



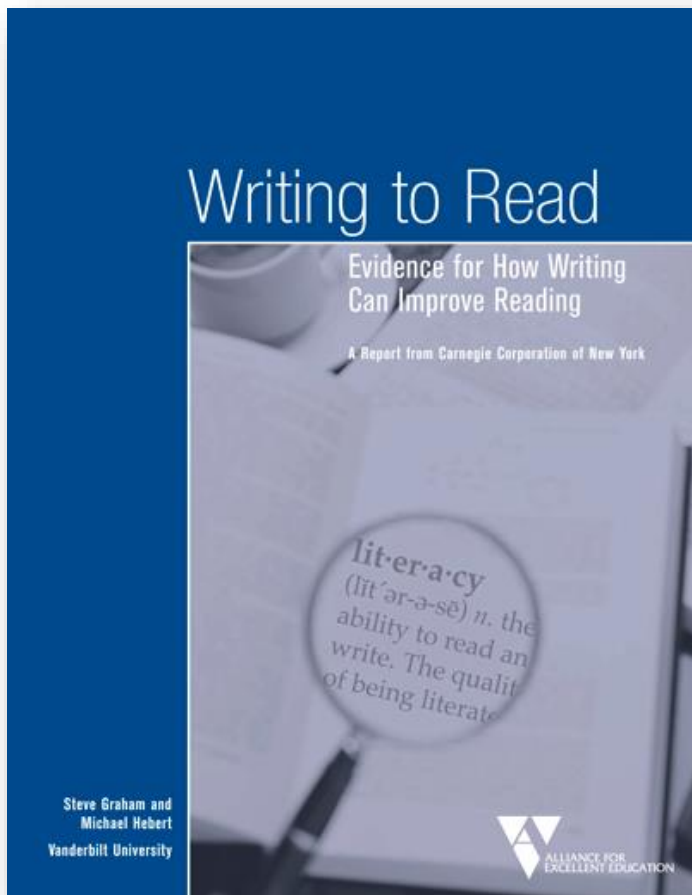
Reading & Writing Across the Curriculum



***How Writing About a Text Can Lead to Greater
Comprehension!***



Writing to Read



Evidence for How Writing Can Improve Reading

A Report from Carnegie Corporation of New York
2010

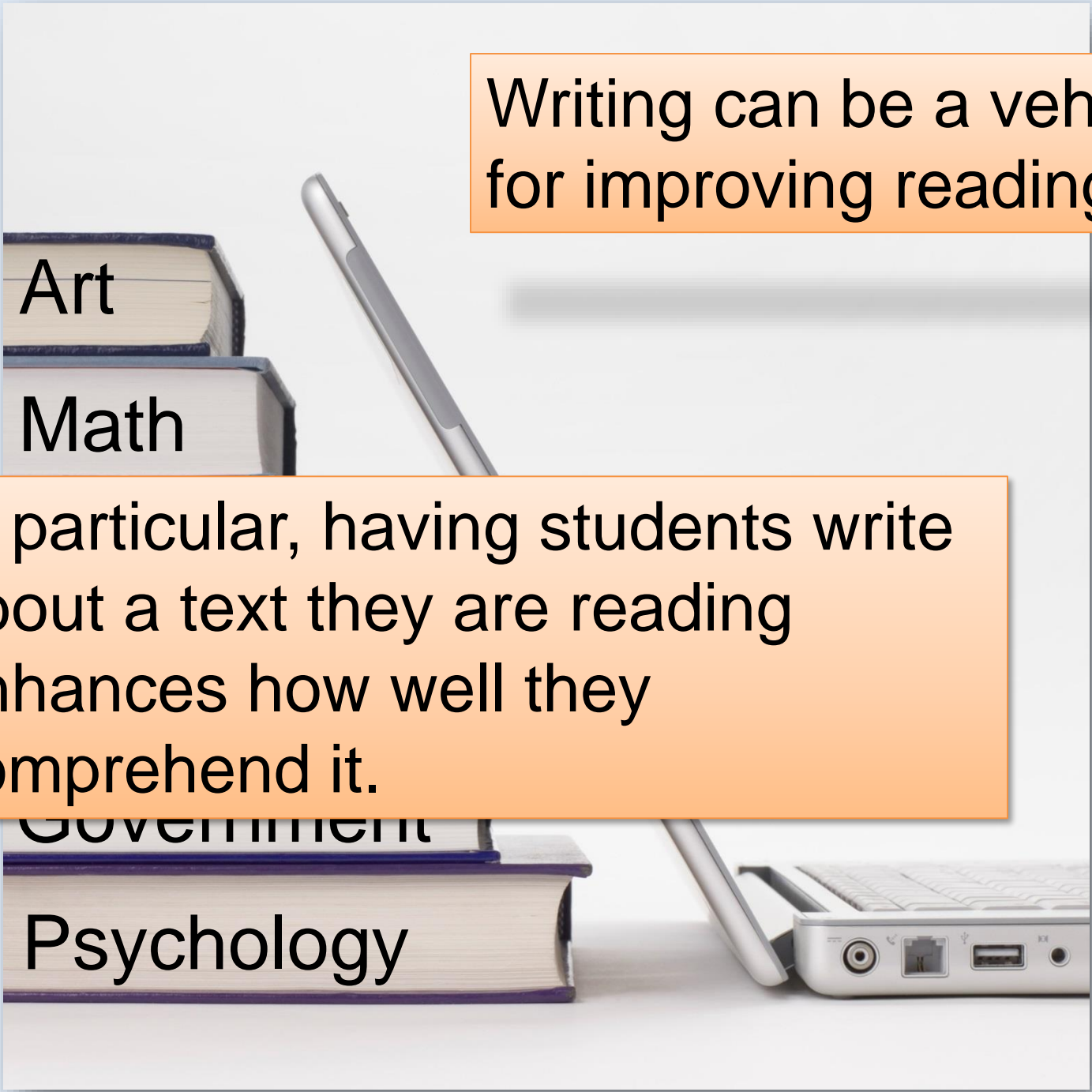
Steve Graham and Michael Hebert: Vanderbilt University



Outcomes

Participants will

1. Access three writing recommendations to support student comprehension of content area texts used.
2. Review strategies based on the three recommendations.

A stack of four books is shown on the left side of the image. The titles of the books, from top to bottom, are 'Art', 'Math', 'Government', and 'Psychology'. To the right of the books is a silver laptop, partially open, with a silver pen resting on its lid. The background is a plain, light-colored surface.

Writing can be a vehicle
for improving reading.

In particular, having students write
about a text they are reading
enhances how well they
comprehend it.



I. **HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ.** Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they

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II. **TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT.**

Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers

- **Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (Improves Reading Comprehension)**
- **Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)**
- **Teach Spelling Skills (Improves Word Reading Skills)**

III. **INCREASE HOW MUCH STUDENTS WRITE.** Students' reading comprehension is improved by having them increase how often they produce their own texts.



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Recommendation #1



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write about the
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Writing About Text Proved to Be Better Than Just...

Reading It

Reading and Rereading It

Reading and Studying It

Reading and Discussing It

Receiving Reading Instruction



Effective
for low
achieving
students.

If coupled with **EXPLICIT
INSTRUCTION**

Instructional Practice

- Respond to a Text in Writing
 - Writing Personal Reactions
 - Writing to Analyze and Interpret the Text



Math Self Evaluation

These are two important things I learned in math today/this week/this month:

1. _____

2. _____

This was an easy problem for me: _____

This was a difficult problem for me: _____

I need more help with: _____

This is how I feel about math today/this week/this month: (Circle your answer).

successful happy excited confused interested worried relaxed bored upset

This is where I got help (circle words that are true):

a teacher a friend my parents the internet other (explain)



Q-Think-Pair-Share-Write

- **Question:** Ask an open-ended question and tell students that they will think-pair-share the answer.
- **Think:** Give students 1-2 minutes to think
- **Pair:** Ask students to share thoughts with their partners and ask questions if they don't understand what their partner is saying.
- **Share:** Ask for student volunteers to share as you begin this process. Later, you should call on non-volunteers to increase student accountability :
 - *I agree with [name's] answer...*,
 - *I don't agree with [name's] answer...*,
 - *I started the problem like [name] but then I...*

Write: *Now ask the question and have students write the response.*



Writing Across the Curriculum

Click To Find:

English Language Arts

Social Studies

Science

The Arts

⇒ Mathematics



Science

https://www.michigan.gov/documents/mde/Science_WAC_2_3_264454_7.pdf

ELA

<https://writingisthinkingdotorg.files.wordpress.com/2015/02/wacelami.pdf>

Math

https://www.michigan.gov/documents/mde/Writing_to_Learn_Mathematics_306722_7.pdf

Social Studies

https://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf



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Summarizing



At your table discuss how you learned to summarize.



Summarizing Text Proved to Be Better Than Just...

Simply Reading the Text

Reading and Rereading the Text

Reading and Studying the Text

SUMMARY



Instructional Practice

Write Summaries of a Text

Readers must recognize:

- which ideas are indispensable to the original text.
- which ones can be dropped altogether or combined.
- the need for paraphrasing the text using their own words.



Writing Summaries

1. Silently scan the document.
2. Identify one summary strategy that you would like to share/try.

6th – 12th Grades
Have Students Write
Summaries About a Text

Transforming a mental summary of text into writing requires additional thought about the essence of the material, and the permanence of writing creates an external record of this synthesis that can be readily critiqued and reworked. As a result, summary writing seems likely to improve comprehension of the material being summarized.

Writing to Read

A summary is a restatement of someone else's words in your own words. There are pages of summaries, and they vary according to the degree to which you interpret or analyze the source. Some are pages long, while others are just one or two sentences. However, for all types of summary, the writer is responsible for generally stating, in his or her own words, the main information or argument of another writer.

Students who are capable of effectively summarizing what was learned are able to synthesize information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information.

Nelson, Robert J. (2002). Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Writing to Read research identifies summarizing as an instructional practice that increases reading comprehension.



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Writing Notes About Text Proved to Be Better Than Just...

Reading

Reading and Rereading

Reading and Studying

Reading and Underlining Important Information

Receiving Explicit Instruction In Reading Practices



Note Taking



Group Time: Sports Icons



Note Taking Resource



6th – 12th Grades Have Students Write Notes About a Text

Without proper instruction in note taking the students may just write down words or phrases word for word, without having student's analysis or a good effect. Successful note takers summarize the meaning, which they are much more likely to retain this information later on. The students also have an advantage from using their notes as a credential of what they are learning. It is also a great way to study for an exam or test. Teachers should provide time for their students to review and refine their notes especially when it comes time to prepare for and exam, write a research paper, or the other summative assessments of learning.
(Marzano/Pickering, 2005)

The act of taking written notes about text material should enhance comprehension. This writing practice involves sifting through a text to determine what is most relevant and transforming and reducing the substance of these ideas into written phrases or key words. Intentionally or unintentionally, note takers organize the abstracted material in some way, connecting one idea to another, while blending new information with their own knowledge, resulting in new understandings of texts.

Writing to Read



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In order to get students to respond either personally or to analyze or interpret, questions are needed.

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Instructional Practice

- Answering Questions About a Text in Writing
- Creating **AND** Answering Written Questions About a Text



What Should Guide Question Development?

➤ **Grade level reading standards**

They provide useful guidance for appropriate questions to frame writing responses to text.

➤ **Asking higher level questions**

They push readers to think deeply about the texts.





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Recommendation #2



**Teach students
the writing skills
and processes
that go into
creating text.**

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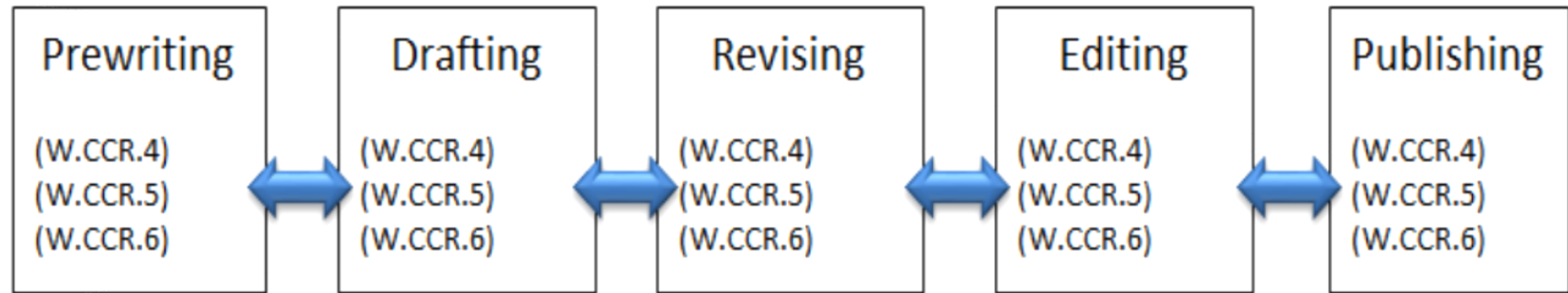


Instructional Practices

- Teach the Process of Writing
- **Teach Text Structures for Writing**
- Teach Paragraph or Sentence Construction Skills

The Writing Process

The writing process consists of steps the writer should take when producing written language that conveys meaning.



Retrieved from: www.illinoisliteracyinaction.org Select a grade level, click on writing and then find standard 4/5..

Text Structures for Writing

Students' reading skills can also be enhanced by teaching them how to use text structure as an aid for writing text.

Crowhurst, 1991



Description



SIGNAL WORDS
such as, for instance, in addition, also, specifically

Tip:
Ask yourself: what specific person, place, thing, or idea is being described?

Look for a topic word or phrase and for synonyms.

Sequence



SIGNAL WORDS
first, second, third, then, next, before, after, finally, following

Tip:
Ask yourself: Is this event taking place over time?

Look for steps or references to time such as dates.

Problem & Solution



SIGNAL WORDS
problem, issue, since, as a result, solution, idea, so, leads to, causes

Tip:
Ask yourself: what is the problem and what is the solution?

Look for the problem first and then the solution.

Compare & Contrast



SIGNAL WORDS
similar, same, alike, both, as well as, unlike, as opposed to, on the other hand, in contrast, instead

Tip:
Ask yourself: what is being compared?

How are they the same?
How are they different?

Cause & Effect



SIGNAL WORDS
since, because, if, due to, as a result of, causes, leads to, consequently, then, therefore

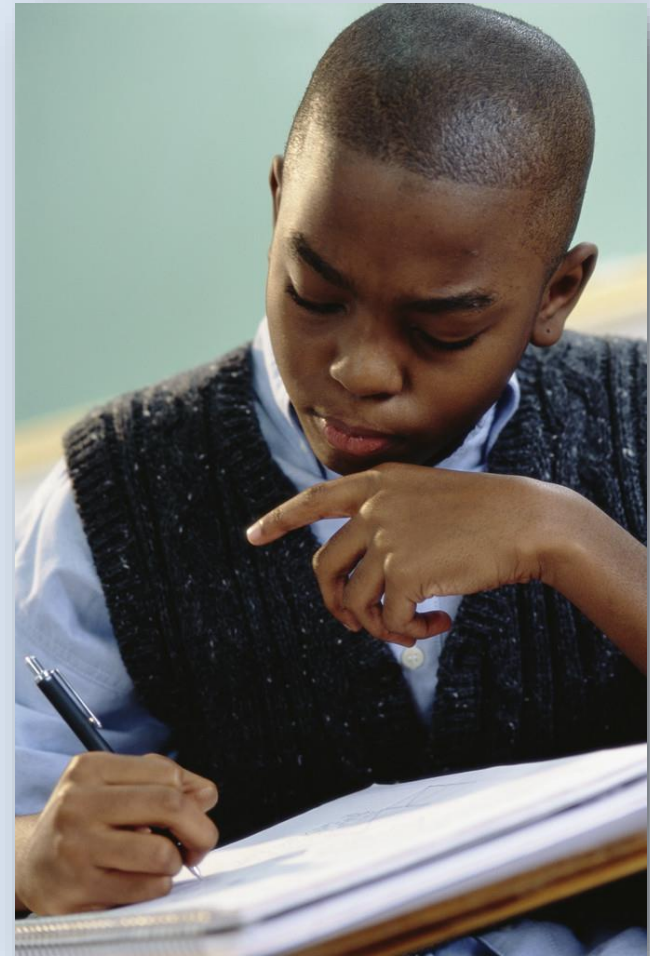
Tip:
Ask yourself: what happened and why did it happen?

Remember, you are looking for a cause, not a solution.



Paragraph or Sentence Construction Skills

Teaching students how to write more sophisticated sentences by learning how to combine less complex sentences into more complex ones, requires modeling and strategy instruction.





Sentence Combining

Isolated grammar instruction appears to have little or no positive impact in helping poor writers become better writers (Graham & Perin, 2007).

Resource: Intervention Central

<https://www.interventioncentral.org/academic-interventions/writing/sentence-combining-teaching-rules-sentence-structure-doing>





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Instructional Practice

Teach Spelling and
Sentence
Construction Skills
(Improves Reading Fluency)





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Spelling

- L.6-8.2b Spell correctly.
- L.6-8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

**Teach high utility and high frequency
Greek and Latin meaning-based
word parts.**



The Power of Word Parts

- Prefixes and roots carry the bulk of important word meanings; however, some key suffixes are important, as well.
- Over 50% of multi-syllabic words beyond the most frequently used 10,000 words contain a Greek or Latin word part.
- Since Greek and Latinates are so common in our academic language, it makes sense to memorize the highest frequency word parts. See the attached list of [High Frequency Prefixes, Suffixes, and Roots](#) for reference.



1. inaudible (not, hear)
2. dismiss (away from, send)
3. transport (across, carry)
4. unsubscribe (not, under, write)
5. predict (before, say)
6. remit (again, send)
7. encounter (in, against)
8. offer (against, carry)
9. inspect (in, see)
10. epilogue (upon, word)
11. antigen (against, people)
12. empathy (in, feeling)
13. intermediate (between, middle)
14. destruction (apart from, build)
15. superimpose (over, in, put)

These fifteen words have prefixes or roots that are part of over 15,000 words.

That is as many words as most student dictionaries!



Resource Idea

Grade Level Prefix, Suffix and Root Word Lists

7th Grade				
Prefix	Suffix	Root	Definition	Examples
com-, con-			with, together	commune, community, conjunction, combine, conspire, confluence
ex-, exo-			out of, from	exoskeleton, exterior, external
pro-			forward	progress, proceed, produce
se-			apart	separate, select
retro-			back, backwards	retroactive, retrograde, retrospective
	-fy		to make, to form into	fortify, solidify, liquify
	-hood		state, quality, condition of	neighborhood, childhood, brotherhood
	-ice		state or quality of	justice, service, accomplice, apprentice, injustice
	-some		characterized by a thing, quality, state, or action	awesome, burdensome, winsome, quarrelsome
	-ward		in the direction of	forward, toward, westward
	-ish		like, having the characteristics of, inclined or tending to	childish, girlish, impish, freakish, bookish, oldish
	-less		without	tireless, childless, sleepless
		ad	to, toward	adequate, adhere, adjective, assimilates, accommodate, acknowledge, alliteration, appointment
		amo amatum	love	amateur, amiable, amicable, amorous, enamored, enemy
		aqua	water	aquarium, aqueduct, aquaculture, aquamarine

Game

<http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html?tab=3#tabs>



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Recommendation #3



**Increase how
much students
write.**

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Increasing the Amount of Writing





Writing should be a part of every content area classroom.

You can't avoid thinking when you write!





What new strategy, resource or concept from the *Writing to Read* research do you want to implement?



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- Jill Brown jbrown@isbe.net
-



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