

The Writing Revolution

(Hochman & Wexler, 2017)

Presented by:
K. Betz, J. Kohler,
S. Lambert, & E. Pzinski



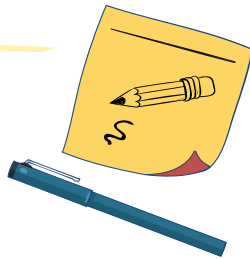
Introductions!

Karen.Betz@msj.edu

Janice.Kohler@msj.edu

Susan.Lambert@msj.edu

Erin.Pzinski@msj.edu





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Table of contents

<p>Value of the Text</p> <p>The value of the text will be described and discussed</p>	<p>Classroom Integration</p> <p>A discussion on how to integrate the contents of the book into the classroom</p>
<p>Supporting Research</p> <p>The research used to develop the approach</p>	<p>Activities</p> <p>Three activities from the book will be introduced</p>

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Single Paragraph Outline

Name _____ Date _____

To: *The Writing Revolution by Hiebert and Witherell is a course of peer-reviewed writing practices.*

1. _____
2. _____
3. _____
4. _____

OR

Dotted Lines: Notes


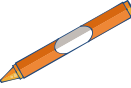
Solid Lines: Complete Sentences

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01

The Value of the Text

Is this text relevant and applicable to the classroom?

Percentage of students proficient in writing:

27%

According to the National Assessment of Educational Progress (NAEP)



College

Why is this a problem?

Texting

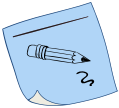
Email

Job Requirements

...and much, much more!

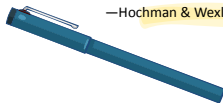


What is the solution?



"When teachers embed explicit writing instruction in the content of the curriculum - no matter the subject area - they see their students' academic abilities blossom."

—Hochman & Wexler, 2017, p. 2



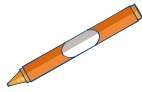
Six Basic Principles:

- Students need explicit instruction in writing, beginning in the early elementary years.
- Sentences are the building blocks of all writing.
- When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.
- The content of the curriculum drives the rigor of the writing activities.
- Grammar is best taught in the context of student writing.
- The two most important phases of the writing process are planning and revising.

02

Supporting Research

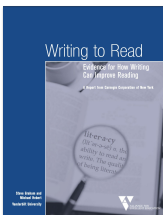
TWR:
Six Principles



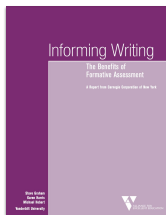
Carnegie Corporation Reports



(Graham & Perin, 2007)

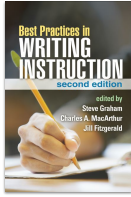


(Graham & Hebert, 2010)

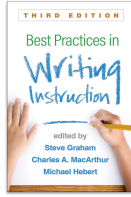


(Graham et al., 2011)

Research through line:
Steve Graham

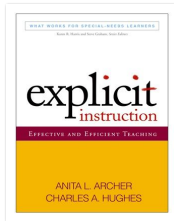


(Graham et al., 2013)



(Graham et al., 2019)

P1: Explicit Instruction
Beyond TWR: Strong evidence



“...the conclusions were clear: Explicit instruction should be a consistent mainstay of working with students both with and without learning difficulties”
(Archer & Hughes, 2011, pg. 17).

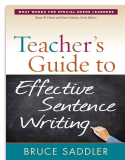
P2: Sentences as building blocks
TWR strong evidence: Explicitly referenced



Sentence combining
(ES =.50)



Sentence construction
skills (ES =.79)



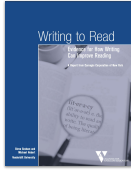
Sentences as miniature
compositions

P3: Embed writing in content

TWR Strong evidence: Some explicitly referenced



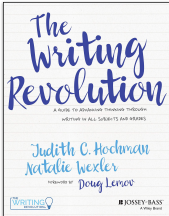
Summarization (ES = .82)
Inquiry Activities (ES = .32)
Writing for content area learning (ES = .23)



Write about reading (ES = .40-.51)
Respond to text (ES = .77)
Summary of text (ES = .52)
Notes about text (ES = .47)

P4: Content drives writing rigor

TWR and Beyond: An extension of P3 with no explicit evidence



“...you’ll find you can use the same activities for any grade level or content area and still challenge your students. The form of the activity will stay the same, but the content is what make it more or less rigorous” (pg. 13).

P5: Teach grammar in writing context

TWR Some evidence: Not explicitly referenced
Beyond TWR: Some evidence



“...teaching students to focus on the function and practical application of grammar within the context of writing (versus teaching grammar as an independent activity) produced strong and positive effects on students’ writing” (pg. 21).



Traditional grammar vs. grammar in context

“The results suggest that teaching grammar in context yields improvements in written grammar following a very short period of instruction and merits further exploration” (pg. 16).

P6: Planning and revision most important TWR Strong evidence: Some explicitly referenced



Pre-writing
(ES = .32)



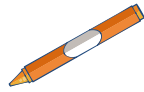
Provide feedback
(ES = .77)

Teach students to
assess their writing
(ES = .46)

03

Classroom Integration

How can I
incorporate this
into my daily
class schedule?





There is no separate
writing block and no
separate writing
curriculum.

TWR strategies &
activities are
embedded in already
existing content &
curriculum.



The writing process is
broken down into
manageable chunks.

Students engage in
deliberate practice by
implementing a
step-by-step process.

You will provide them
with clear, direct
feedback that monitors
their progress.

Example:

Text:

Stories *Julian Tells* by, Ann Cameron, plus seven additional text.

<https://louisianacurriculumhub.com/>

Essential Question:

How does storytelling teach us lessons and help us relate to others?

Assessment:

Single Paragraph Outline (SPO) that supports how Julian's actions convey the central message of the text.



Section 1, Lesson 1 (10 min. activities)

Activity 1	Prediction, Read aloud, discussion questions
Activity 2	Story element graphic organizer
Activity 3	Vocabulary
Activity 4	Read aloud, discussion questions
Activity 5	Sentences vs. fragments
Activity 6	Sentences vs. fragments, subject/predicate
Activity 7	Collaborative writing
Activity 8	Story element graphic organizer
Activity 9	Read aloud, discussion questions
Activity 10	Read aloud, conclude story element graphic organizer

Section 1, Lesson 2 (10 min. activities)

Activity 1	Scrambled Sentences
Activity 2	Scrambled Sentences
Activity 3	Read aloud, discussion questions, Graphic organizer
Activity 4	Read aloud, discussion questions, Graphic organizer
Activity 5	Partner reading, discussion questions, Graphic organizer
Activity 6	Partner reading, discussion questions, Graphic organizer
Activity 7	Partner reading, discussion questions, Graphic organizer
Activity 8	Independent reading, comprehension questions.

Section 1, continued

Lesson 3, activity 2	Sentence vs. fragments
Lesson 4, activity 7 & 8	Conjunctions (because, but, so)

<p>Anticipated Response Section 1, Lesson 3, activity 2</p> <p>Sentences and Fragments</p> <p>Directions: Write 10 of the words from the previous list and use them to write sentences. Write 10 of the words as a sentence fragment. Circle the fragments in your sentences.</p> <ol style="list-style-type: none"> 1. a word which is not used. 2. a word that is not used. 3. a word that is not used. 4. a word that is not used. 5. a word that is not used. <p>Copyright © 2012 The Writing Workbooks. All rights reserved.</p>	<p>Anticipated Response Section 1, Lesson 4, activity 7</p> <p>Scrambled Sentences</p> <p>Directions: Unscramble scrambled sentences, adding proper punctuation & capitalization.</p> <ol style="list-style-type: none"> 1. children are very interested in books in my town. Children in Columbus do not have access to books. 2. books are often bought and sold by books are bought in the 1930s. 3. her girl friends by interest in books. Children in Columbus get books by bus. 4. some people do not go to school. The bus travels to different schools. <p>Copyright © 2012 The Writing Workbooks. All rights reserved.</p>	<p>Anticipated Response Section 1, Lesson 4, activity 8</p> <p>Directions: Complete the sentences using because, but, and so.</p> <p>Are there books...</p> <ol style="list-style-type: none"> 1. Are there books because of the new reading and writing. 2. Are there books but her teacher with the books is gone. 3. Are there books so the books tell her brother about the school and books. <p>Copyright © 2012 The Writing Workbooks. All rights reserved.</p>
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Additional Sections in Unit

Section 2	Conjunctions (because, but, so), sentence types, scrambled sentences, sentence types about a topic
Section 3	Sentence expansion, scrambled sentences, topic & concluding sentences, identify topic sentence & supporting details
Section 4	Sentence expansion, identify topic sentence & supporting details, conjunctions (because, but, so), SPO, note-taking, sentence & fragments, SPO into a paragraph
Section 5	Conjunctions (because, but, so), topic sentences, SPO, SPO into a paragraph,
Section 6	Conjunctions (because, but, so), sentence expansion, SPO, SPO into a paragraph, subordinating conjunctions, conjunctions (because, but, so)
Section 7	Topic sentence, SPO, SPO into a paragraph

Anticipated Response
 Answer: correct only

Directions: Expand the nearest sentence.

How to assess student:
 What? After Julia's visit about catalog costs.
 Expansion Sentence After Julia tells her about catalog costs, they _____.

How to use:
 What? After Julia tells her about catalog costs.
 What? After Julia tells her about catalog costs.
 Expansion Sentence After Julia tells her about catalog costs, they _____.

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Anticipated Response
 Answer: correct only

Directions: Identify Topic Sentence and Supporting Details.

How to assess student:
 SD: When they go to the store, Julia tells Henry their dog Father about the catalog costs.
 The catalog costs are too high.
 SD: He tells Henry that catalog costs will jump out of the catalog.
 SD: He tells Henry the cats will work in the garden.

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Anticipated Response
 Answer: correct only

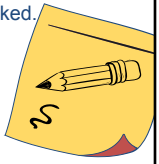
Directions: Convert the SD's into a paragraph.

How to assess student:
 C.1. The central message that is supported by the details.
 1. Topic Sentence / Central problem / Julia's is already cat.
 2. Support for the topic.
 3. Summary sentence / conclusion to wrap up paragraph / Julia is a happy cat.
 C.2. Julia tells Henry about the catalog costs and also Julia tells Henry the problems he creates.

The central message that is supported in these details is that Julia tells Henry about the catalog costs and also Julia tells Henry the problems he creates.

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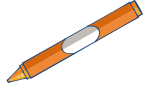
1. Teach writing through systematic exercises.
2. Writing, thinking, and reading are linked.
3. Teach writing step-by-step with intentionality.
4. Embed writing in content.



04

Classroom Activities

What are 3 classroom activities that I can use right away?





Because, But, So

“A precise check of your student’s comprehension.”

Hochman & Wexler, 2017





The Power of Basic Conjunctions: Because, But and So

1. Give your students a sentence stem, adapting to the content you are teaching.
2. Be sure they understand the meaning of each conjunction
3. Ask them to complete three separate sentences
4. You can also use this method to practice new vocabulary words.

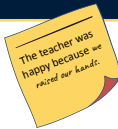




Levels of Responses

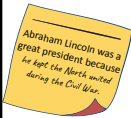
Level 1:

- Practice orally before writing
- Start with a simple stem that may not be related to content.



Level 2:

- Guide students to expand on information you are teaching in other areas of the text.





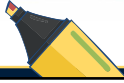
Because, but, so
Exit Ticket

The printing press was important because it helped to start the reform
movement and it gave people a chance to read.

The printing press was important, but the people who worked it
had to know how to read.

The printing press was important, so more people could because
educated.

Students were asked to complete the sentence stems provided.



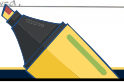


Because, but, so
Exit Ticket

The printing press was important because people could get
more books faster and books were less
expensive.

The printing press was important, but it was bad for the
churches because bad news spread quickly.

The printing press was important, so it was used alot
and improved.





Because, but, so
Exit Ticket

The printing press was important because it made books faster

The printing press was important, but if you made a mistake
you would have to restart everything.

The printing press was important, so more people could
read books.



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Because, but, so
Exit Ticket

According to the NAEP, only 27% of students scored proficient in writing.

This is a problem because _____

This is a problem, but _____

This is a problem, so _____

Your Turn!

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Sentence Expansion

"Practicing sentence expansion activities enable the students to anticipate what the reader needs to know and provide that information."
Hochman & Wexler, 2017

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Bigger and Better: Expanding Sentences to Expand Students' Knowledge and Responses

1. Enables students to provide the information a reader needs to know
2. Check Comprehension
3. Teaching Note-Taking
4. Enable the use of different language structures
5. Develops the ability to summarize

Levels of Responses

Level 1:

- You have taught the content.
- Remind students to answer in the form of notes.
- Be explicit by providing specific question words.

In ancient Egypt, pyramids were built to protect the body of the deceased pharaohs.

In step 1, Jerome made a mistake because she didn't distribute the 2 to both of the terms inside the parentheses.

Level 2:

- Use this activity in all content areas, even math
- Work to being able to write "expand" on their work and they will do the rest!



Sentence Expansion

Directions: Expand the following sentence using the question words.

Martin Luther wrote the 95 Theses.

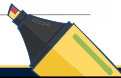
When 1517.....

Where Germany.....

Why he did not agree with the church.....

Expanded Sentence: Martin Luther wrote the 95 Theses in 1517 in Germany because he did not agree with the church.

Students were asked to expand the kernel sentence on a topic they had knowledge of.





Sentence Expansion

Directions: Expand the following sentence using the question words.

Martin Luther wrote the 95 Theses.

When October 31, 1517.....

Where Germany.....

Why to state his objective of indulgences.....

Expanded Sentence: Martin Luther wrote the 95 Theses in Germany to state his objective of indulgences.





Sentence Expansion

Directions: Expand the following sentence using the question words.

Writing instruction is important.

(for) Who _____

When _____

How _____

Why _____

Expanded Sentence _____



Single Paragraph Outline



"The single paragraph outline provides students with a road map they can follow to plan the beginning, middle, and end of a unified, coherent paragraph."

Hochman & Wexler, 2017



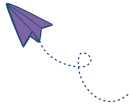
Outlining That Works

1. Be sure students understand topic sentences.
 - a. Practice this skill with brainstorming
2. Scaffold up to the complete model
3. Practice brainstorming details
 - a. Have students practice organizing details
4. Write notes on the dotted lines
5. Practice concluding sentences





Levels of Responses



Level 1:

- Start with examples that don't require background knowledge
- Work through many examples together
- Provide topic sentence, have students find details

Level 2:

- Practice distinguishing topic sentence from details
- Work up to being able to use this independently





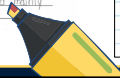
Single Paragraph Outline

Name _____ Date _____

1. The Renaissance period and lot of topics

- Catholic Church in power ^{Italy Rome A Europe}
- paintings, ^{reaching point last supper}
- sculpting ^{David}
- architecture ^{churches}

or The Renaissance period focused mainly on the Catholic church in power.



Renaissance

The Renaissance had many topics and facts. One of the main topics was the Catholic Church, the Catholic Church had lots of power in Europe. Paintings were another main focus of the Renaissance, the most famous paintings were the last supper and the Mona Lisa. Michelangelo also sculpted David. The David sculpture was 14 feet tall and weighed 11,000 pounds. The churches were a main focus of architecture. In conclusion, the Renaissance period focused mainly on the Catholic Church and the arts.



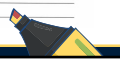
Single Paragraph Outline

Name Group 7 Date _____

1. The reformation brought great societal and new conclusions about the world which helped shape the world.

- printing press made 1430cc. which allowed printing
- Martin Luther made 95 theses 1517
- churches taught people correct ways
- 95 theses were sent for people to discuss. He said it should be

or In conclusion the reformation helped shape the world and is a great history and fun to learn about.



The Reformation

The Reformation brought great societal and new conclusions about the world which helped shape the world. The printing press was made in 1430 by Johann Gutsberger. Martin Luther made the 95 theses in 1517. The churches taught people correct ways. He was wrong that 95 theses were made for Martin Luther to discuss them with the church. In conclusion the Reformation helped shape the world and is a great history and fun to learn about.

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Single Paragraph Outline

Name: _____ Date: _____

1. Did you know that the Incas really had a counting system? They did, and did many other interesting things too. In fact, they had a pyramid of power, which is a pyramid that starts with Jesus and then descends to Jesus in it goes on. That's a good system. It helped people manage. Additionally, the Incas lived with terraces and had their own food. Finally, they had laws which were in the form of labor. To sum it up, now you know all the interesting things the Incas did.

The Incas did

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Single Paragraph Outline

Name: _____ Date: _____

1. Don Quixote is a very idealistic man who wanted to set out and follow his dream.

2. He was born in 1507.

3. He had a lady at the end of his dream.

4. He was a strange, adventurous man.

5. In conclusion, these are all reasons that Don Quixote has crazy and wild dreams.

Don Quixote
By Group 2

Don Quixote is a idealistic man who wanted to set out to follow his crazy dreams. Don Quixote was born in 1507. Don Quixote first and last quest to find his lady at the end of his dream. Then Don Quixote asked his neighbor to be his squire. Next he thought windmills were giants and attacked them. In conclusion these are all reasons that Don Quixote has crazy and wild dreams.

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Limitations

- No mention of linguistic differences
- No mention of ELs
- Lack of connection between reading and writing
- Lack of explicit support in foundational skills
- Lack of explanation of how grammar is taught
- May be difficult for a novice teacher
- Lacking narrative writing

Benefits:

- Identifying gaps in understanding
- Boosting reading comprehension
- Enhancing speaking abilities
- Improving organizational and study skills
- Developing analytical capabilities



The Writing Revolution Method...

Provides students with tools to express themselves in writing.

Emphasizes planning and revising.



Helps students focus on purpose and audience prior to writing.

Has students writing frequently and across the curriculum.

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Because, But, So

According to the NAEP, only 27% of students scored proficient in writing.

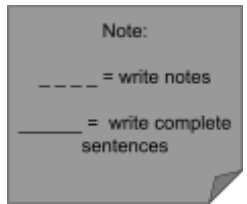
This is a problem because _____

This is a problem, but _____

This is a problem, so _____

Sentence Expansion

Directions: Expand the following sentence using the question words.



Writing instruction is important.

(for) Who: _____

When: _____

How: _____

Why: _____

Expanded Sentence: _____

Single Paragraph Outline

Name: _____

Date: _____

T.S. *The Writing Revolution by Hochman and Wexler is a roadmap of evidence-based writing practices.*

1. _____

2. _____

3. _____

4. _____

C.S. _____

