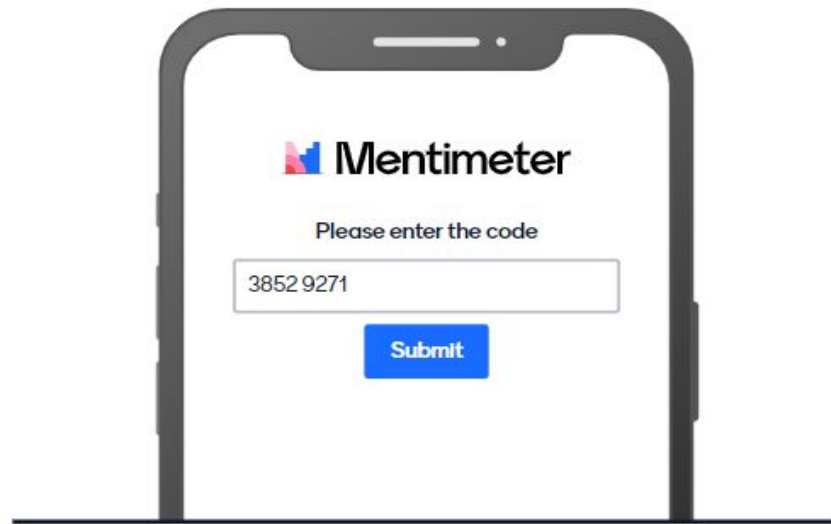


Writing Matters

Please complete the survey

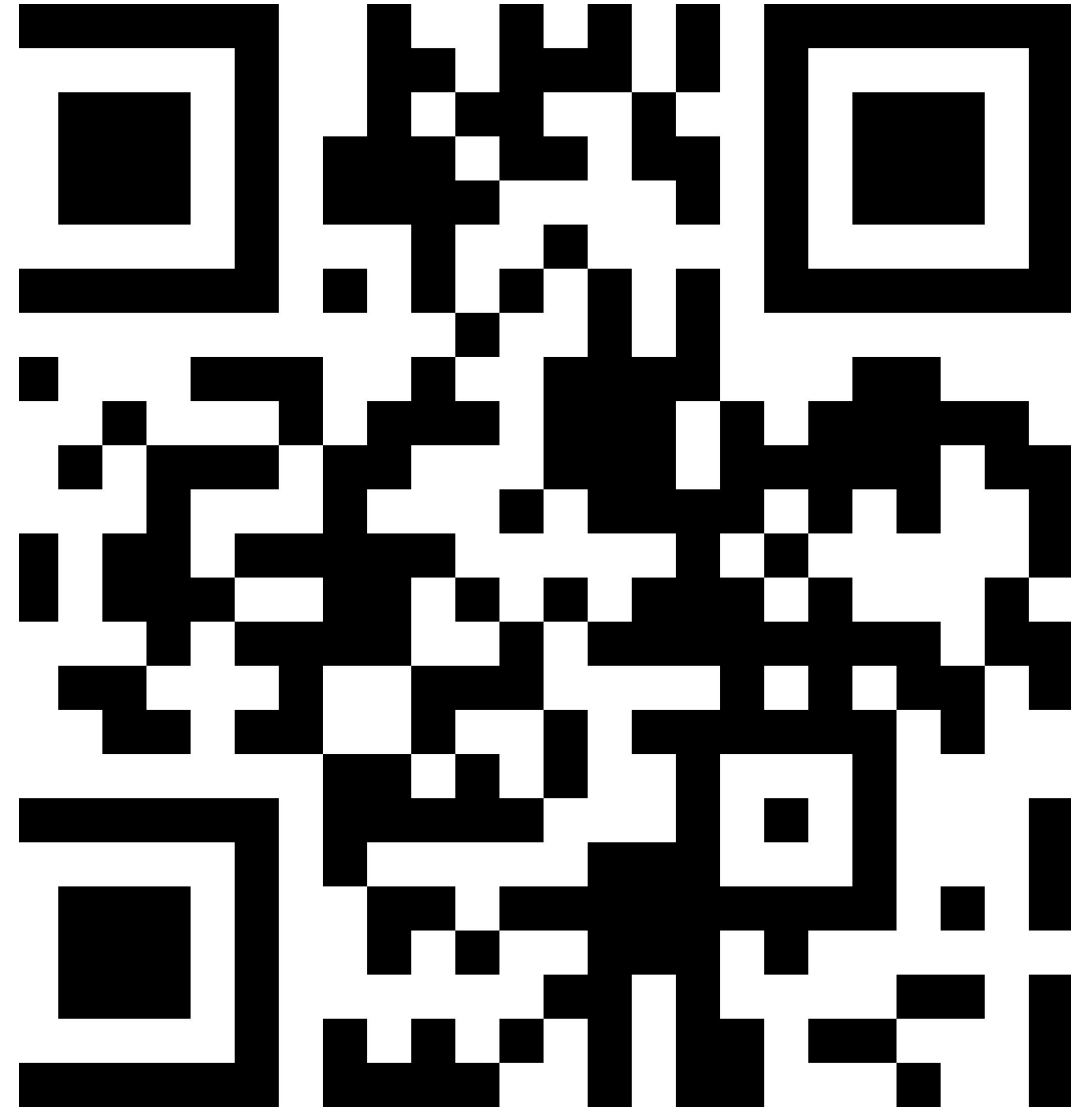
Go to

www.menti.com



Enter the code

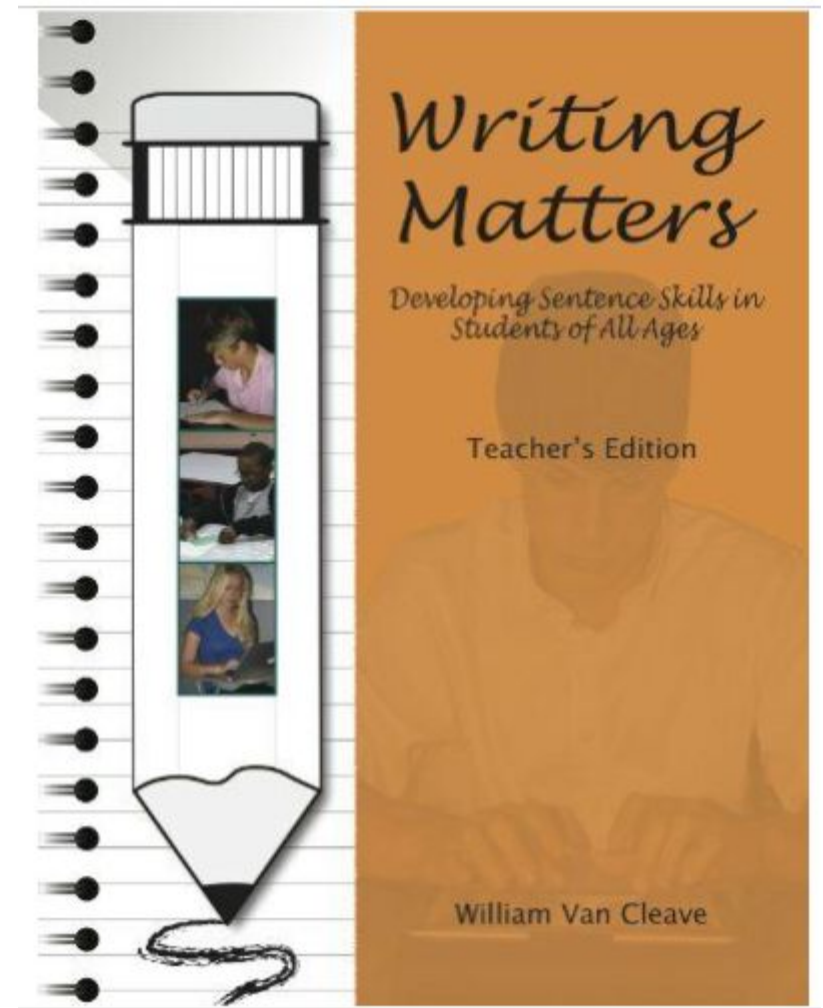
3852 9271



Writing Matters

Developing Sentence Skills in Students of all Ages

William Van Cleave, 2014



Doctoral Student Presenters

Janel Bowman

Intervention Coach

Gahanna-Jefferson Public schools

Gahanna, Ohio

Lisa Cipolletti

Assistant Professor

Virginia Commonwealth University

Richmond, Virginia



Ami Healy

Training and Consultation Supervisor

Capital Area Intermediate Unit

Enola, Pennsylvania

Jamey Peavler

Reading Science Term Instructor

Mount St. Joseph University

Zionsville, Indiana



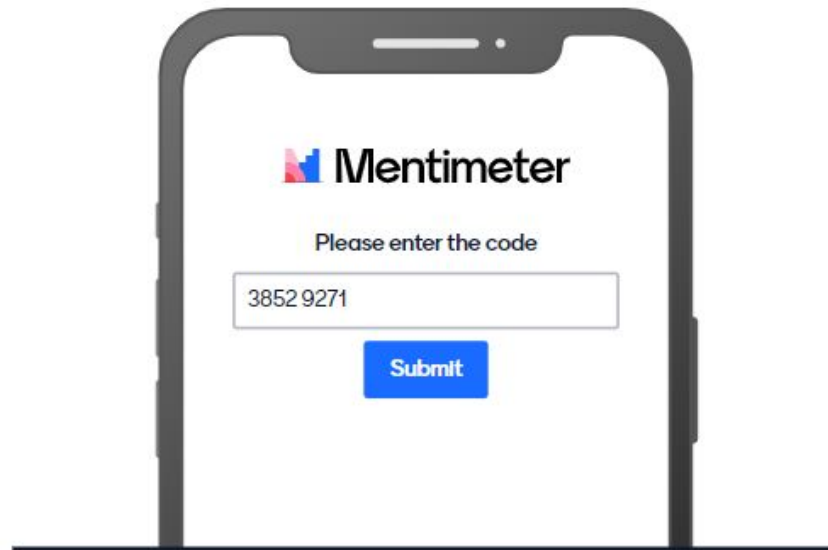
“We teach writing not because it is easy, not because we have plenty of time to do so, but because we must.”

Van Cleave, 2014, p. 4

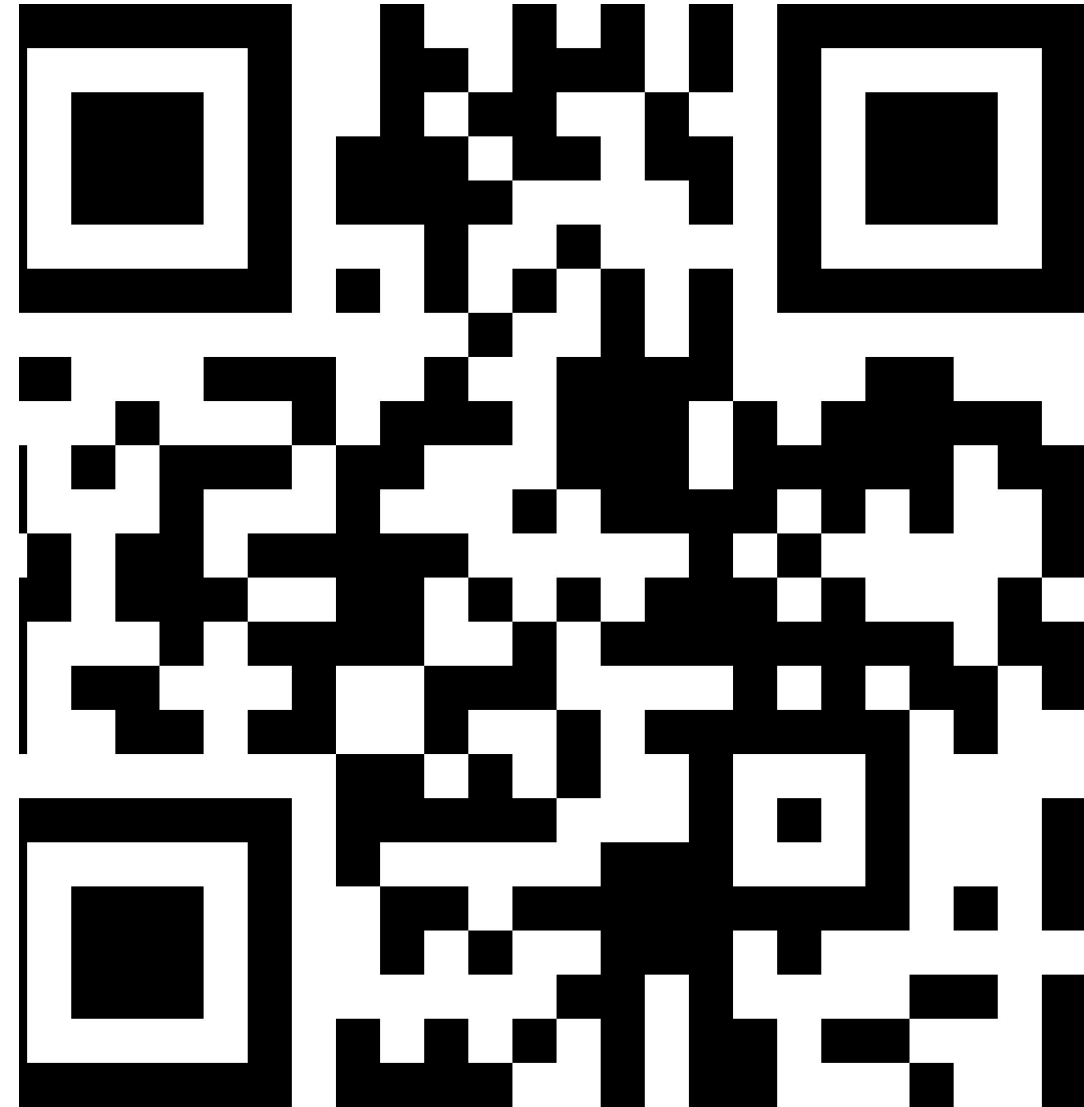


Audience Check-in

Go to
www.menti.com



Enter the code
3852 9271



Guiding Questions

- ✎ What is Writing Matters?
- ✎ How is Writing Matters connected to research?
- ✎ What does Writing Matters look like in the classroom?

Turn and Talk

- ✎ Today my writing instruction is...
- ✎ I would like for it to be...





What is Writing Matters?

What is Writing Matters?

- ✎ *Writing Matters* provides a model for teaching “grammar applied to the act of writing” (p. 20)
- ✎ Explicit instruction on sentence-level composition using a structured approach



Key Aspects of Writing Matters

- ✎ Skills sequence provided



- ✎ Student - teacher dialogue in a variety of settings



How is Writing
Matters connected
to the research?

Research: Sentence-Level Instruction

“Sentences are the building blocks of writing.”

Hochman & Wexler, 2017, p. 34

“Problems with written composition partly stem from a relationship between poorly developed sentence-level writing skills and its detrimental impact on more complex writing tasks.”

Datchuk & Kubina, 2013, p. 190

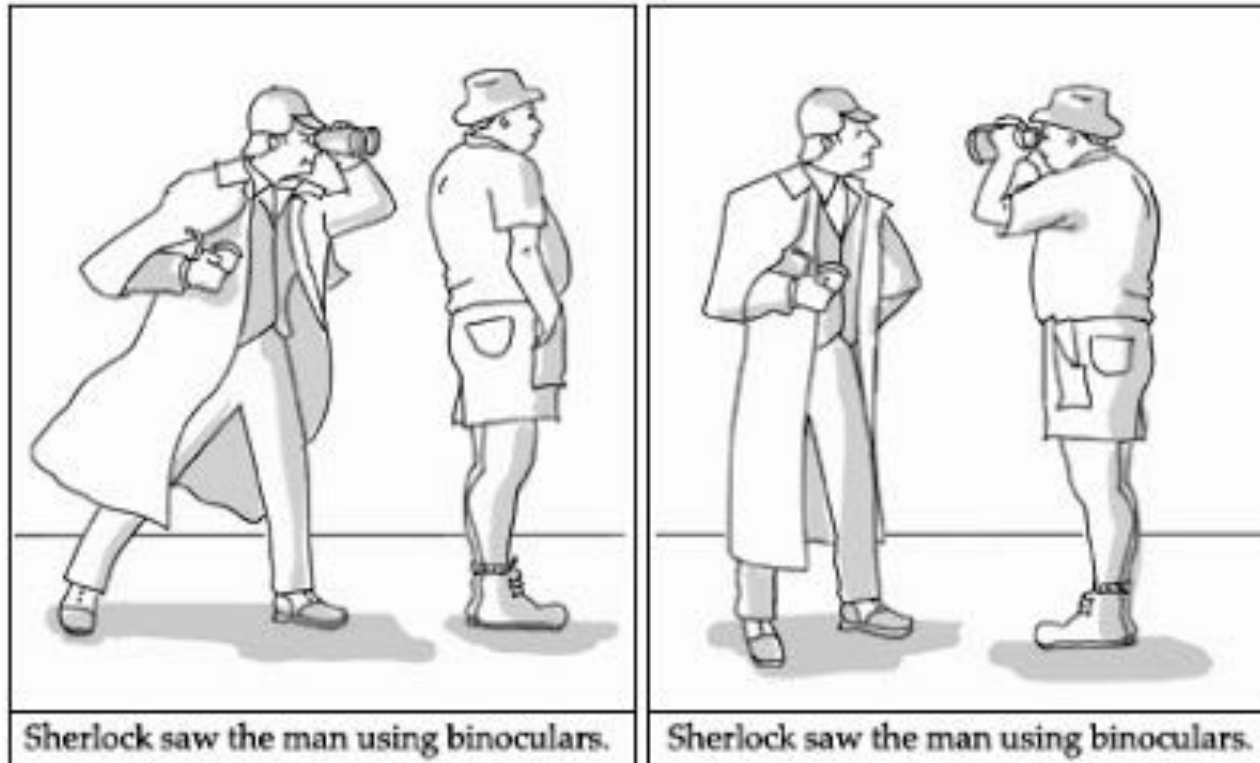



Research: Sentence-Level Instruction

Effective sentence-level instruction:

- ✎ direct instruction in simple and complex sentences
- ✎ instruction in components of sentences
- ✎ guided and independent practice
- ✎ apply within student's own writing vs. isolation

Research: Syntactic Awareness in Comprehension





“It is probably not a coincidence that many students begin to struggle with reading comprehension in late elementary years when informational texts contain higher proportions of longer, complex sentences.”

Balthazar & Scott 2003, p. 714

Syntax and Comprehension

“The thoroughly rewritten and meaningless amendment that was inserted by the aide was a disaster.”



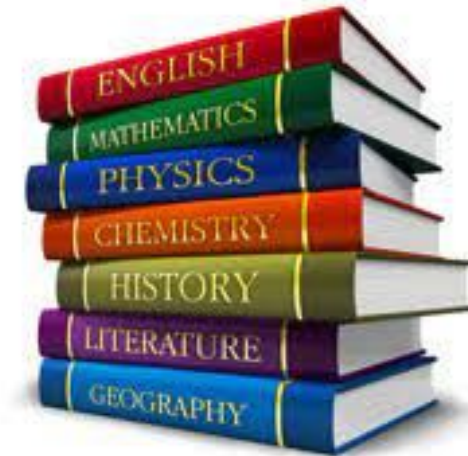
Content Area Writing

Content Writing has been proven to have a positive impact on learning in the content areas with an effect size of .23.

Graham & Perin, 2007

Strategies to promote writing to learn:

- ✎ journal writing
- ✎ summary/discourse synthesis
- ✎ argumentation
- ✎ science writing heuristic
- ✎ multimodal compositions



Klein et al., 2019

Content Area Writing: Writing-to-Learn

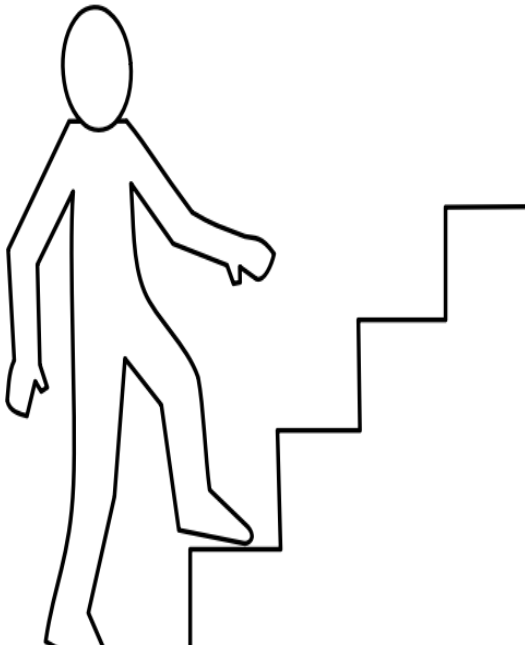
WRITING-TO-LEARN: AN EXAMPLE

In a science class, the students study the human circulatory system. The teacher's goal is to help students develop alternative conceptualizations of the role of the heart, blood, and circulation. The science teacher asks the students to write summaries and answer questions in writing to increase their ability to explain information, elaborate knowledge leading to deeper understanding of the topic, comment on and interpret information in the written science text, communicate what has not been understood, and describe a change of belief they might be experiencing. Note that in the writing-to-learn approach, the teacher assigns writing tasks but does not provide explicit instruction in writing skills. Thus, writing is a tool of learning content material rather than an end in itself.

Source: Boscolo & Mason, 2001

Research: Explicit Instruction

“Learning anything requires a stepwise progression for students to attain mastery. This progression was first defined by Haring and Eaton (1978) as a four-step process of: (1) acquisition, (2) fluency, (3) generalization, and (4) adaptation.”



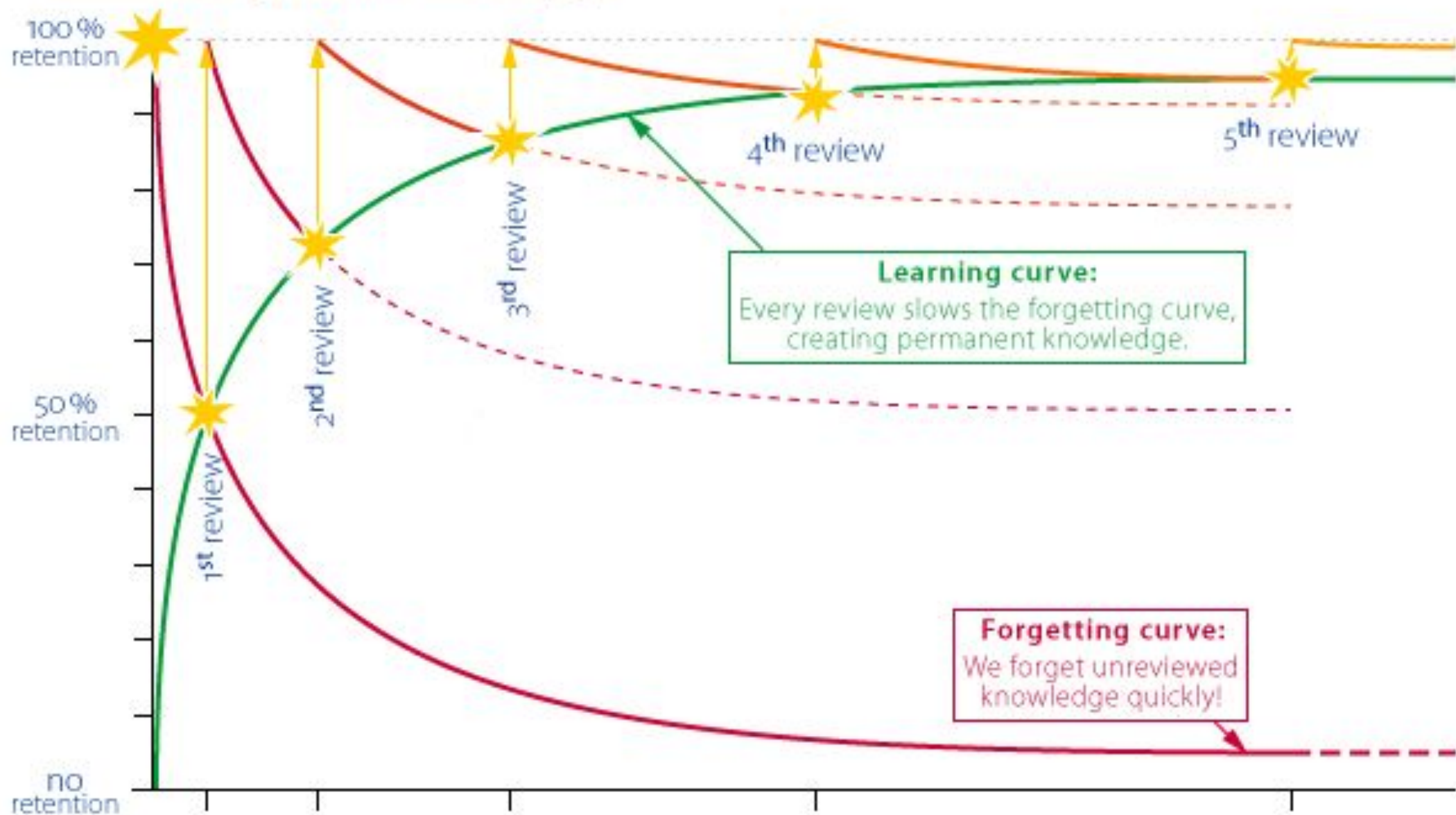
Research: Explicit Instruction

“Explicit instruction breaks up learning into smaller parts. This lightens the “cognitive load,” or how much brain resources a student needs to process information. A lighter cognitive load frees up working memory. That’s important because learning new skills requires a lot of working memory.”



Why spaced review works

www.LearnThat.org, a LearnThat Foundation project



Research: Spaced Practice

“More specifically, spaced (vs. massed) learning of items consistently shows benefits, regardless of retention interval, and learning benefits increase with increased time lags between learning presentations.”



What does Writing
Matters look like in
the classroom?



Lesson Components

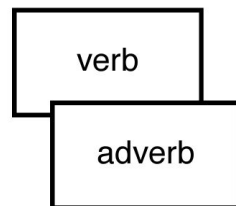
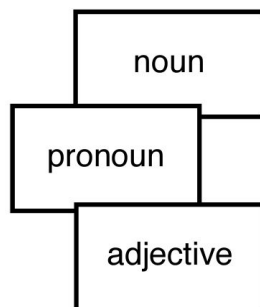
1. Warm-up of previously learned concepts
2. Review of previously learned concept
OR
3. Introduction of new concept
4. Activities
5. Wind-down





Five-Point Instructional Strategy

New Concept	or	Review Concept
Students identify examples of the concept in context		
Students create their own examples in isolation		
Students share their examples with instructor or class		
Teacher uses example, both correct and incorrect, for clarification and further instruction		



adjective + noun = subject

Model Lessons

- ✎ Adjectives
- ✎ Sentences Expansion
- ✎ Dependent and Independent Clauses
- ✎ Appositives

Adjectives *grades 3-4*

Place the following adjectives into appropriate categories.

positive

comparative

superlative

evil

coldest

serious

thirstier

more considerate

hungrier

lowest

shortest

brightest

Sentence Expansion

1. Start with a barebones sentence. (Lists on p. 300-304)
2. Expand the predicate. Use adverbs, adverb phrases, and adverb clauses.
 - a. Ask: *When? Where? How? Why? Concession?*
3. Expand the subject. Use adjectives, adjective phrases, and adjective/ relative clauses.
 - a. Ask: *What kind? Which one? Whose? How many?*

Sentence Expansion - Expand the Predicate

Barebones Sentence	When?	Where?	How?	Why?	Concession? (although, though, even though, etc.)
<i>We packed.</i>	yesterday	at the hotel	quickly	because the Uber had arrived early	Although our flight wasn't for three hours

We packed yesterday.

We packed at the hotel.

We packed at the hotel yesterday.

We packed quickly.

We packed quickly at the hotel yesterday.

We quickly packed yesterday at the hotel because the Uber arrived.

Although our flight wasn't for three hours, we quickly packed yesterday at the hotel because the Uber had arrived early.

Sentence Expansion

Barebones sentence: The cars raced.

When? _____

Where? _____

How? _____

Why? _____

Concession? _____

What kind? _____

Which one? _____

How many? _____

Expand the barebones sentence with at least 3 or more of the above.

What is a Clause?

“A **clause** is a **group of words** with a subject and *its verb*.”

Van Cleave, 2014 p. 202

he often *runs*

before we *arrived*

we *found* the missing toy

when we *were vacationing*

we *are staying*

Clause or Phrase?

A group of words without *both* a subject and a verb is just a phrase

<u>he</u> often	no verb
<i>arrived</i> later than expected	no subject
<u>the missing toy</u>	no verb
<i>were vacationing</i>	no subject

Types of Clauses

Independent Clauses are complete sentences	<u>he</u> <i>greeted</i> the guests
Dependent Clauses are not sentences	if <u>we</u> <i>want</i> to
Length varies	<u>he</u> <i>spoke</i> , because the <u>storm</u> <i>passed</i> later than expected

Dependent or Independent?

he often *runs*

before we *arrived*

since we *found* the missing toy

when we *were vacationing*

we *are staying*

<u>he</u> often <i>runs</i>	independent
before <u>we</u> <i>arrived</i>	dependent
since <u>we</u> <i>found</i> the missing toy	dependent
when <u>we</u> <i>were vacationing</i>	dependent
<u>we</u> <i>are staying</i>	independent

Appositives

An appositive is a noun (or pronoun) placed next to another noun to rename or describe it.

Bryce Harper, right fielder for Philadelphia Phillies, is the best baseball player in the major league.

Appositives are not learned incidentally. When properly introduced, these phrases add sophistication and interest to sentences.

Appositives

Create an appositive sentence with a noun below. What knowledge does a student need to write an appositive sentence?

Mount Saint Joseph	Anita Archer	Thomas Jefferson
German Shepards	Maple trees	Cincinnati

Build an appositive with the sentence parts:

_____ often enough	_____ Mac Milham
_____ is also a family friend	_____ though we
_____ do not see him	_____ my doctor

Thank you for attending this presentation. We welcome your feedback on the evaluation form.



We highlighted 4 strategies from Writing Matters.

If you would like to learn more, we have attached a video of William sharing his work.



A NEW CAMP - CAMP #3

Syntax instruction can be both effective and engaging.

- ✓ Use the language of syntax to facilitate better writing and reading.
- ✓ Teach concepts using a logical, sequential approach.
- ✓ Avoid rote memorization and excessive labeling activities.
- ✓ Create reinforcement activities that engage students in genuine reading comprehension and writing practice.

9

2020-06-11 11:28:10

References

Archer, A. L. (2011). *Explicit instruction: Effective and efficient teaching*. New York : Guilford Press.

Balthazar, C. & Scott, C. (2018). Targeting complex sentences in older school children with specific language impairment: Results from an early-phase treatment study. *Journal of Speech Language and Hearing Research, 61*, 713-728.

Cepeda, N.J., Pashler, H., Vul, E., Wixted, J., Rohrer, D. (2006). Distributed practice in verbal recall tasks: A review and quantitative synthesis. *Psychological Bulletin, 132*(3), 354-380.

Collins, G., & Norris, J. (2017). Written language performance following embedded grammar instruction. *Reading Horizons, 56*(3), 16–30.

Datchuk, S. M., & Kubina, R. M. (2013). A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities. *Remedial and Special Education, 34*(3), 180-192.

Eberhardt, N.C. (Summer 2013). Syntax: Its role in literacy learning. *Perspectives on Language and Literacy, 43-49*.

References

- Graham, S., MacArthur, C. A., & Hebert, M. (Eds.). (2019). *Best practices in writing instruction* (3rd ed.). Guilford Press.
- Graham, S., & Perin, D. (2007). Writing next-effective strategies to improve writing of adolescents in middle and high schools.
- Gibbons, K. Brown, S., & Niebling, B. C. (2019). *Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1*. New York: Guilford.
- Greene, K. What is explicit instruction? Understood.org.
<https://www.understood.org/en/articles/what-is-explicit-instruction>
- Hochman, J. C., & Wexler, N. (2017). One sentence at a time: The need for explicit instruction in teaching students to write well. *American Educator*, 41(2), 30-37.
- Pennsylvania Training and Technical Assistance Network. (2020, March 16). *The structure of the English language: A conversation with William Van Cleave*. Leaders and Learning in Literacy.
https://www.youtube.com/watch?v=h5SOuiF6_GQ
- Scott, C. (2009). A case for the sentence in reading comprehension. *Language, Speech, and Hearing Services in Schools*, 40, 184-191.
- Van Cleave, W. (2014). *Writing matters: Developing sentence skills in students of all ages* (2nd ed). W.V.C.ED.

Visual References

ThinkEdu.net. The Forgetting Curve. (2015, December 21).

<https://thinkedu.net/blog/the-forgetting-curve-interleaving-vs-blocking/>