

# Strategies for Building Proficient K–12 Writers

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Presented by



**Jenny W. Hamilton, M.Ed.**  
National Literacy Consultant

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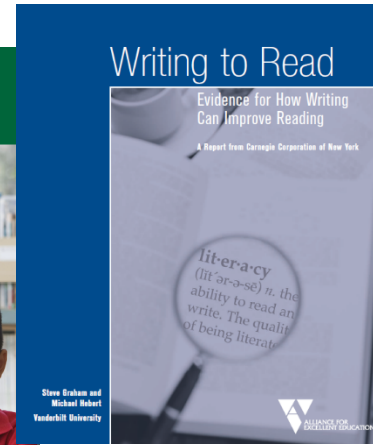
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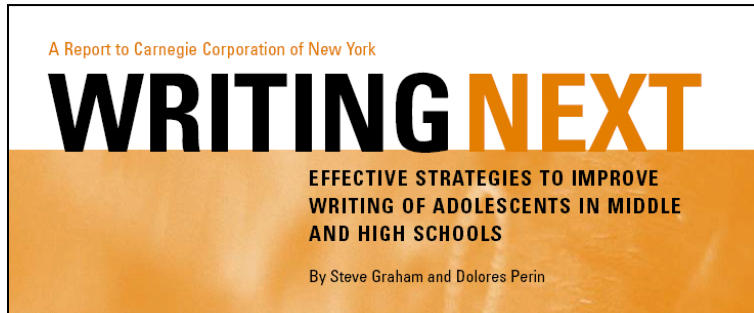
**Jenny W. Hamilton, M.Ed.**, has been a tireless advocate for students who struggle to achieve academic success. Her training and background in behavior management enables her to share practical solutions for classroom management issues. She also works with teachers to raise awareness about the emotional damage that accompanies academic failure. Jenny's depth of experience in teaching elementary, middle, and high school students lends authenticity to her delivery when she trains and coaches teachers. A deep interest in the research behind best practices and the science of learning allows her to share with teachers and administrators current and relevant data about how the brain works and what can be done to change the trajectory of struggling readers and writers. She is currently an independent consultant focusing on literacy.

# SPOTLIGHT ON RESEARCH

## What does research tell us about effective writing instruction and student outcomes?



## *SPOTLIGHT ON RESEARCH*



- **Evaluates research for effective writing instruction**
- **Identifies 11 strategies that improve writing of students in grades 4–12**

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# ***ELEVEN RESEARCH-DRIVEN STRATEGIES***

1. **Writing Strategies**
2. **Summarization**
3. **Collaborative Writing**
4. **Specific Product Goals**
5. **Word Processing**
6. **Sentence Combining**
7. **Prewriting**
8. **Inquiry Activities**
9. **Process Writing Approach (teach the writing process)**
10. **Study of Models**
11. **Writing for Content Learning**



## ***SPOTLIGHT ON RESEARCH***

### **Teaching Elementary School Students to Be Effective Writers**

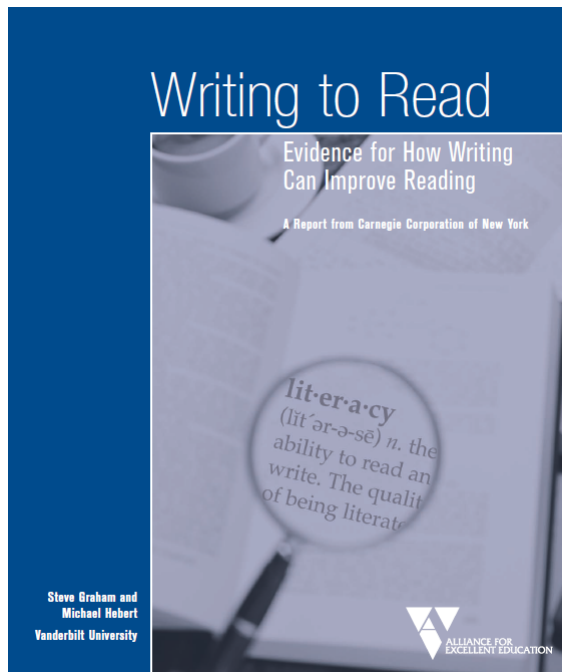


- **Evaluates research about effective writing instruction**
- **Identifies four research-driven instructional recommendations to improve elementary school students' writing**

## ***FOUR INSTRUCTIONAL RECOMMENDATIONS***

- 1. Provide daily time for students to write \***
- 2. Teach students to use the writing process for a variety of purposes \*\*\***
- 3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing \*\***
- 4. Create an engaged community of writers \***

## SPOTLIGHT ON RESEARCH



### Writing Practices That Enhance Students' Reading Skills

- Have students write about texts they read
- Teach students the writing skills and processes for creating text
- Increase how much students write.

## WHEN STUDENTS WRITE ABOUT WHAT THEY READ:

- **Knowledge deepens**
- **Reading comprehension improves**

## **TO WRITE ABOUT THE TEXTS BEING READ:**

- **Respond to a text in writing**
  - **Personal reactions**
  - **Analyze and interpret text**
- **Write summaries of text**
- **Write notes about a text**
- **Create and answer questions in writing**

## RESPONDING TO TEXT

- What are you thinking?
- Do you agree or disagree?
- Does this remind you of something that happened to you?
- Do you think this is important?
- What do you already know about this subject or topic?
- Does this remind you of something else you have read?
- Would you have done the same thing as the character in this situation?
- Why is the author giving us this detail?

# RESPONDING TO TEXT

- **Sticky notes**
- **One word or phrase vs. complete sentences**
- **Draw or sketch response**
- **Turn and talk**
- **Wipe off boards**
- **Summary sentences in reading journal**

# WRITING SUMMARIES: Summary Sentences

<b>I</b> <b>Identify the item</b>	<b>V</b> <b>Select a verb</b>	<b>F</b> <b>Finish the thought</b>
Chapter Five, "Computers," in my science book	explains	how a computer makes pictures on the screen
Chapter Five, "Computers," in my science book explains how a computer makes pictures on the screen.		
Emily Dickinson's poem, "I'm Nobody! Who Are You?"	compares	life in the public eye with life as an ordinary person
Emily Dickinson's poem, "I'm Nobody! Who Are You?," compares life in the public eye to life as an ordinary person.		



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Writing summaries	enhances	student learning

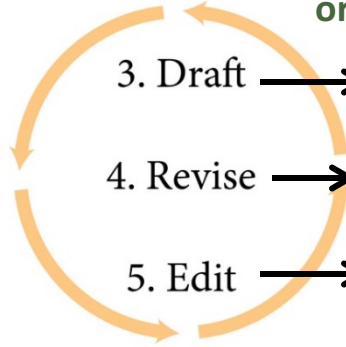
## **WHEN STUDENTS LEARN SKILLS AND PROCESSES TO CREATE TEXT:**

- **Reading comprehension improves**
- **Reading fluency improves**
- **Word reading skills improve**

## **TO LEARN THE SKILLS AND PROCESSES TO CREATE TEXTS:**

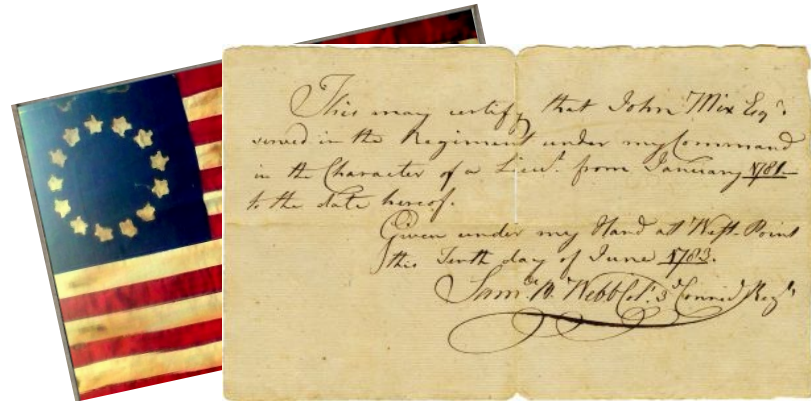
- **Employ the writing process**
- **Analyze text structures for writing**
- **Practice sentence and paragraph construction skills**
- **Focus on spelling skills**

## THE WRITING PROCESS

1. Prewrite → **Brainstorm, discuss, or research the topic**
  2. Plan → **Organize your thoughts and ideas—outline or set of sketches**
  3. Draft → **Write one draft**
  4. Revise → **Add, delete, or rearrange text to improve wording, organization and flow, interest, or level of detail**
  5. Edit → **Polish by fixing CUPS errors: Capitalization, Usage, Punctuation, and Spelling**
  6. Write final copy → **Create clean final copy—type or best handwriting**
  7. Proofread → **Correct minor errors, like typos  
Make corrections as needed**
  8. Share and/or publish → **Celebrate and share!**
- 

## PROMPT

Write a paragraph about two important documents in American history. Explain what each document accomplished or established.



# RESPONDING TO A PROMPT

## Questions for Analyzing the Prompt

- **What am I writing?**
- **What is the topic?**
- **What am I to do (verb)?**
- **How am I to develop my ideas?**

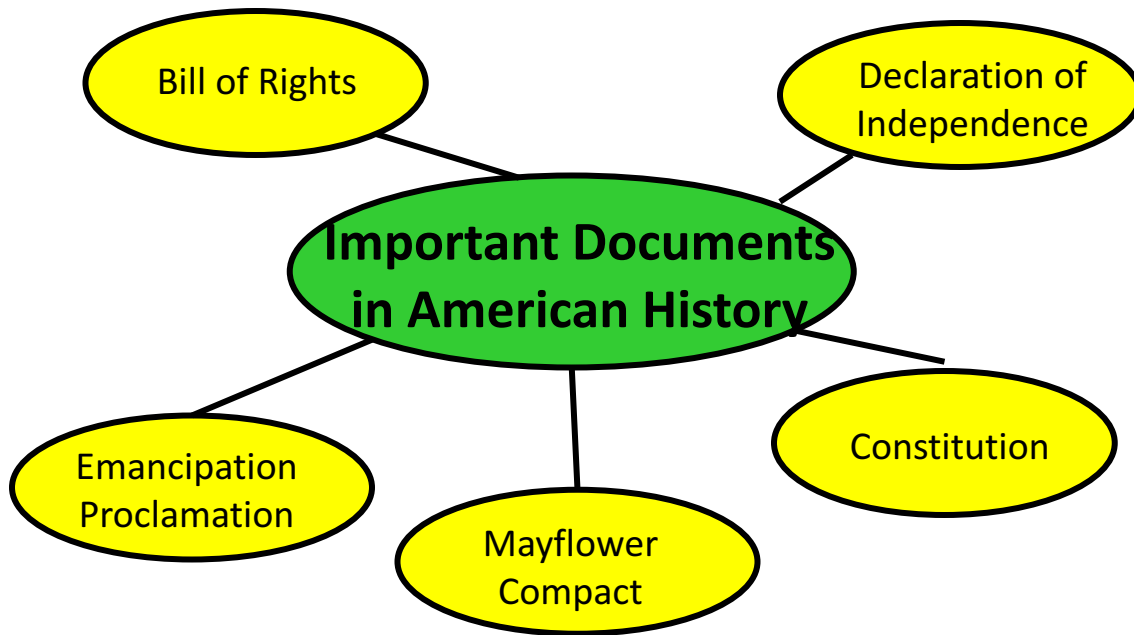
## RESPONDING TO A PROMPT

Write a paragraph about two important documents in American history. Explain what made each document important.

### Analyze the Prompt

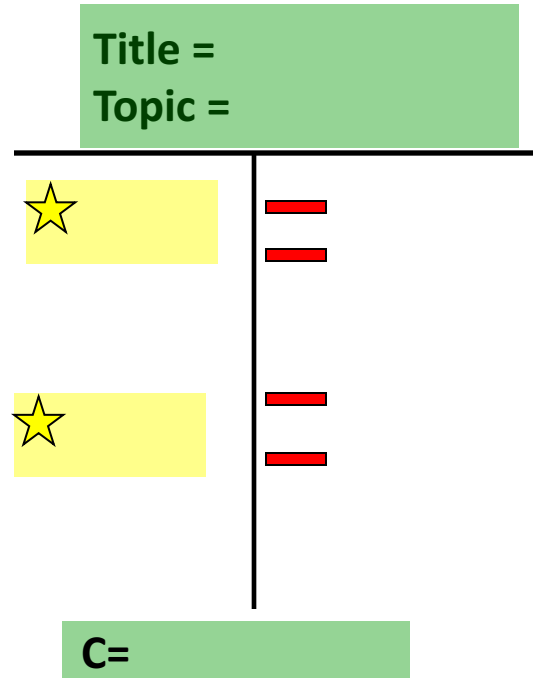
- **Underline words that show**
  - What they are writing
  - What the topic is
  - What they are to do
- **Circle how to develop the composition**

## THE WRITING PROCESS: PREWRITING





# THE WRITING PROCESS: PLAN



Title= Documents that Shaped America

T = Important Documents in American History

## PLAN



(One)

Bill of Rights

- Ensured individual freedoms
- Guarded against an overreaching government



(Another)

Emancipation Proclamation

- Abolished slavery
- Ensured the rights in the Constitution for everyone

C = important documents that protect freedoms

# ***SENTENCE STRUCTURES***

## **Topic Sentence Variety**

- **Action Verb**
- **Power (Number) Sentence**
- **When/Where + What's Happening**
- **And, But, Or, and So Statements**

<b>Action Verb Topic Sentence</b>	<b>Power(Number) Statements</b>
<p><b>Important historical documents cement the freedoms cherished in this country.</b></p>	<p><b>The Bill of Rights and the Emancipation Proclamation are two important documents in American history.</b></p>
<p><b>When/Where + What's Happening</b></p>	<p><b>And, But, Or, and So Statements</b></p>
<p><b>Throughout the history of this country, some documents have spoken more loudly than others about citizens' rights and freedoms.</b></p>	<p><b>The need to be free of tyrannical governments fostered the creation of America's democracy and important documents have been used to ensure and maintain this freedom.</b></p>

# ***SENTENCE STRUCTURES***

- **Use questions to expand sentences and vary syntax**
  - **Who/What?**
  - **Action?**
  - **How?**
  - **When?**
  - **Where?**

## Sentence Variety

who      how      action      what      when      where  
1. The Olympian proudly accepted the gold medal during the award ceremony in the arena.

where      when      who      how      action      what  
2. In the arena, during the award ceremony, the Olympian proudly accepted the gold medal.

when      who      how      action      what      where  
3. During the award ceremony, the Olympian proudly accepted the gold medal in the arena.

what      action      how      who      when      where  
4. The gold medal was accepted proudly by the Olympian during the award ceremony in the arena.

## Creating Sentence Variety

**Directions:** Write labels in the top row to show which sentence part (e.g., *who*, *action*, *what*, *when*, *where*, *how*) to use.

where	who	action	when

when	what	action	how	where

Where

Who

Action

How

What

When



## WHEN STUDENTS INCREASE HOW MUCH THEY WRITE:

- Reading comprehension improves

***How can you put this research to work in your classroom?***



## ***REFLECTION***

- **What was shared today that resonated with you?**
- **Write an IVF statement to summarize one key piece of learning**

<b>I</b> Identify the item	<b>V</b> Select a verb	<b>F</b> Finish the thought

## Question and Answer Session



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## Thank you to our presenter!



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