



GRADES 4 & 5

READING TO LEARN

ACADEMIES

GRADE 5

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.

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 fifth grade.

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.



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

Allocating Daily Time to Writing



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

Allocating Daily Time to Writing



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

A minimum of one hour

Writing Across the Curriculum



- Every classroom can use writing as part of instruction.
- The opportunity to write in every class develops effective writers.
- Integration of writing in areas like math, science, and social studies helps students to clarify their thinking and facilitates content learning.
- This integration also promotes student participation and engagement.

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

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.

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

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 stories because
← I love horror. I like that
you're 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
children's ^{books} for 30 years. I really want to read The

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

Supporting Students Struggling With Handwriting



1. Show students how to hold a pencil.
2. Model efficient and legible letter formation.
3. Provide multiple opportunities for students to practice effective letter formation.
4. Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.
5. Have students practice writing letters from memory.
6. Provide handwriting fluency practice to build students' automaticity.
7. Practice handwriting in short sessions.

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?

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**.

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

Examining Model Sentences



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

— Kinney, 2007

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

Manipulating a Model Sentence



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

Manipulating a Model Sentence



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

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

Manipulating a Model Sentence



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

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

Mrs. Craig came around the corner and caught us red-handed.

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?

Playing With Sentence Anagrams (cont.)



Bandit hated the cold wind and rain. During a thunderstorm, he jumped the fence and took off.

for

and

nor

but

or

yet

so

I want to combine these sentences to make a compound sentence.

- Which coordinating conjunction should I use to combine these sentences?
- What relationship does it show between the ideas in my two sentences?
- Is there a different conjunction I could use instead?

Playing With Sentence Anagrams (cont.)



for

and

nor

but

or

yet

so

Playing With Sentence Anagrams (cont.)



for

and

nor

but

or

yet

so

- **To simply connect ideas:**

Bandit hated the cold wind and rain, **and** during a thunderstorm, he jumped the fence and took off.

Playing With Sentence Anagrams (cont.)



for

and

nor

but

or

yet

so

- **To simply connect ideas:**

Bandit hated the cold wind and rain, **and** during a thunderstorm, he jumped the fence and took off.

- **To show cause and effect:**

Bandit hated the cold wind and rain, **so** during a thunderstorm, he jumped the fence and took off.

Playing With Sentence Anagrams (cont.)



for

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- **To simply connect ideas:**

Bandit hated the cold wind and rain, **and** during a thunderstorm, he jumped the fence and took off.

- **To show cause and effect:**

Bandit hated the cold wind and rain, **so** during a thunderstorm, he jumped the fence and took off.

- **To show conflict:**

Bandit hated the cold wind and rain, **yet** during a thunderstorm, he jumped the fence and took off.

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

Did what?
How...?
When...?
Where...?
Why...?

Subject Questions

Who or what?
Which...?
What kind of...?

Teaching the Writing Process



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



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.

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.

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.

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.

“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

“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?
- Have you had a student who refused to write? Why do you think that student refused to write?
- What can you learn from Zach’s story to support such students?

The Writing Process: Instructional Tools

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

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.

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

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

Anchor Charts

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

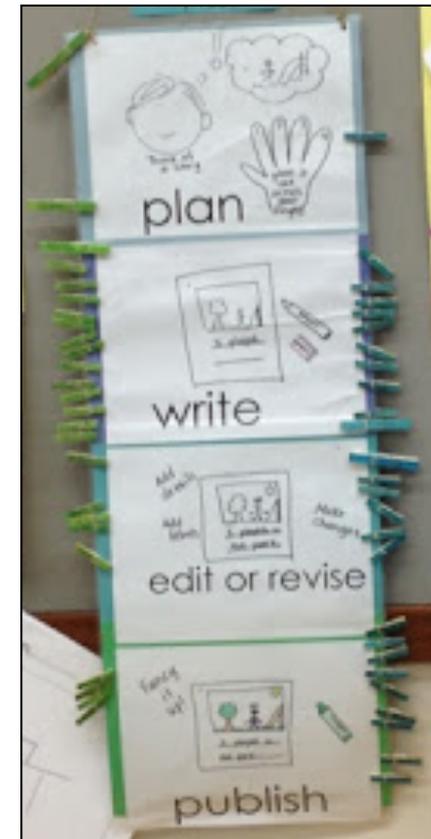
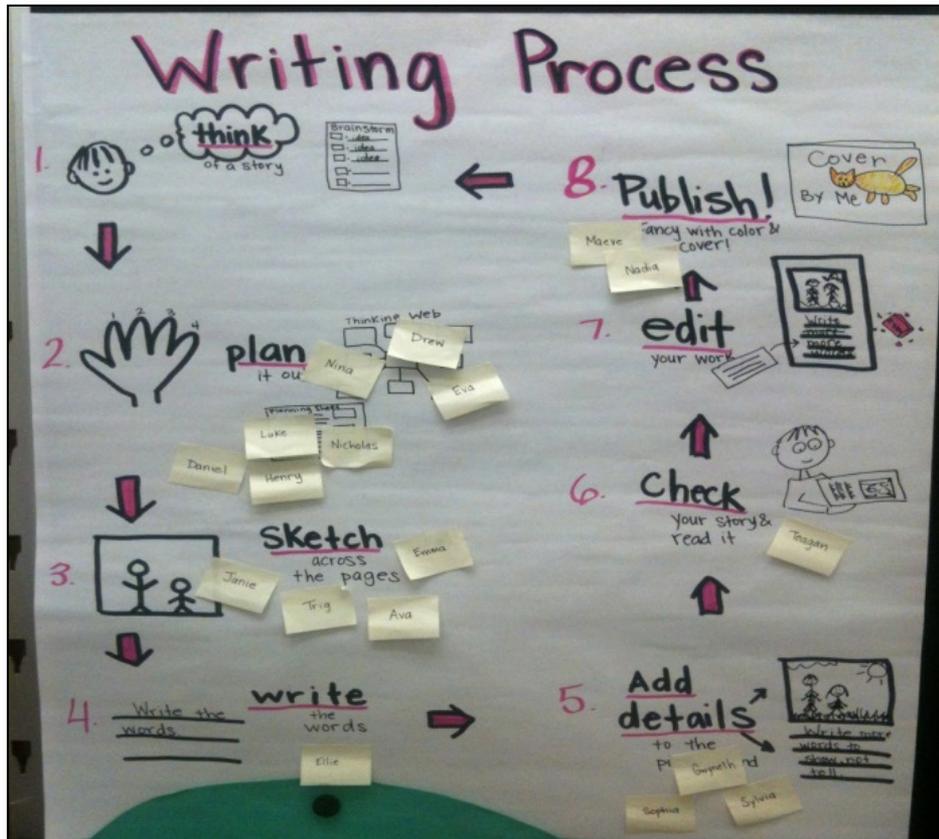
Benefits

- 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

Anchor Chart Examples

- Lists of the writing process steps
- Prewriting and planning graphic organizers
- Text structure graphic organizers
- Revising and editing checklists
- Word walls:
 - Vocabulary and high-frequency words
 - Transition words
 - Top 10 word list
 - Descriptive words or phrases
 - Strong (action) verbs

Anchor Chart Examples (cont.)



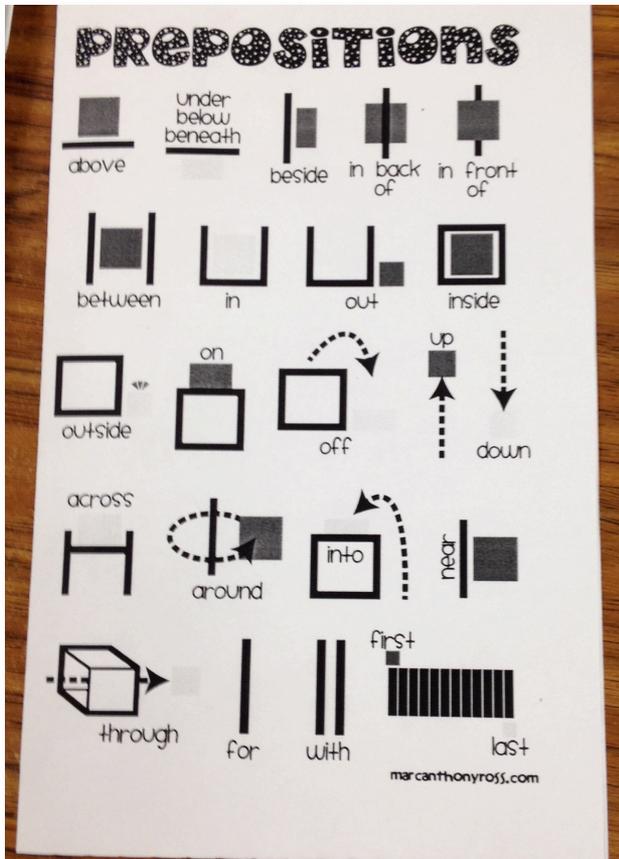
The Writing Process

Anchor Chart Examples (cont.)

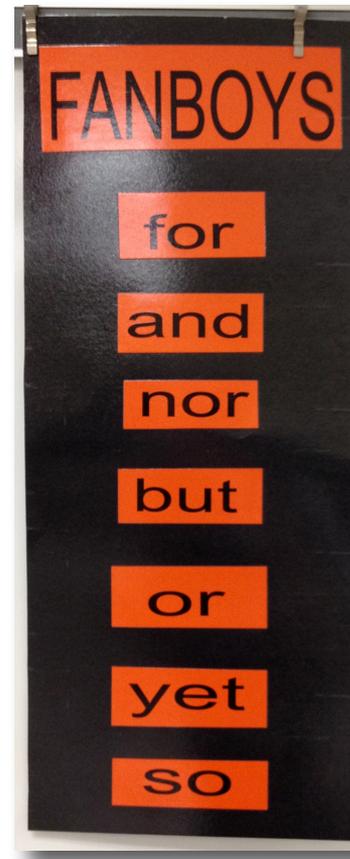


El proceso de la escritura

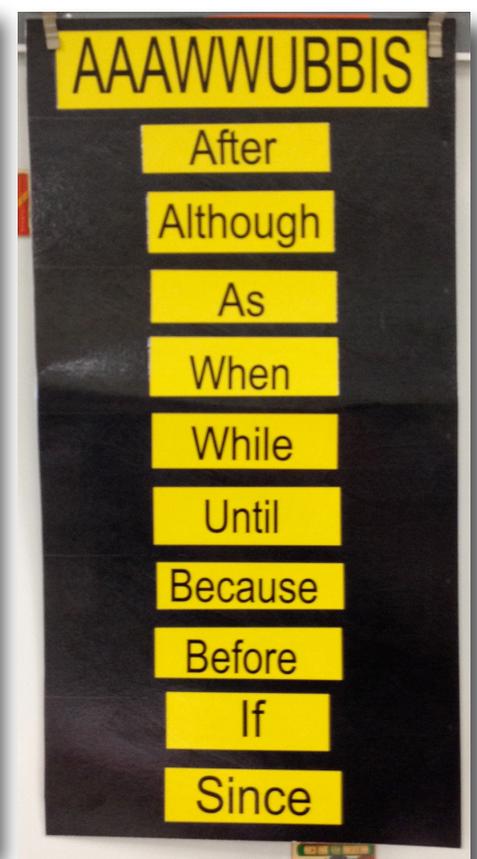
Anchor Chart Examples (cont.)



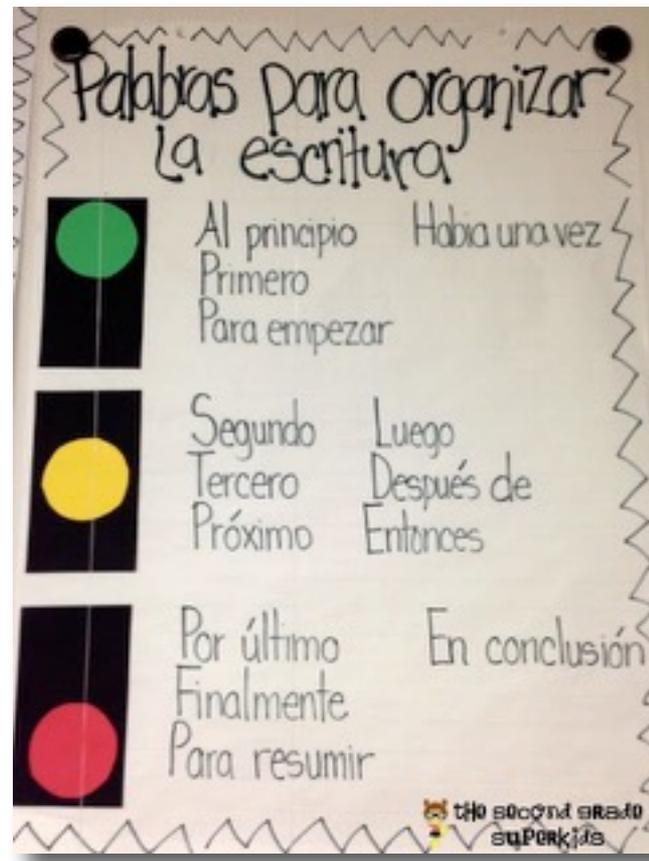
Prepositions



Connectives



Anchor Chart Examples (cont.)



Palabras para organizar la escritura

Anchor Chart Examples (cont.)



More Precise Word Choice

Anchor Chart Examples (cont.)



Sensory Details

Afraid 😨 Hands shaking Shaky knees Fast breathing Heart pounding whimpering	Nervous 😰 Tapping hands and feet Biting bottom lip Stuttering Lump in throat Butterflies in stomach	Embarrassed 😳 Blushing/turning red Hanging head low Holding back tears Rolling eyes Stomach flips Hiding face	Angry 😡 Red in the face Hands on hips Jaw/fist clenched Veins popping Dark squinted eyes Punching fist into hand
Happy 😊 Smiling face Eyes wide open Jumping up and down Laughing/giggling Corners of mouth rising	Hot ☀️ Bright, red face Sweat on brow Moving slowly Fanning self Drenched hairline	Shocked 😱 Mouth wide open Eyes popping out Hands covering mouth Gasping for air Jumping back	Tired 😴 Droopy bloodshot eyes Yawning Slouching in chair Rubbing eyes Leaning head in hands
Cold 🤧 Shivering Rubbing hands together Hugging self Seeing breath in air Eyes watering	Shy 😳 Blushing Looking down Speaking softly Arms crossed Hiding behind things	Sad 😞 Tears in eyes Trembling lips Hanging head low Dragging feet Shaky voice	Excited 😄 Mouth wide open Heart pounding Clapping/clasping hands Big smile Giggling

Grammar 9-18-13

Edit

Think CUPS!

☕ ☕ ☕

Capitalization - names, months, places, titles, I

Usage - match nouns and verbs correctly

Punctuation - periods, quotes, commas, question marks, exclamation points.

Spelling - check all words
dictionary

Revising and Editing Tools

Anchor Chart Examples (cont.)

La Puntuación

- Separa las oraciones en un texto
- Nos dice qué tipo de oración es.

Punto **¿ ?** signos de interrogación **!!** signos de exclamación

→ Los alumnos de esta clase escriben mucho.

→ ¿Dónde se encuentran las libretas?

→ ¡Qué interesante está tu historia!

MARCAS PARA EDITAR

- ≡ Mayúscula
- ⊙ Puntuación
- / Minúscula
- e Eliminar
- ^ Agregar
- | Espacio



Herramientas para revisar y editar

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

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

Technology Tools

“Technology integration is only as effective as the lesson constructed by the teacher.”

— Karchmer-Klein, 2013, p. 329

- Identify content, processes, or skills to be mastered.
- Plan specific learning goals.
- Make instructional decisions based on these goals, such as grouping formats to use (partners, small groups, or the whole group).
- Decide whether a technology tool will support student learning based on the specific content and goals.

Writing for a Variety of Purposes and Audiences



- Model planning strategies.
- Help students generate topics of interest.
- Help students identify a purpose and match it to form and audience.
- Allow students to choose writing topics.
- Help students decide what to share and/or publish.
- Let students decide how to publish their writing.

Narrative Writing



Fictional Stories

In fifth grade, students are expected to be able to do the following:

- Write stories that include detailed characters and a plot with a climax and that have a clearly defined focus and point of view
- Create a specific, believable setting by using sensory details and use dialogue to develop the story

Personal Narratives

Students are expected to write personal narratives that convey thoughts and feelings about an experience.

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

Informational Writing



Expository Essays

In fifth grade, students are expected to be able to do the following:

- Write essays that include a central idea, or thesis, that is supported by key ideas and evidence
- Create effective introductions and conclusions
- Organize the facts, details, and examples in their essays in an appropriate structure with transitions linking paragraphs

Literary Responses

In fifth grade, students are expected to write responses to literary or expository texts. These responses must provide text evidence that demonstrates an understanding of what was read.

Informational Writing (cont.)

Letters

- In fifth grade, students are expected to write formal and informal letters that convey ideas, include important information, and demonstrate a sense of closure.
- This type of writing requires the use of appropriate conventions.

Persuasive Writing



- In fifth grade, students are expected to establish a position.
- In their essays, students should include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
- This type of writing must be created with a specific audience in mind.

Research Report Writing

Planning

- Brainstorming and consulting with others
- Deciding on a topic and formulating open-ended questions to address the topic

Gathering Sources

- Following a plan to collect information from sources
- Differentiating between primary and secondary sources
- Recording data using technology and changing visual information into written notes
- Identifying sources and recording bibliographic information
- Differentiating between paraphrasing and plagiarizing

Research Report Writing (cont.)

Synthesizing and Organizing Information

- Revising research question when necessary
- Evaluating sources' relevance, validity, and reliability
- Compiling information from multiple sources, including quotations, to develop a topic sentence, summarize findings, and use evidence to support conclusions
- Presenting findings

Creating a Writing Community

- Read model texts to hook students into listening for what effective writers do.
- Write in front of your students and share your writing.
- Weave writing into lessons throughout the day and across content areas.
- Encourage students to collaborate with one another as writers.
- Show students the importance of writing in your daily life.

Creating a Writing Community (cont.)

- In addition to modeling thinking within the writing process, model motivational aspects of writing.
- Make mistakes in front of your students and show them how you learn from mistakes.
- Give students writing choices.
- Celebrate and share student successes.
- Provide positive feedback in one-on-one conferences with students.
- Publish students' writing both in your class and in the wider community.

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.



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.

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.

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.

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.

Remember

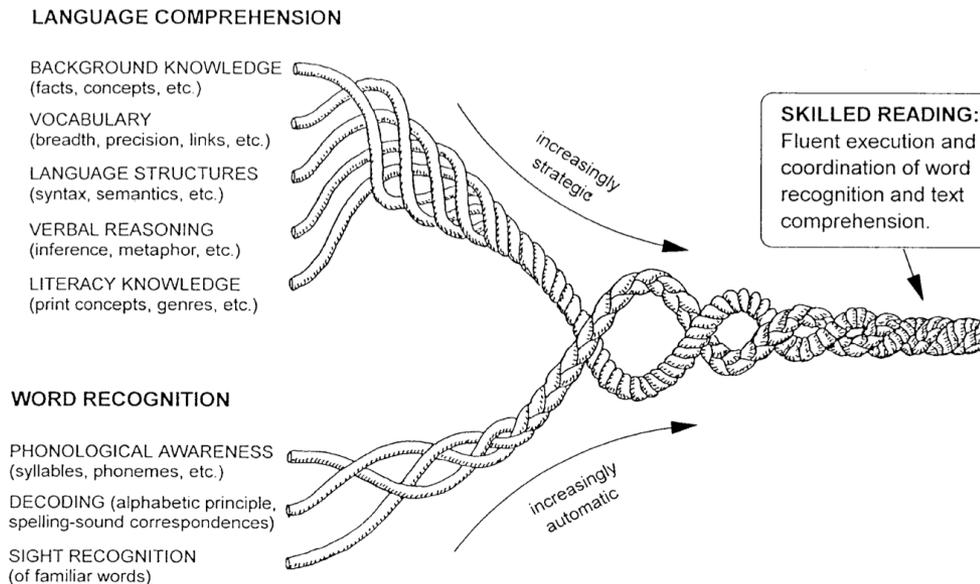
“In our increasingly technology-mediated society, we can no longer afford to consider writing a skill for the privileged few. Writing is one of the primary ways that we persuade and inform, both socially and professionally ... The ability to communicate through [various] media has become a gatekeeper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

— Graham, 2013, p. 3

The Reading Rope



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



Scarborough, 2001

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