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Writing and Writing Interventions

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Our Plan for Today

- 1) Quick overview of 'What Matters' in learning to write.
 - 2) Exploration of three research-based practices for enhancing students' writing.
 - a) Self-Regulated Strategy Development (SRSD; to help students become more strategic, knowledgeable, and motivated writers).
 - b) Using writing to facilitate reading and learning.
 - c) Sentence-combining to increase sentence complexity and variety.
- We'll take a 'brain-break' in the morning and afternoon.
 - Lunch is from 12:00-1:30.

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What matters in learning to write?

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Four Catalysts To Better Writing

1. Good Writers Are Strategic

– Planful

- In terms of what to say and what to do.
- Their writing has purpose and multiple goals.

– Reflective

- They monitor what they do in terms of their goals/purposes and their intended audience.
- They evaluate and modify what they do to improve their text.

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Four Catalysts To Better Writing

2. Good Writers Are Knowledgeable

- They are familiar with the characteristics of good writing.
- They are familiar with the characteristics of common writing genres.
- They possess schema for common writing tasks.
- They are knowledgeable about the topics they write about.

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Four Catalysts To Better Writing

3. Good Writers Are Motivated

- They are confident about their writing capabilities.
- They attribute their successes in writing to hard work and effort.
- They like to write.
- They persist.

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Four Catalysts To Better Writing

4. Good Writers Have Adequate Proficiency with Foundational Skills

- Handwriting, typing, and spelling are correct, as well as fluent.
- Sentence construction is thoughtful and facile.

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Moreover...

Good Writers. . . Write!

- They use writing to learn about:
 - Material read.
 - Material presented in class.
 - Themselves.

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Research-based practices: A bit of context

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Instructional Practice	Effect Size
Writing Strategies	0.82
SRSD	1.14
Non-SRSD	0.62
Summarization	0.82
Collaborative Writing	0.75
Specific Process Goals	0.70
Word Processing	0.55
Sentence-Combining	0.50
Prewriting	0.32
Inquiry Activities	0.32
Process Writing Approach	0.32
Study of Models	0.25
Writing for Content Learning	0.23



Effect Sizes: A very quick summary (or review)

- A standardized measure of the quantitative difference (direction and magnitude) between groups.
- Used with individual studies, as well as meta-analyses.

.20 - .49 = small (.3 = ~50%ile to 62%ile)

.50 - .79 = moderate (.5 = ~50%ile to 69%ile)

≥.80 = large (1.0 = ~50%ile to 84%ile)

(The same holds true for negative effect sizes... just in the other direction!)

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Research-based practice:

Self-Regulated Strategy
Development
(SRSD)

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Just a Reminder ...

- Teaching writing strategies has the greatest impact on adolescent students' writing. (ES = 0.82)
- It is especially beneficial for struggling writers. (ES=1.02)
- **Self-Regulated Strategy Development (SRSD)** is the most powerful instructional model.
 - SRSD ES = 1.14
 - Not SRSD ES = 0.62



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Nearly 30 Years of Research Has Shown:

- SRSD significantly and meaningfully changes students' writing **knowledge, processes and products**.
- SRSD positively impacts writing self-efficacy, attitudes, and attributions (in other words, **motivation**).
 - Positive effects have been replicated with diverse students, tasks, teachers, and settings.
 - Generalization has been achieved across tasks, teachers, settings, and writing medium (with intentional 'teaching/supporting for transfer').
 - Improvements are generally maintained over time (with support, such as 'booster sessions,' as needed).

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Teaching Writing to At-Risk Students: The Quality of Evidence for Self-Regulated Strategy Development

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ABSTRACT: This study evaluates the quality of the research and evidence base for a writing intervention called Self-Regulated Strategy Development (SRSD; Graham & Harris, 1989; Harris & Graham, 1996) for students with and at risk for learning disabilities, using criteria for group research studies suggested by Gersten et al. (2005) and single-subject research studies suggested by Horner et al. (2005). Five experimental and quasi-experimental studies and 16 single-subject studies investigating SRSD were analyzed on numerous methodological dimensions. Both the group design and single-subject studies also met proposed standards for an evidence-based practice. The potential value of analyzing approaches and interventions using the proposed quality indicators and standards for evidence-based practices is discussed, as are implications for research and practice.

Current Practice Alerts

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Division for Research (DR) of the Council for Exceptional Children

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A FOCUS ON
Self
Regulated Strategy
Development (SRSD)
for Writing

What Is It?

Self Regulated Strategy Development (SRSD) for writing is an empirically validated model for supporting students as they compose text (Case, Harris, & Graham, 1992), by helping them develop relevant cognitive and self-regulation skills. Pioneered by Karen Harris and Steve Graham, SRSD for writing integrates three areas: (a) six stages of explicit writing instruction; (b) development of self-monitoring, and self-instruction; and (c) development of positive student attitudes and self-efficacy about writing.

How Does It Work?

In SRSD, writing is considered a problem-solving task that involves planning, knowledge, and skills (Graham et al., 2007). Planning includes planning, drafting, and revising the essay. Knowledge includes knowing information about the topic, the audience, and the genre (e.g., persuasive or narrative essay). Skills include the writing conventions of handwriting or keyboarding, spelling, and grammar. Given the complex nature of writing, students are supported with decreasing teacher direction and support. Self-regulation refers to "self-initiated thoughts, feelings, and actions that

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National Center on Response to Intervention

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» Instruction Tools Chart

Program	Study	Study Quality				Effect Size			
		Participants	Design	Fidelity of Implementation	Measures	Full Sample			Disaggregated Sample
						Number of outcome measures	Mean	Range	
Sound Partners (1-3)	Vadasy, Sanders, & Peyton (2005)	●	○	○	●	8 Reading, 1 Writing	0.82	0.37 to 1.21	—
	Vadasy & Sanders (in press)	●	○	○	●	1 Writing	0.23	0.23 to 0.97	Students with Alphabetics < 1.5
Sound Partners Kindergarten	Vadasy & Sanders (2008)	●	○	○	●	1 Writing	0.23	-0.13 to 0.62	—
	Vadasy, Sanders, & Peyton (2006)	●	●	●	●	5 Reading, 1 Writing	0.50	0.11 to 0.89	—
SRSD For Writing Strategies	Lane et al. (in submission)	●	●	●	●	14 Writing	0.56	0.05 to 1.35	—
	Harris, Graham, & Mason (2006)	●	○	●	●	15 Writing	1.38	0.30 to 3.19	—
	Graham, Harris, & Mason (2005)	●	○	●	●	15 Writing	1.36	0.10 to 2.17	—

www.rti4success.org

Key Features of SRSD

- 1) Explicitly and systematically teaching strategies that guide planning, drafting, revising, and editing (general & genre-specific). **A persuasive writing example:**



DARE

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Ssuspend Judgment

- Consider each side before taking a position. Brainstorm ideas for and against the topic.
 - Did I list ideas for each side? If not, do this now.
 - Can I think of anything else? Try to write more!
 - Another point I haven't considered yet is...

Take a Side

- Read your ideas. Decide which side you believe in or which side can be used to make the strongest argument. Place a + on the side that shows your position.

Organize Ideas

- Choose ideas that are strong and decide how to organize them for writing.
 - Put a star next to the ideas you want to use. Choose at least ____.
 - Choose at least ____ arguments to refute.
 - Number your ideas in the order you will use them.

Plan More as You Write

- Continue to plan as you write. Use all four essay parts in **DARE**.
 - **D**evelop your Topic Sentence
 - **A**dd Supporting Ideas
 - **R**eject Arguments on the Other Side
 - **E**nd with a Conclusion

2) Explicitly and systematically developing writing knowledge and teaching techniques that enhance writing quality.

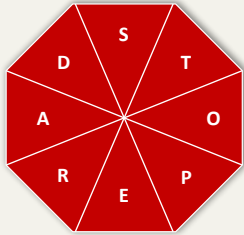


First
Second
Third...
Another
One more
Also
Additionally
Furthermore
Likewise
Besides
Still
In fact

3) Explicitly and systematically teaching self-regulation procedures.

– Goal-setting

– Self-monitoring /
Self-evaluation



 **DARE**

Checklist

S Suspect Judgment - Did I use ideas for each side?									
Can I think of anything else? Try to write down:									
Another person I haven't yet considered is... Think of another argument:									
T Take a Side - Place a "T" at the top of one side to state the side you will take at your trial.									
O Organize Issues - Put a row across the table you want to use. (Place an issue in the table you will use.)									
Did I use ideas on both sides? (Place an issue in the table you used.)									
Remember your ideas in the table you will use them.									
P Plan stories as you write.									
Use DARE									
D Develop your topic sentence.									
A Add supporting ideas.									
R Repeat possible arguments.									
E End with a conclusion.									
Repeat Games	*	*	*	*	*	*	*	*	*

– Self-instructions (~3-4 relevant / prioritized)

➤ Problem Definition

➤ Focusing Attention and Planning

➤ Strategy Use

➤ Self-Evaluation

➤ Coping & Self-Control

➤ Self-Reinforcement

To think of good ideas:

While I work:

To check my work:



One more sentence
to go

Just a little
more to go!

I need more details

I Can do it!

Say I can do it

Don't give
up!

believe in your
self.

Keep thinking!

You know
what your
doing!

try my best

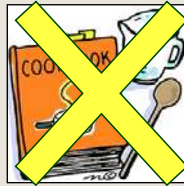
Keep going

Keep on trying!

- 4) Differentiating instructional content and process.
- 5) Mastery-based instruction.
- 6) Support for maintenance and generalization.
- 7) Establishing a conducive classroom environment and 'big picture' context.
- 8) Promoting collaborative and active learning.
- 9) Creating beneficial "writing opportunities."
- 10) Utilizing a multi-stage process approach.

SRSD Stages of Instruction

- 1) Develop Background Knowledge
- 2) Discuss It
- 3) Model It
- 4) Memorize It
- 5) Support It
- 6) Independent Performance



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1) Develop Background Knowledge

- Read and “dissect” works in the genre being addressed to develop relevant vocabulary, genre knowledge, and writing techniques. *This can continue through the next two stages, as needed.*
- Discuss and explore the targeted writing strategy and self-regulation procedures.
- Start to explore and address considerations related to motivation, attributions, etc.

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2) Discuss It

- Explain the strategy(s) that will be learned: purpose, benefits, and how/when it will be used.
- Collaboratively examine students’ current writing strategies and use of targeted self-regulation procedures.
- Introduce graphing (self-monitoring) using prior compositions (this assists with goal setting).
- Establish a commitment to learn the strategy and act as collaborative partner. **Emphasize the role of effort.** *(We encourage you to explore the work done by Carol Dweck, if you’re interested in learning more about Mindset.)*

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3) Model It

- Teacher and collaborative modeling of the writing strategy and self-regulation procedures.
- Discuss and analyze the strategy; make changes, as needed.
- Develop personalized self-instructions that will be used throughout the writing process.
- Begin exploring application across tasks and settings (generalization).

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4) Memorize It

- Promote and confirm memorization of strategy, mnemonics, and self-instructions through the use of engaging activities.

- Provide differentiated levels of prompting and support.

<p>STOP Step 1 Suspend Judgements</p> <p>Card #1</p> <p>Did I list ideas for both sides? If not, do this now:</p>	<p>STOP Step 1 Suspend Judgements</p> <p>Card #2</p> <p>Can I think of anything else? Try to write more.</p>	<p>STOP Step 1 Suspend Judgements</p> <p>Card #3</p> <p>Another point I haven't yet considered is... Think of possible arguments.</p>	<p>STOP Step 2 Take a note</p> <p>Card #4</p> <p>Place a "1" at the top of one box to show the order you will take in your essay.</p>
<p>STOP Step 3 Organize Ideas</p> <p>Card #5</p> <p>Put a star next to ideas you want to use. Choose at least 3 ideas that you will use.</p>	<p>STOP Step 3 Organize Ideas</p> <p>Card #6</p> <p>Did I star ideas on both sides? Choose at least 3 arguments that you can dispute.</p>	<p>STOP Step 3 Organize Ideas</p> <p>Card #7</p> <p>Number your ideas in the order you will use them.</p>	<p>DARR Step 4 Revise as you write.</p> <p>Card #8</p> <p>Double-check your evidence. Are supporting ideas clear possible arguments and that with a conclusion.</p>

- Continue to support memorization in subsequent stages, as needed.

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5) Support It

- Collaboratively establish challenging, individualized initial goals (if not already done); increase criterion levels gradually until final goals are met.
- Continue collaborative practice with writing strategies and self-regulation procedures using authentic tasks.
- Fade prompts, guidance, and collaboration, when appropriate for each student.
- Discuss plans for maintenance and continue support of generalization.

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“Cue Cards”

PLAN & WRITE Cue Cards	
Introductory Paragraph, Thesis Statement, First <ul style="list-style-type: none">• Introduce the prompt in the first sentence.• Write your first main idea in the second sentence.• Write your second main idea in the third sentence.• Write your third main idea in the last sentence.	First Body Paragraph Transitions to Introduction <ul style="list-style-type: none">• First.• My first (transition/keyword) is• One (transition/keyword) is• To begin with,• In the first step,• To begin,
Second and Third Body Paragraphs, Transitions <ul style="list-style-type: none">• Second/Then,• My first (transition/keyword) is• Furthermore,• Another (transition) to support this is• What is more,• The next idea	Concluding Paragraph Transitions to Summary <ul style="list-style-type: none">• In conclusion/To conclude,• In summary/To sum up,• All in all/In a nutshell,• In short/In all,• To summarize,• All things considered,



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6) Independent Performance

- Students use the writing strategies and self-regulation procedures independently.
- Monitor use; support, as necessary.
- Fading of overt self-regulation may begin.
- Plans for maintenance and generalization continue to be discussed and implemented.

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PLAN + WRITE

How do you plan a good essay?
Follow the steps in **PLAN:**

Pay Attention to the Prompt

- Read the prompt. Decide: What am I being asked to write about? How will I develop my essay?

List Main Ideas

- Brainstorm possible responses to the prompt. Pick one topic and brainstorm at least 3 main ideas.

Add Supporting Information

- Think of details, examples, and elaborations that support your main ideas.

Number Your Major Points

- Review all your ideas and decide the best way to organize them. Number them in the order they will be included.

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PLAN + WRITE

How do you plan a good essay?
Follow the steps in **WRITE**:

- **W**ork from your plan to develop a thesis statement.
- **R**emember your goals.
- **I**nclude transition words for each paragraph.
- **T**ry to use different kinds of sentences.
- **E**xciting, interesting (million-dollar) words.

Include at least one
'Attention Getter' in the
beginning and the end.

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Sample Cue Cards for PLAN + WRITE

Introductory Paragraph: Thesis Statement First

- Answer the prompt in the first sentence.
- Write your first main idea as the second sentence.
- Write your second main idea as the third sentence.
- Write your third main idea as the last sentence.



Introductory Paragraph: Thesis Statement Last

- Start with an "attention getter" and lead up to the thesis statement.
- Write each of your main ideas in a series of sentences.
- Answer the prompt in your last sentence.



"Attention Getter" Ideas

- Use a series of questions.
- Offer a brief intriguing or funny story.
- Include an emotional statement.
- Start with the opposite opinion to your thesis.



First Body Paragraph: Transitions to Introduce Ideas

- First,...
- My first (reason/example) is...
- One (reason why/example is)...
- To begin with,...
- To explain,...



Second and Third Body Paragraphs: Transitions to Connect

- Second,... / Third,...
- My next (reason/example) is...
- Another (reason/example) to support this is,...
- A final (reason why/example is)...
- Furthermore,...



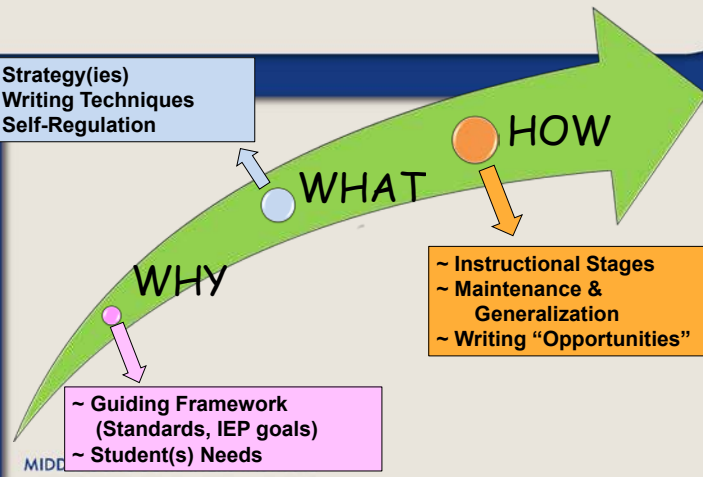
Concluding Paragraph: Transitions to Summarize

- In conclusion,...
- To summarize,...
- As one can see,...
- As a result,...
- For these reasons,...



“Where do I start??”

- ~ Strategy(ies)
- ~ Writing Techniques
- ~ Self-Regulation



A Few Final Tips for SRSD

- Take it slow.
- Take advantage of existing strategies and lesson plans.
- Collaborate with others.
- Please, please, please don't **PEE** in the classroom!

Posting, **E**xplaining, and then **E**xpecting doesn't mean a meaningful difference for most students. Improvement requires all stages of instruction implemented with integrity.

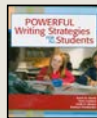


~ (Unfortunately)... there's no magic in the mnemonics.

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Recommended SRSD Resources

- Two interactive tutorials on SRSD are available through Vanderbilt University at:
www.iris.peabody.vanderbilt.edu/pow/chalcycle.htm
www.iris.peabody.vanderbilt.edu/srs/chalcycle.htm
- A great strategies instruction website is: www.unl.edu/csi
- The video clips you saw are from: *Teaching Students with Learning Disabilities in the Regular Classroom; Tape 2: Using Learning Strategies*. It can be ordered from: www.ascd.org
- The 'teacher-friendly' book with lesson plans is: Harris, K.R., Graham, S., Mason, L. & Friedlander, B. (2008). *Powerful writing strategies for all students*. Baltimore, MD: Brookes.
- If you want other recommendations or resources, don't hesitate to reach out to Tanya (santangt@arcadia.edu).



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Research-based practice:

Using Writing to Support Reading and Learning

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Thinking about Writing to Learn

Quick Poll- for those of you who are teachers:

- ✓ Do you use / assign writing tasks to support reading?
- ✓ Do you use / assign writing tasks to support learning?



If so, do you explicitly teach students how to use writing
for these purposes?



If so, do you do it in a way that is as systematic and
comprehensive as the model Tanya shared with you?

Why Might Writing Be Useful?

Let's explore this with a quick activity:

- 1) Write a 2 - 4 sentence summary of the text.
- 2) Write and answer 3 - 4 questions about the text.
- 3) Take 3 - 4 lines of notes about the text.

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Why Might Writing Be Useful?

Discussion Questions:

- What was the basic message of the passage?
- How did summary writing, question generating, and note taking help you understand, remember, and/or or learn from the text?
- Do you foresee problems in using these procedures with your students?

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- Writing fosters explicitness, as the writer must select which ideas in text are most important.
- Writing enhances understanding, as the writer must put ideas about text into his/her own words, making him/her think carefully about what the ideas mean.
- Writing is integrative, as it encourages the writer to organize ideas from text and about text into a coherent whole, establishing specific relationships between these ideas.
- Writing encourages reflection and transformation, as the permanence of writing makes it easier to review, reexamine, critique, and construct understandings of ideas from text.
- Writing forces a personal involvement with ideas from text, as it requires active decision making about what will be written and how it will be treated.

Journal Writing
(Jenkins et al., 1987)

- Content Area: Language Arts
- Grade Level(s): 2
- ES = 1.07
 - Students were read a story, then listened to a recording of the story.
 - Teacher provided instruction in a comprehension skill (e.g., drawing conclusion, compare/contrast, etc.).
 - Students were provided a journal writing prompt for the story based on the skill taught that day.
 - Students wrote daily journal entries for the stories read.

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Summarizing: Paragraph Restatements

(Jenkins et al., 1987)

- **Content Area: Language Arts**
- **Grade Level(s): 3-6**
- **ES = 0.68**
 - Teacher modeled and provided guided group practice creating paragraph restatements (orally) by naming the most important character in the paragraph and stating the major event that occurred.
 - Students individually wrote paragraph restatements on lines provided after each paragraph of a narrative.
 - Students were given regular narratives (without spaces for writing), and shown how to write restatements on a separate sheet of paper.

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Question Generation

(Andre & Anderson, 1978-1979)

- **Content Area: Psychology**
- **Grade Level(s): 11-12**
- **ES = 0.51**
 - Students were given models of questions written by experts.
 - Students taught to identify main ideas to serve as core of the questions.
 - Students directed to form questions which asked for new instances of ideas or concepts.
 - When generating a new instance was inappropriate, questions could be about the text, but in a paraphrased format.

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Note-taking: Concept Maps
(Chang, Sung, & Chen, 2002)

- **Content Area: Science**
- **Grade Level(s): 5**
- **ES = 0.52**

Scaffolded instruction:

- Student were introduced to expert created models.
- Students filled in partially filled in expert models.
- Students were given word lists and concept links to help them create their own concept maps.
- Students independently created concept maps independently.

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Macro-rules for Summarizing
(Weisberg & Balajthy, 1990)

- **Content Area: Social Studies**
- **Grade Level(s): 10-12**
- **ES = 0.44**

1. Delete material that is unimportant
2. Delete material that it repetitive
3. Substitute a superordinate term for subordinate ones (i.e., collapse lists)
4. Select a topic sentence
5. If there is no topic sentence, invent one

– Students were taught to underline and cross out information using different colors.

– Summary writing was modeled and explained.

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Analysis or Interpretation Essays

(Licata, 1993)

- **Content Area: Science**
- **Grade Level(s): HS**
- **ES = 0.56 Analytic Essay**
- **ES = 0.33 Application Essay**
 - **Analytical Essay (Compare/Contrast):** Students wrote about the similarities and differences between the pressure-volume and volume-temperature relations.
 - **Application Essay:** Students wrote about a concrete situation in which a balloon of gas is subjected to varying conditions.

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Extended Writing (Let's try... If time permits)

- 1) Write a paragraph telling how you would apply one or more things that you learned today.
- 2) Write a paragraph indicating which writing activity or procedure covered today would be most effective with your students. Defend why you believe this would be the case.
- 3) Write a paragraph telling how writing has helped you become a better learner or reader.

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**Research-based
practice:
Sentence Combining**

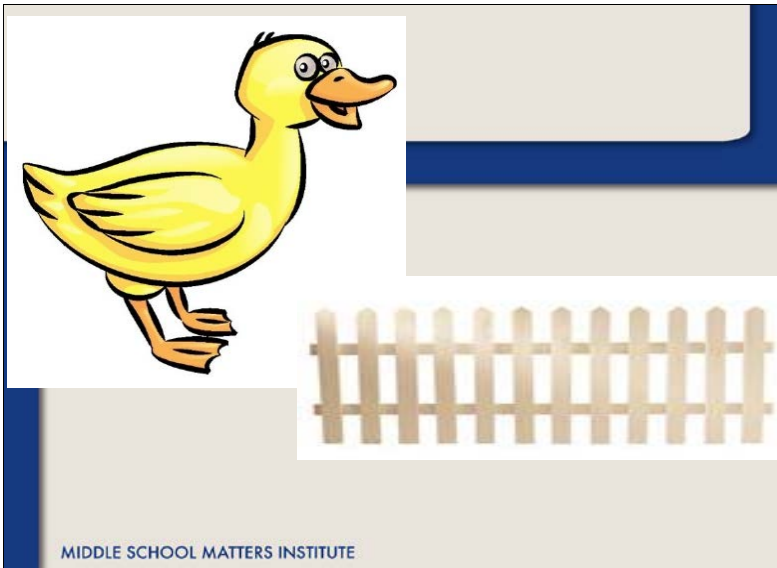
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**Write a sentence that contains
these four words:**

- Defeat
- Detail
- Defense
- Deduct



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Example of Sentence Combining:

- The father was poor.
- The mother was poor.

(and)

The father and mother were poor.

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Your turn:

Combine these into one sentence

- The noodles were long.
- The noodles were skinny.
- The noodles fell on the floor.
- The noodles cracked into pieces.
- The dinner was ruined.



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Teach specific techniques:

1) Inserting adjectives and adverbs

- The girl drank the water.
- The girl was **thirsty**.

The thirsty girl drank.

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Teach specific techniques:

2) Creating compound subjects and objects

- Bradley liked to run.
- Latrisha liked to run.

Bradley and Latrisha liked to run.

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Teach specific techniques:

3) Creating compound sentences with *but*, *and* or *or*

- Jill wanted to go swimming.
- Alphonso wanted to play baseball. (**but**)

Jill wanted to go swimming, but Alphonso wanted to play baseball.

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Teach specific techniques:

4) Creating sentences with adverbial clauses, using connecting words (e.g., *because, after, until, when*)

- My friends went to the fair.
- My friends wanted to have fun. (**because**)

My friends went to the fair because they wanted to have fun.

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Teach specific techniques:

5) Creating sentences with relative clauses

- Mai will win the race.
- Mai is very fast. (**who**)

Mai, who is very fast, will win the race.

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Instructional Model

1) Show how to do it, and establish why it is important.

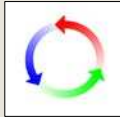
(TEACH)

2) Provide students with assistance until they can apply the skill correctly and independently.

(GUIDED PRACTICE)

3) Have students to apply the skill when they write.

(APPLY)



Doing this once is not enough!

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Using Cues

- Clues can be embedded in the sentences.

The clues are beneficial.

- Underlined words are important words that you have to keep in your new sentence; other words can be deleted.

keep

- Connecting words (found in parentheses) are words that should be used in your new sentence. (add)

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Quick Pause

Why is the automobile important?

*** Use only simple sentences (noun + verb), not compound or complex ones.



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Lesson: Making complex sentences using the connecting word because

- I am going to show you how to combine 2 simple sentences into a more complex one using the connector “because.”
- Combining sentences with the word “because” shows how one idea relates to another.
- Showing your reader how ideas relate to each other makes their job of understanding what you are saying easier, because they do not have to guess how ideas are related.
- Of course, like anything, you can overdo this.
- I am going to model how to put sentences together with because (while thinking out loud); then you are going to help me do this, then you will try some on your own, and finally you will revise what you wrote earlier by combining sentences using because.

Model

- Mr. Graham wanted sentence combining to be meaningful. (because)
- Mr. Graham incorporated sentence combining into revising instruction.

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Model again

- Mr. Graham thinks people learn best through modeling. (because)
- Mr. Graham showed his audience how to combine sentences.

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Help me do this

- Mr. Graham is all about practicing a skill.
(because)
- Mr. Graham thinks that practice makes it easier to learn and use a skill.

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You try!

- Sentence combining gives you repeated practice with syntactic structures.
- With sentence combining students' writing becomes more fluent. (because)

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You try!

- I will try sentence combining **in my class.**
(because)
- Sentence combining is _____.

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Quick Pause- Revisited

Why is the automobile important?

Revise the paper you wrote earlier using the connector
(because) .



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Sentence Combining Resources

- Free archived presentation:
<http://ctl.uoregon.edu/pd/cf10/presentation/1035>
- Saddler, B., & Preschern J. (2007). Improving sentence writing ability through sentence combining practice. *Teaching Exceptional Children*, 39(3), 6-11.
Available for free from:
http://teacherweb.stcharles.k12.mo.us/sped/instructional%20resources_files/Writing_files/sentence%20combining.pdf
- Altman, P., Caro, M., Metge-Egan, L., & Roberts, L. (2013). *Sentence-combining workbook (4th Ed.)*. Boston, MA: Wadsworth.
- Saddler, B. (2012). *Teacher's guide to effective sentence writing*. New York, NY: Guilford Press.
- Strong, W. (1994). *Sentence combining: A composing book*. New York, NY: McGraw-Hill.



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Why Might Writing Be Useful?

A growing body of literature in education psychology advocates combining writing with reading as a profitable study technique. Beach and Bridwell (1984), Flower (1979), Kintsch and van Dijk (1978), Page (1974), and others argue that, when combined with reading, writing fosters the identification of significant information in a text and encourages reflection on that information as it is organized into a coherent written response. Wittrock (1983) asserts that writing generates relations among the parts of a text and between a text and its reader's experience. Eanet and Manzo (1976) and Odell (1980) further claim that by varying the writing task in response to reading, a teacher can *exercise control over the way students think about the content of a text* (emphasis added).

If the demands of organizing language account in some measure for the positive effects of combined reading and writing activity, it would seem that the organizing demands associated with different writing tasks might contribute to these effects differentially. A demonstration of differential effects across variant writing tasks would lend support for methods intended to guide students through a lesson by having students respond to reading with different written responses. Currently, such methods are recommended without empirical justification. If writing tasks are going to be recommended rationally as instructional accompaniments to reading that provide a way of directing students' thinking about subject matter, more needs to be known about how different types of writing tasks effect comprehension.

- 1) Write a 2 - 4 sentence summary of the text.**
- 2) Write and answer 3 - 4 questions about the text.**
- 3) Take 3 - 4 lines of notes about the text.**

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