activity.

- Entrance and Exit Tickets: Exit tickets ask students to process and give feedback about their learning at the end of class. Entrance tickets ask students to do some writing before class or during class before new learning and help activate prior knowledge.

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What Does Research Say About Grammar and Teaching Writing?

- Use students' writing as the basis for grammar instruction

- "Studies of grammar instruction alone or as a primary writing instructional approach **produced negative results for students' overall writing quality**" (Just Write Guide, 2012)

- Focus on one or two areas of grammar instruction at a time

- Use an asset based approach

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Pg. 5 With a Partner, Choose a Student and Decide:

- 1. What grammar skills need to be taught?

- 2. How would you design a lesson to teach these grammar skills?

Pg. 6 Providing Quick Feedback for Paper Revising

Journals: Reading Log

Reading Log	
I Read or I Saw or I Heard	I Thought or I Wondered or I Felt

Journals: Metacognitive Stems

Metacognitive Stems

Keep stems visible so students can journal while working with lesson materials:

Predicting • I predict . . . • In the next part I think . . . **Visualizing** • I picture . . . • I can see . . . **Questioning** • A question I have is . . . • I wonder about . . .	**Making connections** • This is like . . . • This reminds me of . . . **Identifying a problem** • I got confused when . . . • I'm not sure of . . . **Summarizing** • The big idea is . . . • I think the point is . . .

(Kelly and Sommers, 2024)

Metacognitive Journal Stems: Let's Try It!

- A question I have is . . .

- I wonder about . . .

Writing Anxiety Causes

Many students are anxious about writing because they:

- were never taught how to write

- experienced criticism from previous writing teachers

- have little interest in traditional writing prompts

- don't know where to start

- are inexperienced writers

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Writing Anxiety Solutions

Some suggestions for dealing with writing anxiety are:

- model the writing process using mentor texts (examples of good writing) and think alouds

- take an asset-based approach and praise the positive in students' writing

- give students' choices about the topics on which they write

- use scaffolding like writing frames

- make writing a part of every class

Exit Ticket

321 Exit Ticket Template

3 — Things I Learned Today …

2 — Things I Found Interesting …

1 — Question I Still Have …

Session Survey

Your feedback is important. Please scan the QR code below to rate this session.