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GRADES K-3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 2

Writing

Section Objectives

This session will enhance your knowledge of explicit and effective instructional practices for

- writing across content areas,
- understanding the writing process, and
- writing for a variety of purposes and audiences.

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Previewing Quick-Write

- Reflect on your current writing instructional practices.
- Quickly write your ideas that relate to teaching writing in each of the writing instructional areas on Handout 1.
- Conclude the quick-write with two sentences that summarize your thoughts about teaching writing in second grade.

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What We Know From Research

- Provide daily opportunities for students to write.
- Teach handwriting, spelling, and syntax skills explicitly.
- Model and have students practice writing strategies for different purposes and audiences.
- Teach the writing process explicitly.
- Create a community of writers in your classroom.

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English Language Arts and Reading TEKS

Oral and Written Conventions Strand

- Conventions K-12
- Handwriting, Capitalization, and Punctuation K-12
- Spelling K-12

Writing Strand

- Writing Process K–12
- Literary Texts K–12
- Students Write About their Own Experiences 3–8
- Expository and Procedural Texts K–12
- Persuasive Texts K–12

Research Strand

- Research Plan K–12
- Gathering Sources K–12
- Synthesizing Information 1–12
- Organizing and Presenting Ideas 1–12

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Allocating Daily Time to Writing

How much time does research indicate should be spent on daily writing instruction and practice in second grade?

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Allocating Daily Time to Writing

How much time does research indicate should be spent on daily writing instruction and practice in second grade?

A minimum of one hour

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Writing to Learn

"If the purpose were more cognitive than communicative, one would expect to see writing instruction and activity taking place in all of the disciplines … We are talking about a writing assignment with learning, rather than communication, as the major point."

— Shanahan, 2004, pp. 51 and 60

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Writing to Learn: Effective Practices

- Provide frequent, brief opportunities for students to write across the curriculum.
- Focus on the ideas and what they tell you about student understanding. Do not grade based on spelling, handwriting, organization, grammar, punctuation, or capitalization.
- Use these activities as an informal method for monitoring student progress in learning the content.

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Why We Should Care About Handwriting: The Presentation Effect

"Non-content factors, such as legibility or spelling correctness, influence readers' judgments about the quality of ideas in a written text."

— Santangelo & Graham, 2016, p. 226

"To place the obtained effects in perspective, the score for a typical paper would drop from the 50th percentile to between the 22nd and 10th percentiles if it was written by a school-age student with poor but readable handwriting."

— Graham, Harris, & Hebert, 2011, p. 10

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A Student's Handwriting

Dear Mary Downing Hahn,

Hello my name is Zachary
and I like your book Took
and I want you to make
another one of those ghost
Story. I like that you write
ghost storys because
I love horror. I like that
your a writer and a librarian
and you've been writing
Children's books for 30
years. I really want to
read

Dear Mary Downing Hahn,

Hello, my name is Zachary, and I like
your book Took, and I want you to make another
ghost story. I like that you write ghost stories
because I love horror. I like that you're a writer
and a librarian, and you've been writing
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Another Reason to Care About Handwriting: The Writer Effect

"Handwriting interferes with other writing processes or consumes an inordinate amount of cognitive resources, at least until handwriting becomes automatic and fluent … Handwriting-instructed students made greater gains than peers who did not receive handwriting instruction in the quality of their writing, how much they wrote, and writing fluency."

— Santangelo & Graham, 2016, p. 226

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Handwriting Versus Keyboarding

- Pen-and-paper handwriting has been shown to have advantages over keyboarding for elementary and intermediate students, including in the amount written, writing rate, and number of ideas expressed.
- Writing by hand activates areas of the brain that keyboarding does not, which helps build neural networks among visual, auditory, and motor areas that help students read and spell words effectively.
- Taking notes by hand versus on a computer resulted in improved content learning and attention during class discussions for college students.

Which of these findings provides the strongest reason for having students write by hand over keyboarding?

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Teaching Keyboarding

Technology Applications, Grades 3–5

6(E) The student is expected to use **proper touch keyboarding techniques** and ergonomic strategies such as correct hand and body positions and **smooth and rhythmic keystrokes**.

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Building Syntactic Knowledge

- Find sentences to model different syntactic elements
  - Subject + predicate = complete sentence
  - Verbs, nouns, modifiers, prepositions, pronouns
  - Capital letters
  - Punctuation
- Use sentences in various activities
  - Examining and manipulating model sentences
  - Playing with sentence anagrams
  - Expanding or elaborating sentences
  - Combining sentences

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Examining Model Sentences

"Right in the middle of our game, Mrs. Craig came around the corner and caught us red-handed."

— Kinney, 2007

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Examining Model Sentences

"Right in the middle of our game, Mrs. Craig came around the corner and caught us red-handed."

— Kinney, 2007

"In the evenings, they sat around the lantern and ate their handful."

— Kamkwamba & Mealer, 2012

"In 2002, the Mars spacecraft Nozomi was caught in a solar flare and broke down."

— Aguilar, 2013

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Manipulating a Model Sentence

Right in the middle of our game, Mrs. Craig came around the corner and caught us red-handed.

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Manipulating a Model Sentence

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Playing With Sentence Anagrams

hated | wind | rain | bandit

and | the | cold

- Can you arrange these words to make a complete sentence?
- What kind of capitalization do we need? Why?
- What kind of punctuation do we need? Why?
- How we punctuate this sentence depends on the word *cold*. Why?

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Expanding or Elaborating Sentences

- Start with an original sentence.
- Have students add words, phrases, and clauses to provide more details.
- Use questions to develop these details related to the predicate and subject.

Predicate Questions	Subject Questions
Did what?	Who or what?
How…?	Which…?
When…?	What kind of…?
Where…?	
Why…?	

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Using Syntactic Knowledge: Combining Sentences

- Break a sentence into multiple sentences.
- Have students combine the sentences to make one sentence.

Sentence Deconstructed	Original Sentence

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Using Syntactic Knowledge: Combining Sentences

- Break a sentence into multiple sentences.
- Have students combine the sentences to make one sentence.

Sentence Deconstructed	Original Sentence
He wanted to slide down to the floor. He wanted to speak to her. He didn't dare.	

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Using Syntactic Knowledge: Combining Sentences

- Break a sentence into multiple sentences.
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Sentence Deconstructed	Original Sentence
He wanted to slide down to the floor. He wanted to speak to her. He didn't dare.	He wanted to slide down to the floor and speak to her, but he didn't dare.

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Using Syntactic Knowledge: Combining Sentences

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Sentence Deconstructed	Original Sentence
He wanted to slide down to the floor. He wanted to speak to her. He didn't dare.	He wanted to slide down to the floor and speak to her, but he didn't dare.
She was wearing a white sweater. She was wearing a tweed skirt. She was wearing white wool socks. She was wearing sneakers.	

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She was wearing a white sweater. She was wearing a tweed skirt. She was wearing white wool socks. She was wearing sneakers.	She was wearing a white sweater, tweed skirt, white wool socks, and sneakers.

Teaching the Writing Process

- Planning
- Drafting
- Revising for content
- Editing for mechanics
- Publishing

Estimate the percentage of time students spend engaged in each stage of the writing process.

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Planning: A Key Step in the Process

Prewriting Activities

- Conducting research
- Drawing pictures, creating lists, etc.
- Conferencing about, brainstorming, or webbing ideas

Other Activities

- Using a graphic organizer to structure ideas
- Applying a mnemonic strategy, such as TREE or DARE, to organize writing
- Creating an outline to organize main ideas, reasons, details, etc.

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The Importance of Revision

"From an instructional perspective, revision is important for two reasons. First … revising is an important aspect of the composing process that is used extensively by proficient writers. When writers revise, they have an opportunity to think about whether their text communicates effectively to an audience, to improve the quality of their prose, and even to reconsider their content and perspective, and potentially, to transform their own understanding."

— MacArthur, 2013, pp. 216–217

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The Importance of Revision (cont.)

"Second … revising provides an opportunity for teachers to guide students in learning about the characteristics of effective writing in ways that will not only improve the current piece, but that will also carry over to future writing. In learning to revise, students get feedback from readers on their work, learn to evaluate their writing, and discover new ways to solve common writing problems. Thus, revising is a way to learn about the craft of writing."

— MacArthur, 2013, p. 217

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Teaching Revising

- Set clear, meaningful goals for writing.
- Ensure students receive feedback on their writing from you and their peers.
- Teach how to use specific criteria to evaluate writing and how to revise based on those criteria.
- Integrate instruction in critical reading with evaluation and revision instruction.
- Allow students to word process their writing when possible.
- Explicitly teach specific revision strategies.

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Editing and Publishing

Editing

Checking and correcting elements such as the following:

- **C**apitalization
- **U**sage (e.g., subject-verb agreement)
- **P**unctuation
- **S**pelling

Publishing

Sharing student work through methods such as the following:

- Posting in a classroom, hallway, etc.
- Posting on a website, in a newsletter, or other publication
- Giving to a family member, peer, community member, etc.

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Explicit Instruction in the Writing Process: Gradual-Release Model

"I do"

- Read model texts aloud to model specific writing components.
- Use "think-alouds" and "write-alouds" to show students the writing process.

"We do"

- Use shared writing activities in which students work with you and one another.
- Support young writers through a gradual-release model of instruction.

"You do"

Have students try out what they have learned.

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"I Do" Teacher Modeling

- Reading model texts
- Modeling thinking processes, planning and organizing strategies, etc.
- Showing students where you struggle and how you solve problems
- Modeling not only the cognitive processes necessary to writing effectively, but also the motivational and emotional processes

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“We Do” Guided Practice

- Shared writing
- Interactive writing
- Writing aloud

Activity: Zach’s Story

- What does his story tell you about the “We do” process?
- What can you learn from Zach’s story to support such students?

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The Writing Process: Instructional Tools

- Model texts
- Anchor charts
- Writer's notebooks
- Collaborative books

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Model Texts

Books, essays, poems, letters, newspaper articles, and other texts used to teach specific aspects of writer's craft

As you read a model text, do the following:

- Reveal your thinking related to the writer's craft.
- Explicitly model how to notice what authors do and how they do it.
- Model and have students practice imitating what an author does well.

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Using Model Texts

Read the text aloud to students before using it in a lesson.

Then, use a small section of text to model and focus on an element such as the following:

- A writing genre (e.g., poetry) or purpose (e.g., to describe)
- A particular aspect of a writer's craft (e.g., effective word choice, organization)
- The use of a specific strategy

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Using Model Texts: Example

The important thing
about a spoon is
that you eat with it.
It's like a little shovel,
You hold it in your hand,
You can put it in your mouth,
It isn't flat,
It's hollow,
And it spoons things up.
But the important thing
about a spoon is
that you eat with it.

— Brown, 1990

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Anchor Charts

Class-, teacher-, or student-created graphic organizers, charts, word lists, etc., that support a specific aspect of writing

Benefits

- Create a visible trail of shared thinking
- Assist students in recalling key information and/or concepts
- Serve as teaching and learning tools
- Can be posted on walls and in writer's notebooks

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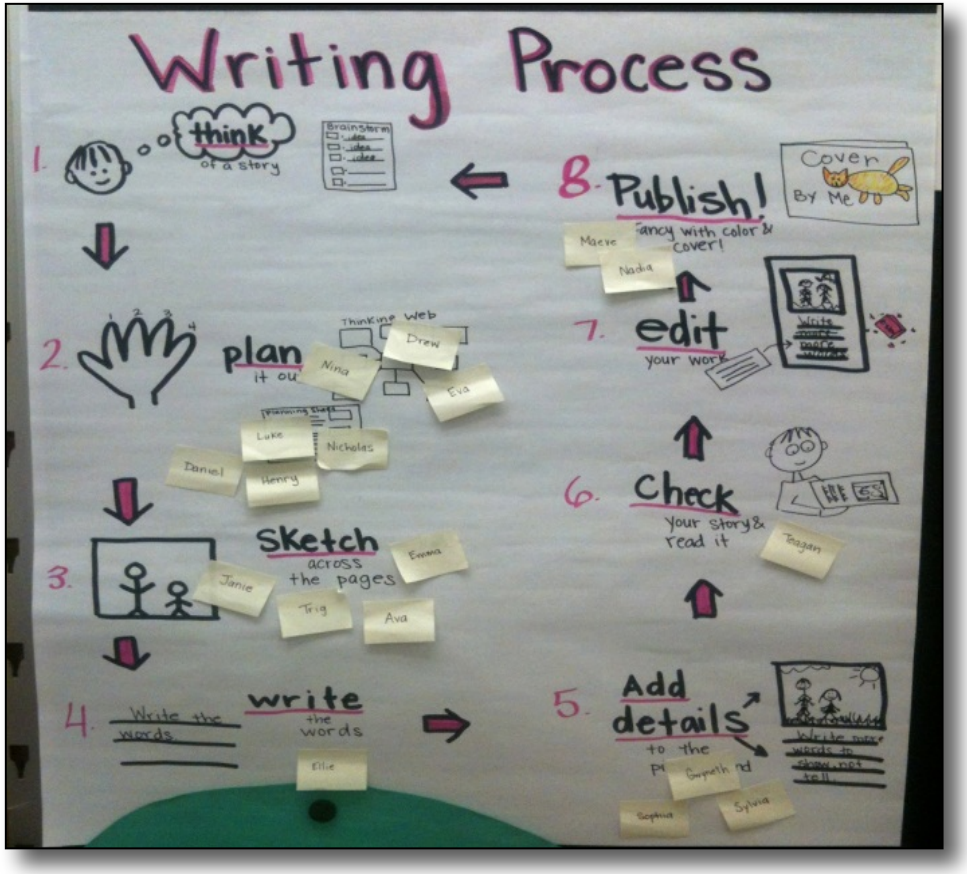
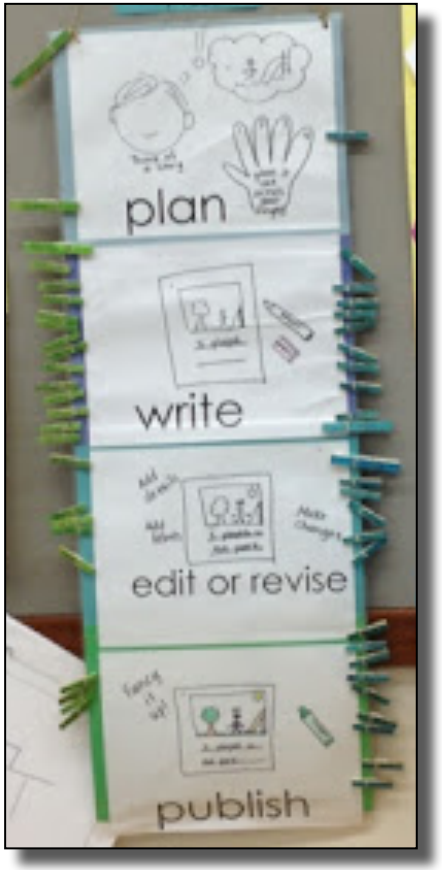
Anchor Chart Examples





The Writing Process

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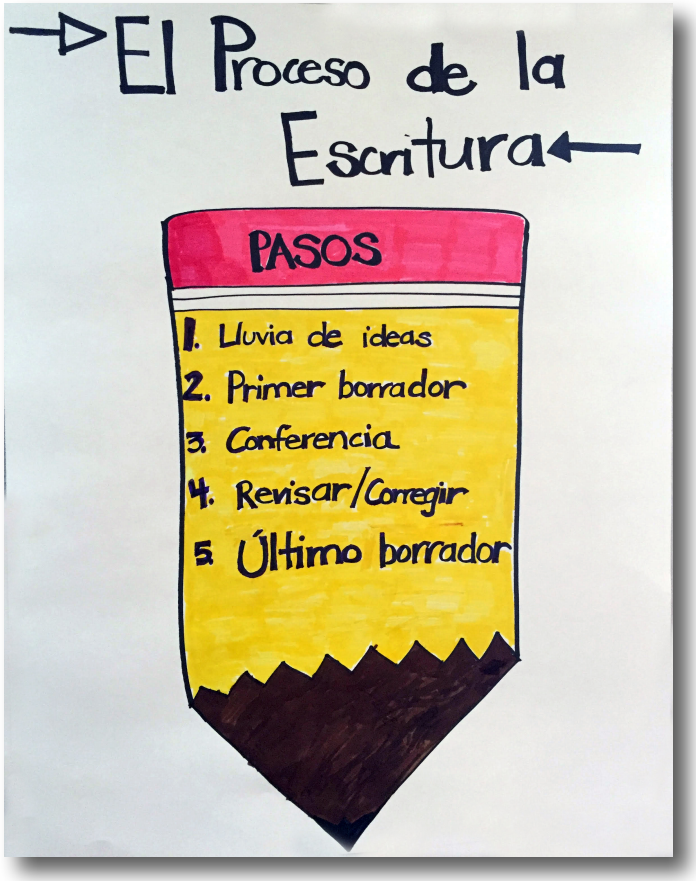
Anchor Chart Examples (cont.)



El proceso de la escritura

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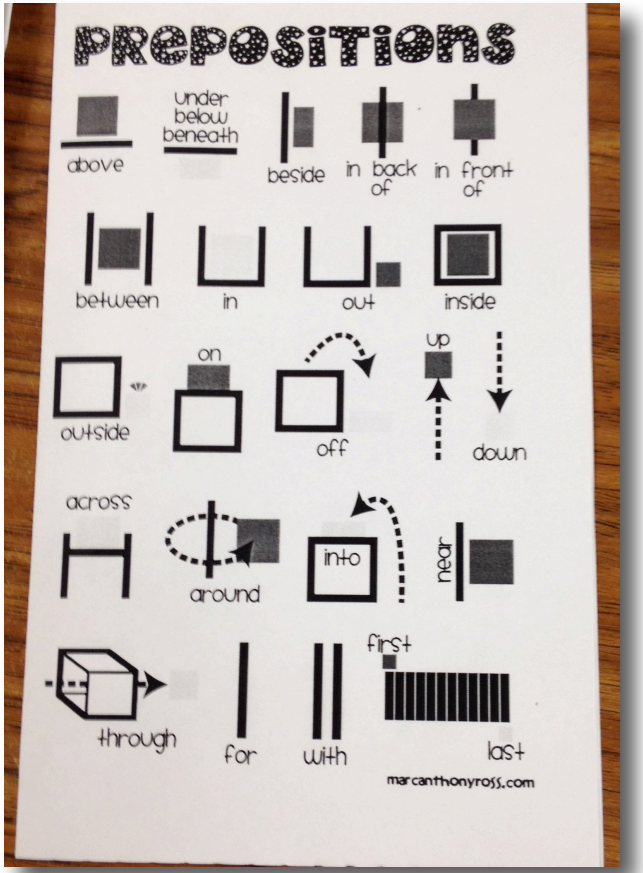
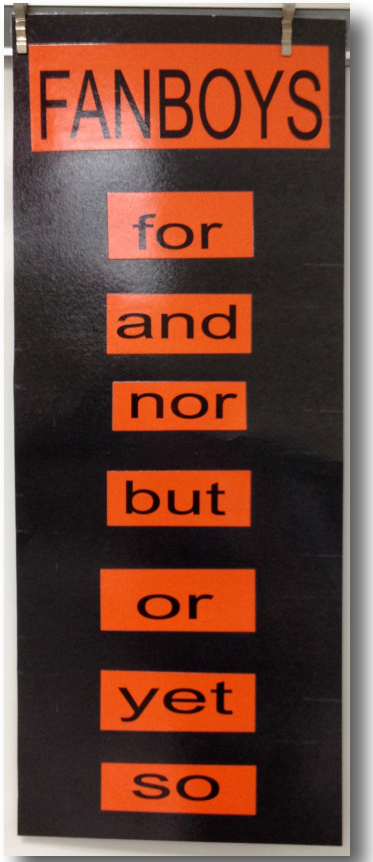
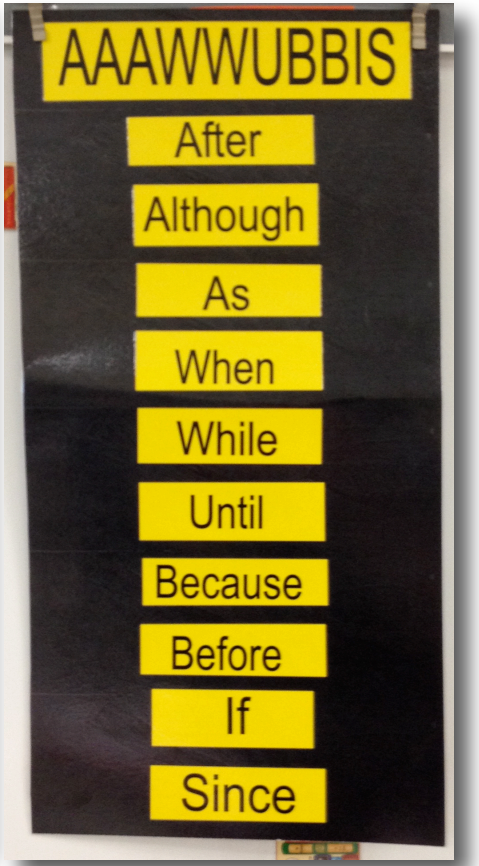
Anchor Chart Examples (cont.)



Prepositions





Connectives

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Anchor Chart Examples (cont.)

Palabras para organizar la escritura

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Anchor Chart Examples (cont.)

More Precise Word Choice

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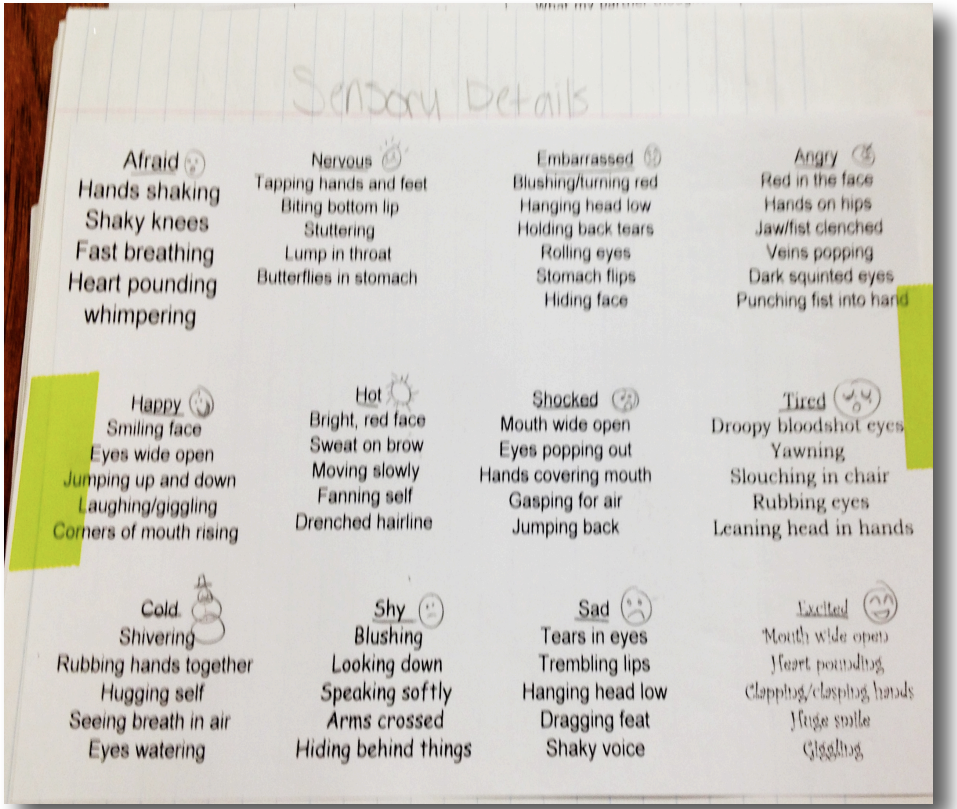
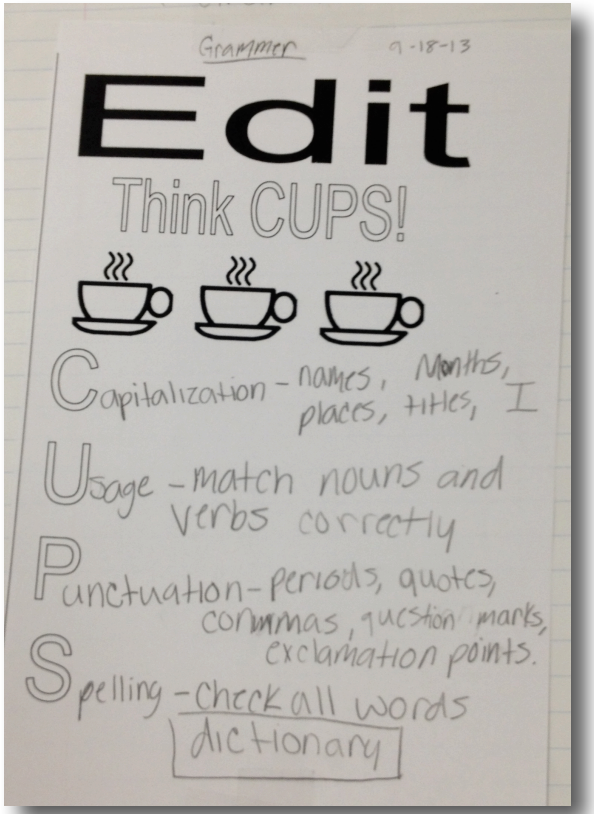
Anchor Chart Examples (cont.)





Revising and Editing Tools

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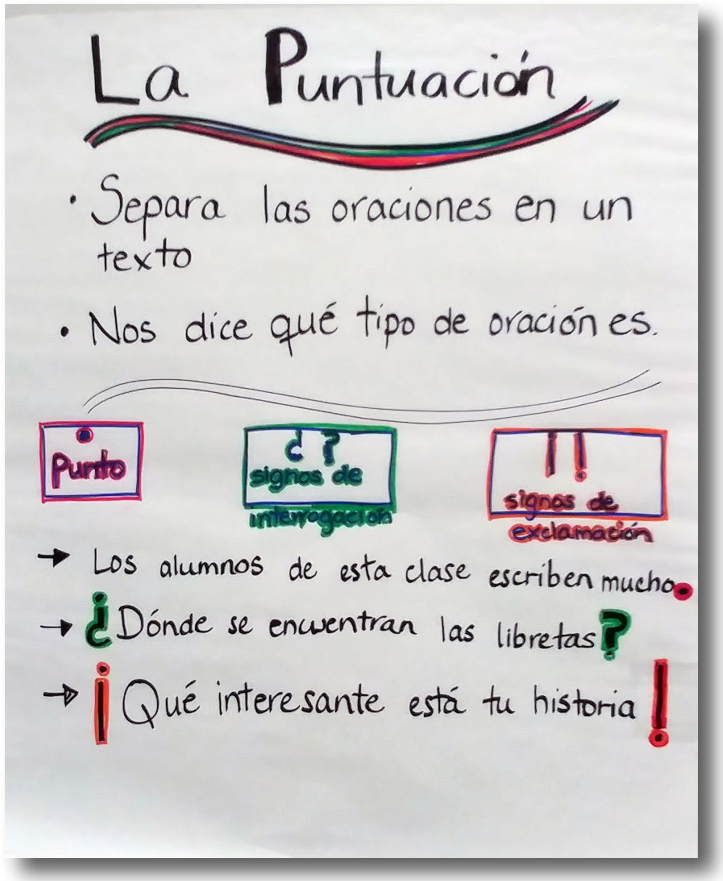
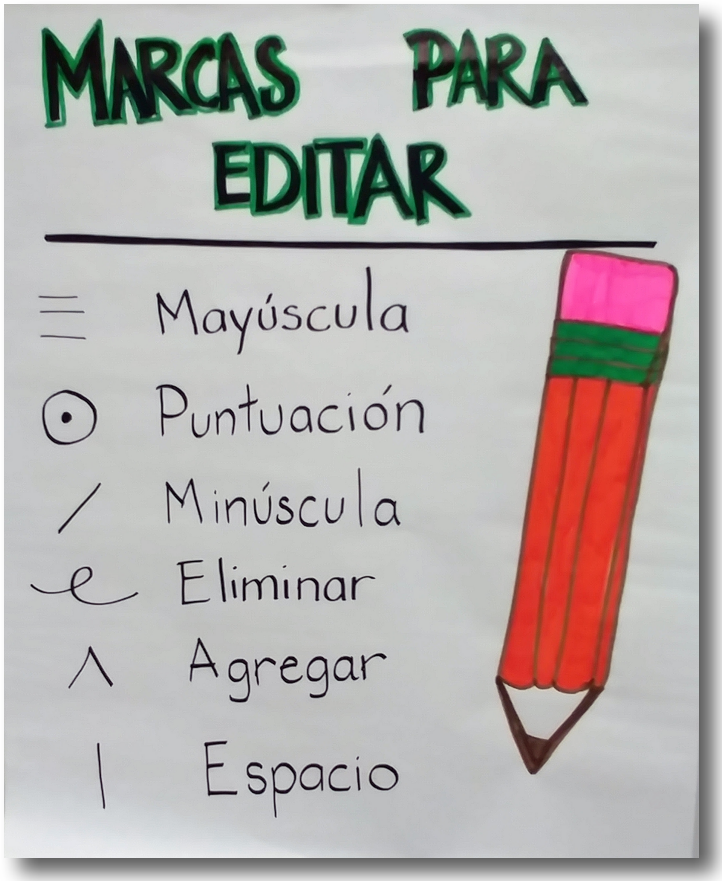
Anchor Chart Examples (cont.)





Herramientas para revisar y editar

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Writer's Notebook

Journal with stored information and ideas—such as anchor charts, prewriting and planning notes, drafts, and revising and editing tools—that students use to experiment with drafting and revision

Sections

Writer's notebooks are usually divided into separate sections, which may include the following:

- Prewriting and planning area
- Drafting section
- Collection of revision and editing tools

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Collaborative Books

Student-created books kept in a classroom library in which individual students or groups of students create one or more pages to add to the book

Examples

- Pattern or ABC books
- Poetry anthologies
- Class-created stories
- Informational books that focus on a theme or topic

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Writing for a Variety of Purposes and Audiences

- Model how purpose and audience influence planning strategies.
- Help students generate topics of interest based on the genre.
- Help students identify a purpose and match it to form and audience.

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Sample Mini-Lesson for Teaching Purpose and Audience

Lost Dogs

- 5 and 4 years old
- Great Dane mix and pit bull mix
- Blue collars
- Scared of lightning storms
- Like children
- Last seen in back yard at 10 N. Main St.
- Have tags labeled “Loki” and “Torchy”
- Wag their tails a lot
- Love to cuddle
- Lost in Decatur, TX
- Love to jump in cars with people
- Were rescued when they were each a puppy

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Sample Mini-Lesson for Teaching Purpose and Audience (cont.)

Zach and Alex's Lost Dogs

Blue collars

Names: Loki and Torchy

Last seen:

10 N. Main St., Decatur, TX

Like children

REWARD

Please call 512-555-1234.

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Narrative Writing

Fictional Stories

- In second grade, students are expected to include a beginning, middle, and end.
- In third grade, students are expected to include detailed characters, a setting, and a plot with a climax.

Personal Narratives

- Students must reflect on important personal experiences and show why they are meaningful.
- This type of writing is not addressed in the TEKS until third grade but can be prepared for in second grade by students keeping journals, drawing pictures or cartoons of experiences, and beginning to write short pieces.

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Poetry Writing

- Start with easier poems, including color poems and acrostics.
- Write poems based on the number of syllables or words like cinquain poems and haikus.
- Create poems related to specific themes.
- Write both nonrhyming (free verse) and rhyming poetry with students.
- Use various models, such as Dr. Seuss, Jack Prelutsky, Shel Silverstein, Nikki Giovanni, and Gary Soto.

Helpful Websites

- www.childrenspoetryarchive.org
- www.poetry4kids.com
- www.readwritethink.org
- www.poetryfoundation.org

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Informational Writing

Expository Essays

- In second grade, students are expected to write about a topic of interest.
- In third grade, students are expected to include a central idea, or thesis, that controls the paper. Explanations, details, and examples tie directly to the thesis.

Literary Responses

- In second grade, students are expected to write “brief comments” on various texts.
- In third grade, students are expected to show an understanding of the text.
- In fourth grade, students are expected to provide text evidence.

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Informational Writing (cont.)

How-To Texts

- How-to texts are addressed in the Reading TEKS but not directly discussed in the Writing TEKS.
- These texts can include materials lists, step-by-step directions, and graphic elements.

Letters

- In second grade, students are expected to sequence ideas in a logical order.
- In third grade, students are expected to tailor their writing to the purpose and audience.
- This type of writing requires the use of appropriate conventions.

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Persuasive Writing

- In second grade, students are expected to create persuasive statements about issues important to them.
- In third grade, students are expected to establish a position and use details to support it.
- This type of writing must be created with a specific audience in mind.

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Research Report Writing

Planning

- Deciding on a topic and creating questions
- Identifying sources to answer the questions

Gathering Sources

- Obtaining and recording information from various sources
- Using text features to identify information

Synthesizing and Organizing Information

- Adjusting the topic based on information
- Creating a visual display or dramatization

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Creating a Writing Community

- Weave writing into lessons throughout the day and across content areas.
- Show students the importance of writing in your daily life.
- Make mistakes in front of your students and show them how you learn from mistakes.
- Give students writing choices.
- Celebrate and share student successes by publishing their writing.

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Scaffolding Writing

- Scaffold writing instruction to meet each student's needs during small-group instruction.
- Extensive writing scaffolding may include more modeling ("I do"), more guided practice ("We do"), a different type of graphic organizer, or a sentence or writing frame.

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Systematic Writing Instruction

- Allocate at least one hour a day to developing student writing.
- Explicitly teach handwriting, spelling, and syntax skills.
- Explicitly teach the writing process through the “I do,” “We do,” “You do” framework.
- Model and have students practice writing strategies for different purposes and audiences.
- Create a writing community in your classroom.

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Consider Diversity: English Language Learners

- Consider English language development and native language writing skills to tailor writing instruction.
- Create a safe environment where writing risks are supported.
- Pair ELLs purposefully when engaging in writing activities.
- Provide explicit writing and spelling instruction and numerous model texts.
- Focus on the unique writing and print conventions of English.
- Ensure that ELLs have authentic opportunities to engage in meaningful writing activities.

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Assessing Writing

"Teachers should analyze rather than criticize … Error marks the place where education begins."

— Rose, 1989, p. 189

- Collect students' written work across the year.
- Examine student writing for strengths and needs to design targeted instruction.
- Use response guides, checklists, rubrics, and anecdotal notes to assess students' writing.
- Conference with students regularly to discuss specific writing elements and skills.

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Conferencing With Students

- Meet with a few students each day.
- Keep conferences short (e.g., two to three minutes).
- Make eye contact with the writer.
- Have the student read his or her writing aloud.
- Ask questions to clarify and extend the writing.
- Provide plenty of support and encouragement.
- Emphasize strategies and skills the student is ready to use.

The Big Picture

- Establish a comfortable environment for sharing.
- Build trust by being a good listener.
- Show a genuine interest in each student's writing.

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Remember

"In our increasingly technology-mediated society, we can no longer afford to consider writing a skill for the privileged few. Writing is one of the primary ways that we persuade and inform, both socially and professionally … The ability to communicate through [various] media has become a gatekeeper for full participation in economic and social life."

— Graham, 2013, p. 3

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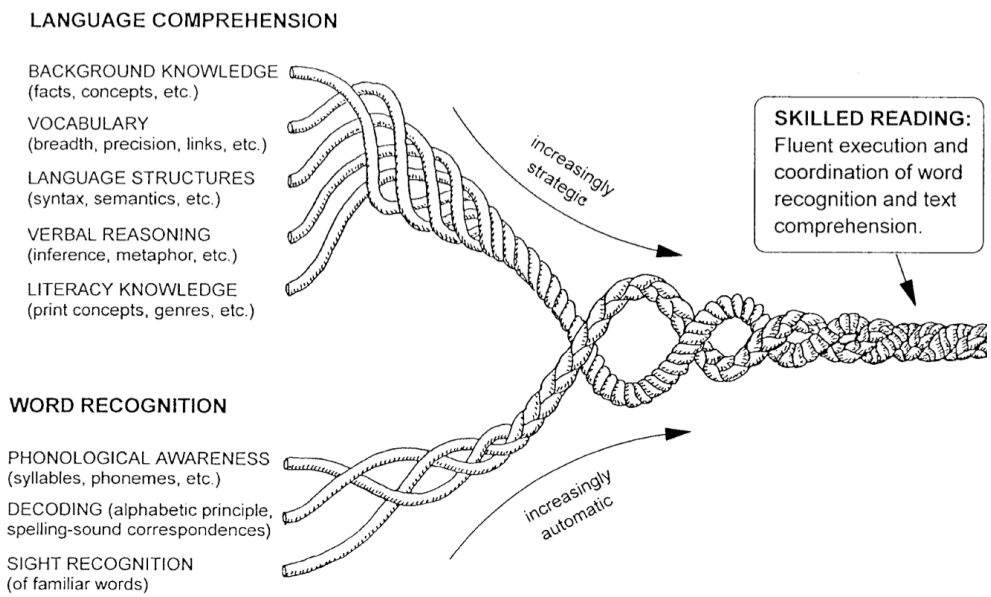
The Reading Rope

How do these instructional practices benefit English language learners, struggling students, and gifted students?



Scarborough, 2001

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My Synthesis and Summary

Three to four **example activities and lessons** you want to use

Three to four **workstation ideas**

Writing

Two to three ideas you want to use with **struggling learners**

At least one scaffold you will provide to **English language learners** who need it