



*Writing Instruction to Increase Student Literacy
Success*
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Tennessee Superintendent Study Council
66th Annual Conference

Session Goals:

- Demonstrate how student writing can increase student reading skills of comprehension, content knowledge, and early literacy skills
- Showcase an experimental writing research study highlighting data, literacy goals and writing practices
- Provide information about State initiatives
- Guide participants to reflect on current literacy practices
- Provide resources for creating an action plan for implementation in school districts



*Writing Instruction to
Increase Student
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Reflection, Planning, & Implementation

- What are your district's current writing practices?
- How much do students write on a daily basis?
- Which content area teachers include writing in daily lessons?
- Are students prepared to be assessed by state assessments with writing in response to text, constructed response, and written math tasks?
- What data do you have to support that students are increasing in their ability to write?
- <http://www.classtools.net/education-games-php/timer>

Background

- **Why should students write?**
Writing enhances reading!
- Writing and reading are reciprocal processes. Comprehension is facilitated when text is analyzed and key ideas of text are manipulated (Shanahan, 2006).
- Writing improves students' reading skills, as well as, improving learning of content (Graham & Hebert, 2011).
- Effective teachers have students writing more of the time (Pressley et al., 2001).

Background

Writing Approaches

- **Early Childhood Writing Assessment** (Rowe, 2013)
- **Writer's Workshop** (Clippard & Nicaise, 1998; King, 2012)
- **Interactive Writing** (Button, Johnson, & Ferguson, 1996; Craig, 2006; Williams & Lundstrom, 2007)
- **Scaffolded Writing** (Bodrova & Leong, 2007)
- **Process Writing**
- **Self Regulated Strategy Development**

Background

Emergent Writing

- **Home experiences differ for children**, especially diverse populations (Boat, Dinnebeil, & Bae, 2010)
- **Scaffolding writing instruction with emergent readers enhances early reading skills** (Bodrova, Leong, Norford, & Paynter, 2003)
- **Writing framework for early stages** (Cabell, Tortorellie, and Gerde (2013)
- **Theory of constructivism** (Vygotsky, 1978; Clay, 1975)
- **Foundational pre-reading skills needed for school entry** (Snow, Burns, & Griffin, 1998)
- **Emergent literacy skills of reading and writing help students to achieve school success** (NAEYC, 1998)

Overview

- Mixed-methods study utilized an experimental design to consider the effects of adding *interactive reading and writing* instruction to a scaffolded writing program while using self-relevant texts
- Research shows how scaffolding pre-k student's early writing skills through the interactive reading and writing intervention improves reading outcomes for young children, including diverse students receiving special education services and English language learners.
- District focus on foundational skills for students in early grades and all students reading on grade level
- Students writing in all content areas to improve reading skills.

Current Research Study

- **Setting**
- **Participants**
 - 174 Four-year-old students
 - Experimental ($n = 85$) and Control ($n = 89$)
 - 89% Low SES and 13.8% SWD ($n = 24$)
 - 51% Caucasian, 24% Black, and 25% Other
 - 25% ELL ($n = 43$)
- **Procedure (design, timeline, randomization, training, lessons, fidelity)**
- **Lesson format**
- **Goal:** To teach phonemic awareness, letter recognition, print awareness, and word recognition through text reading and writing experience- 3 steps



Statistical Findings

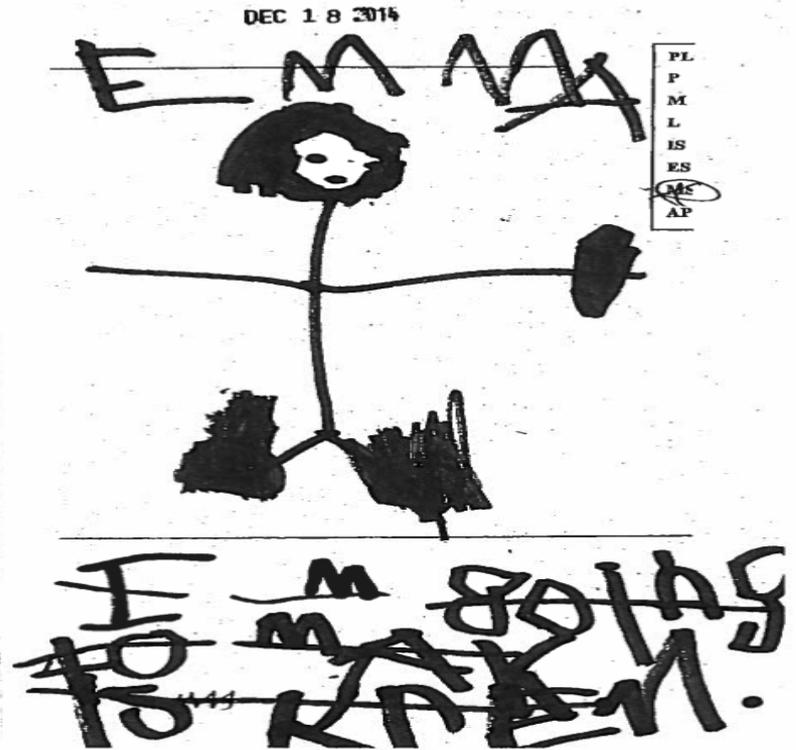
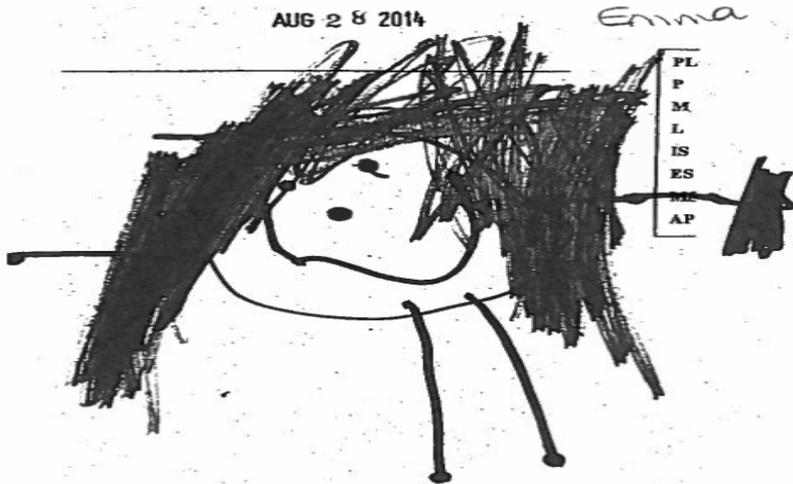
- Brigance ECS III Pretest Scores- Equivalent Groups - $t(178) = -.99$, $p = .32$
- TEWL-3 - $F(1,171) = 1.65$, $MSE = 39.15$, $p = .201$
- CPAA MANCOVA- $F(4,167) = 2.66$, $p = .035$, $Wilks' \lambda = 0.94$
Phonemic Awareness Pretest
- COS- $F(3,169) = 5.57$, $p < .001$, $Wilks' \lambda = 0.91$ Sound Knowledge Pretest
- COS- $F(3,169) = 6.50$, $p < .001$, $Wilks' \lambda = 0.90$ Print Knowledge Pretest
- ELL- TEWL-3 & CPAA
- ELL- COS- Sound Knowledge
- SWD- no significance

Key District Strategy

- ***Interactive Reading and Writing Strategy***
- Scaffolded Writing Developmental/Learning Trajectories
 - PL = Plan
 - P = Picture
 - M = Message
 - L = Lines
 - IS = Initial Sounds
 - ES = Ending Sounds
 - MS = Middle Sounds
 - AP = Alphabetic principle

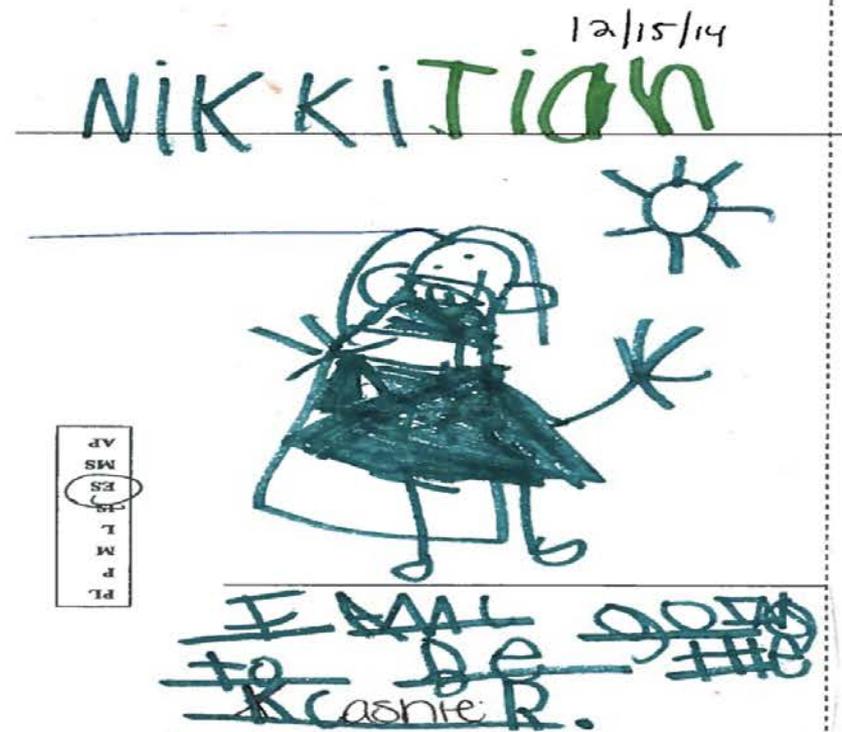
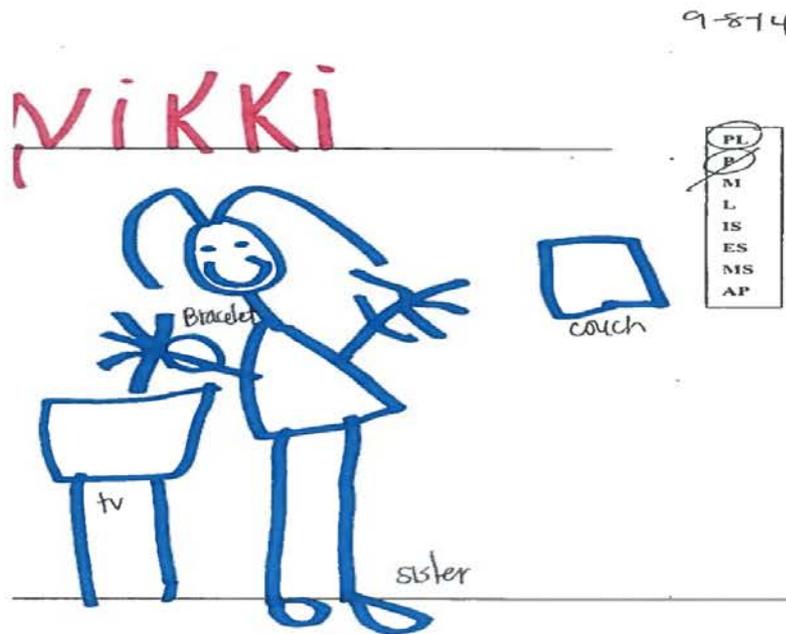
Typical Learner- Experimental Group

- Level P on August 28 and level MS on December 18.
“I am going to make ice cream”



English Language Learner – Experimental

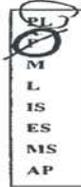
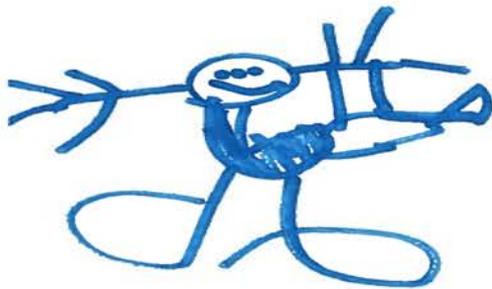
- Level PL on September 8 and level ES on December 15.
“I am going to be the cashier.”



Writing Sample- Student With Disabilities

- Level P on September 8 and level IS on December 15.
“I am going to be the cashier.”

9-8-14
B F O I O M G



12/15/14
B F O I O M G
F E M
I am going to be
the cashier to be



Step 1: Interactive Reading (Read Aloud)



Step 2. Interactive Writing with Scaffolding



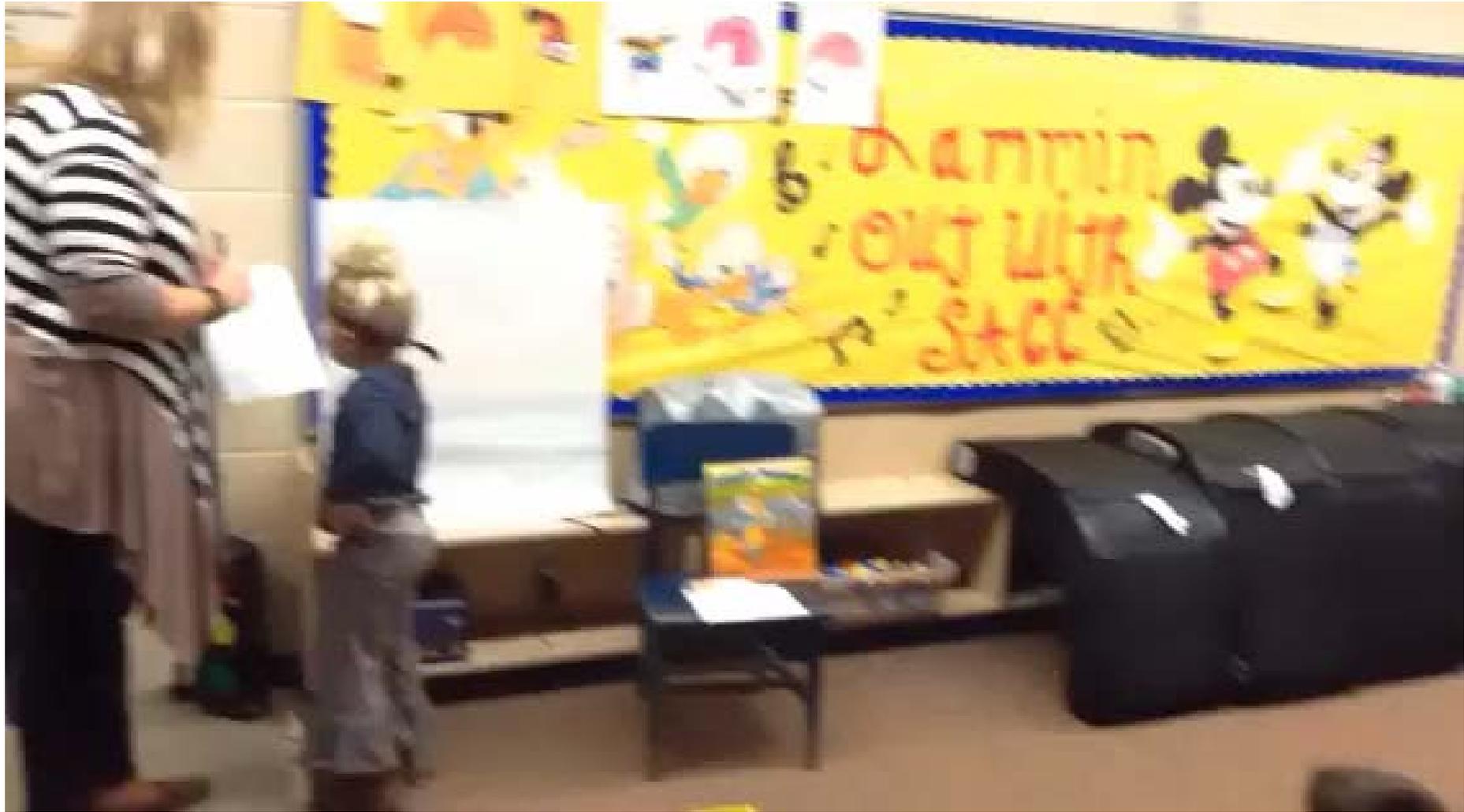
Alphabet Chart (Cultural Tool)



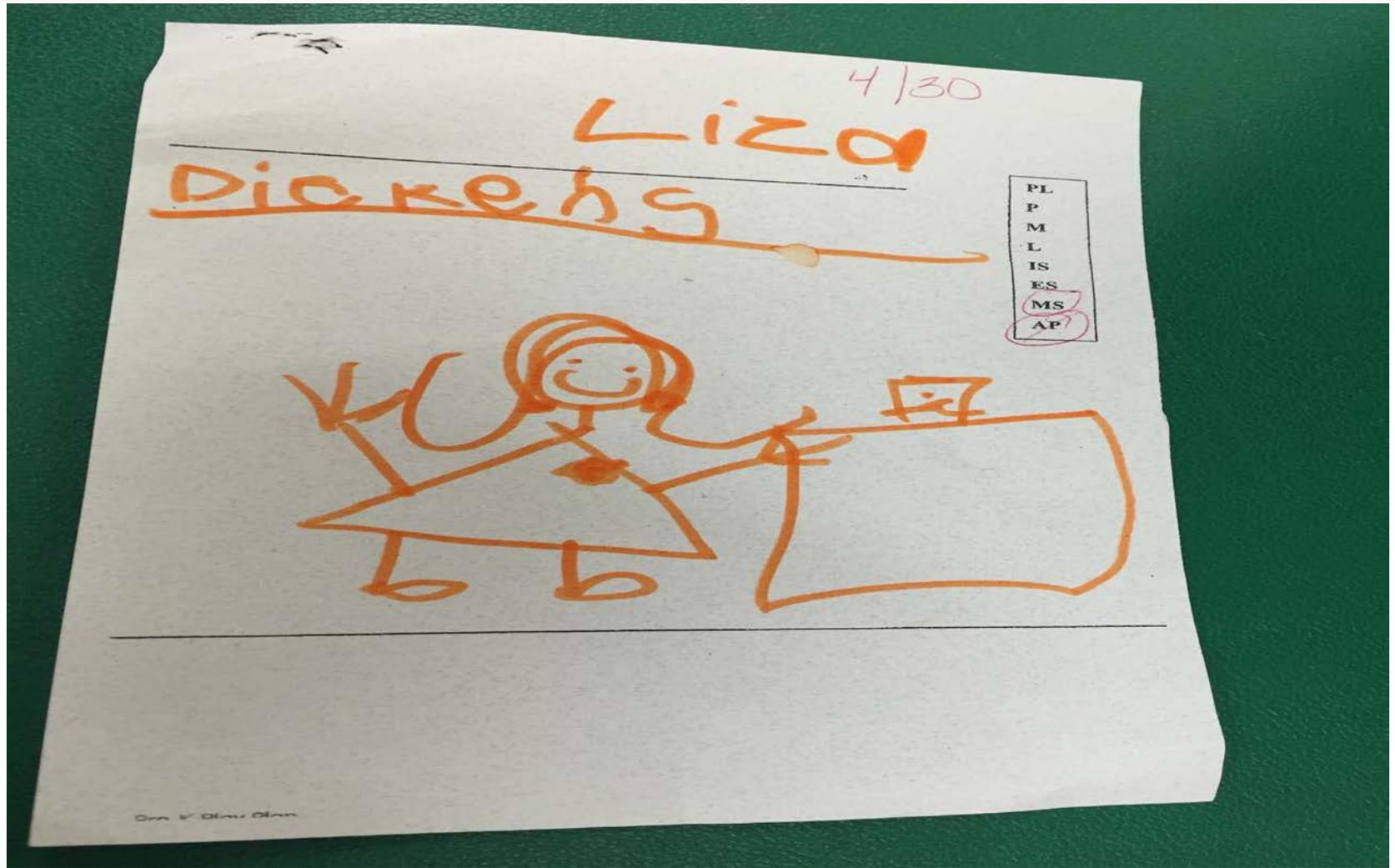
Step 3. Rereading Constructed Text



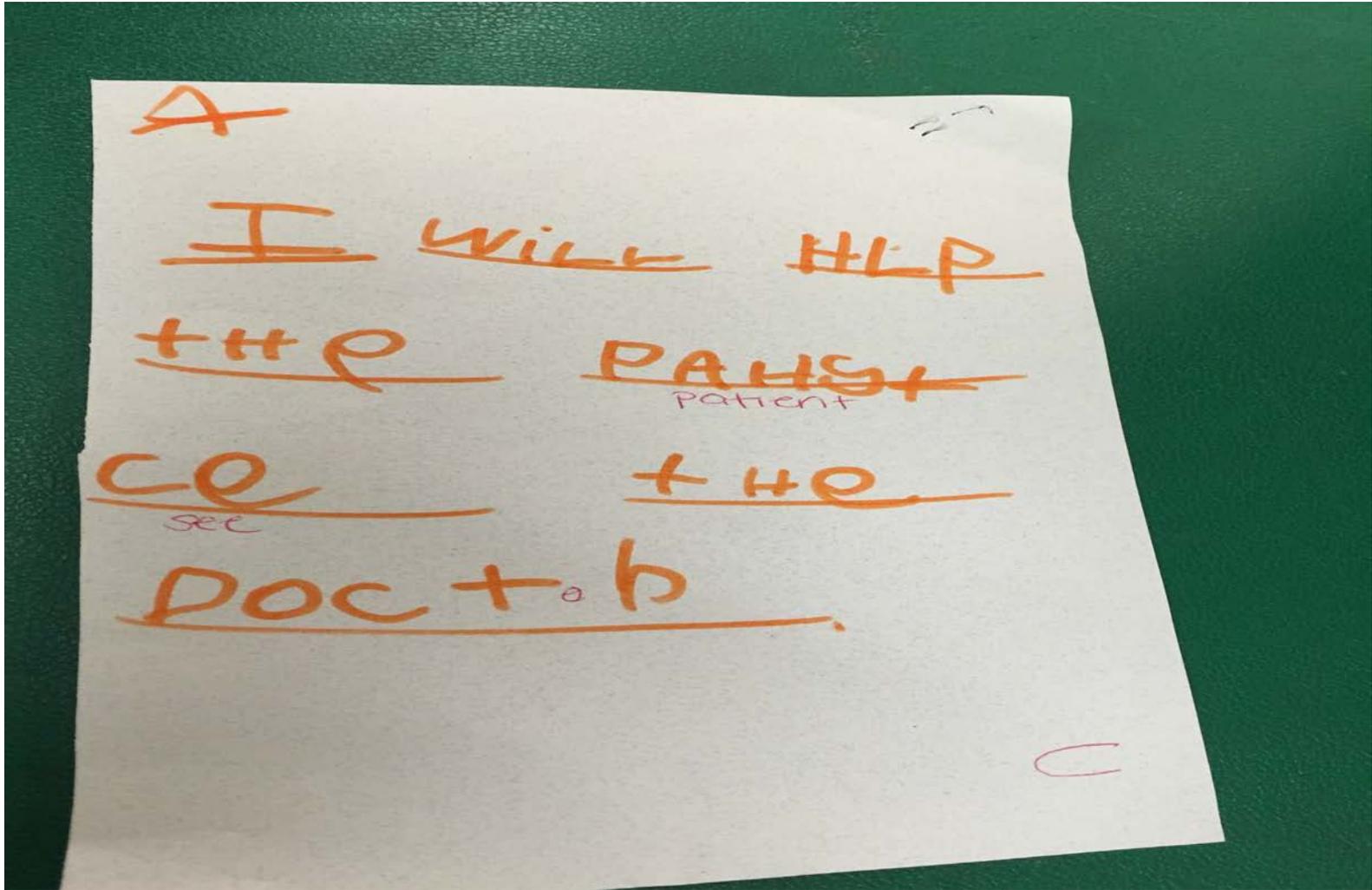
Interactive Lesson Demonstration



End-of-Year Writing Sample- Liza



“I will help the patient see the doctor”



Writing in Science Class- 1st Grade

KaYIe iShA.1

1st Grade Prompt - Expository

Read the passage, *Fruits Have Seeds*, and discuss the content. Make sure students understand the text.

Writing Activity: Write a story to explain how fruits are different and how seeds are important. Make sure you include information that you learned from the reading and discussion in your story.

Draw a picture to go with your story.

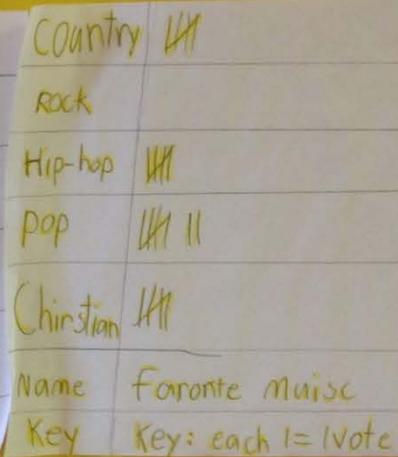
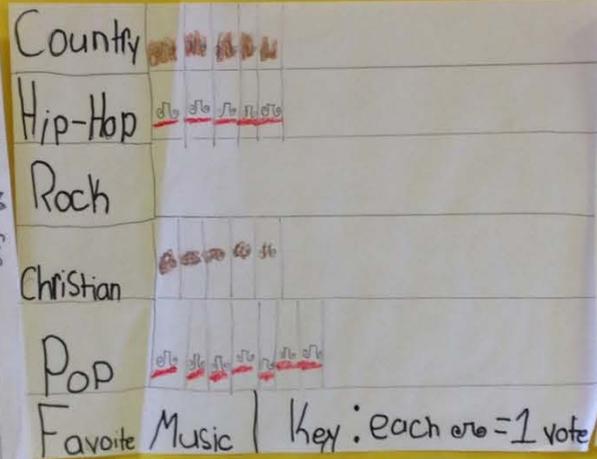
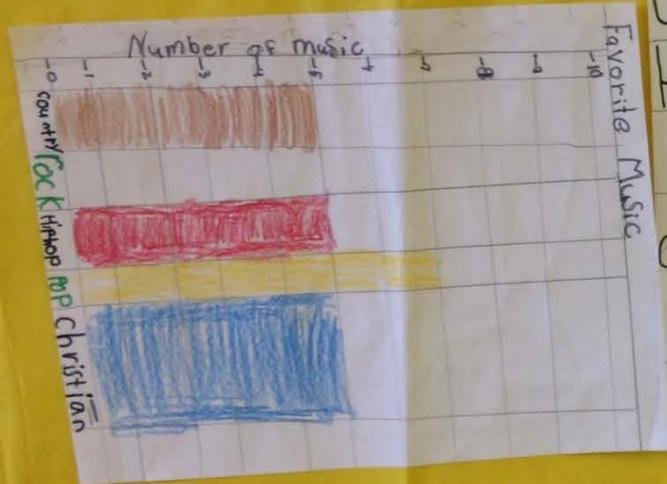
Many fruits have seeds.
Some of fruits have one
seed. Some fruits have many
seeds. Like Strawberries, Cokeahates,
Apples and Peachs. Some grow on
ground some in bushes and
trees.

Writing in Science- 2nd Grade

Emma Z

Wolf spiders are cool because they carry their eggs on their back. They are called Wolf spiders because they hunt like a Wolf. If you step on them the babies will come out. The eggs are white. They do not make webs.

Writing with Math Tasks- 2nd Grade



Yellow team

Our data. The class we surveyed was Mrs. Botts class. We asked them what their favorite type of music was. We thought country music would have more votes. But instead for us we had 3 for country, 7 for hip-hop, 7 for rock, had 10 votes for hip-hop and 10 for christian. We were all surprised because we thought country would win. We displayed our data using a dot plot. It was really hard to read.

Mrs. Botts
yellow group

Math Writing Task

Yellow team

Amssaw.

Our Data: The class we surveyed was Mrs. Botts class. We asked them what their favorite type of music was. We thought country music would have more votes. But instead Pop won. We had 3 ties in Christian, country and Hip-Hop. Rock had 0 votes. Pop had 7 votes and that was the most out of all of them. We were all surprised because we thought country would win. We displayed our data using a bar graph, tally chart, and picture graph.

Key District Strategy

- Interactive writing opportunities teach students reading skills of phonemic awareness, sound knowledge, and print awareness for all students, including EL Learners
- Focus on early grades with writing and reading in order to achieve all students reading on grade level
- Intervention at later grades takes more time and money to remediate students with reading deficits than reaching students in early grades

High Impact Writing Instructional Practices

- Increase the number of opportunities for students to write (Graham & Hebert, 2010)
- Provide deliberate instruction around multiple modes of writing
 - Write timed essays or papers
 - Have students write daily to build stamina (practice)
 - Model writing for students
- Teach how to deconstruct complex passages and prompts
 - Engage in close reading of text
- Have students write about the texts they read
 - Write summaries in response to text across grade level text (social studies, science, and math content)
 - Answer questions about a text in writing
- Teach students the writing skills and processes that go into creating texts
 - Teach process writing (TN Core)
 - Teach spelling and sentence construction skills
 - Providing models of good writing
 - Plan or draft a piece of writing and revise writing
- Permit students to write collaboratively with peers
- Set goals for student writing
- Allow students to use a word processor

Next Steps

Reflection, Planning & Implementation Tool

- *BIG IDEAS :*

Record key learning points from today...



- *ACTION STEPS:*

What will you take into practice from today

What barriers do you see in achieving these changes?

What will help make these changes?

Q & A



Contact Information

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