



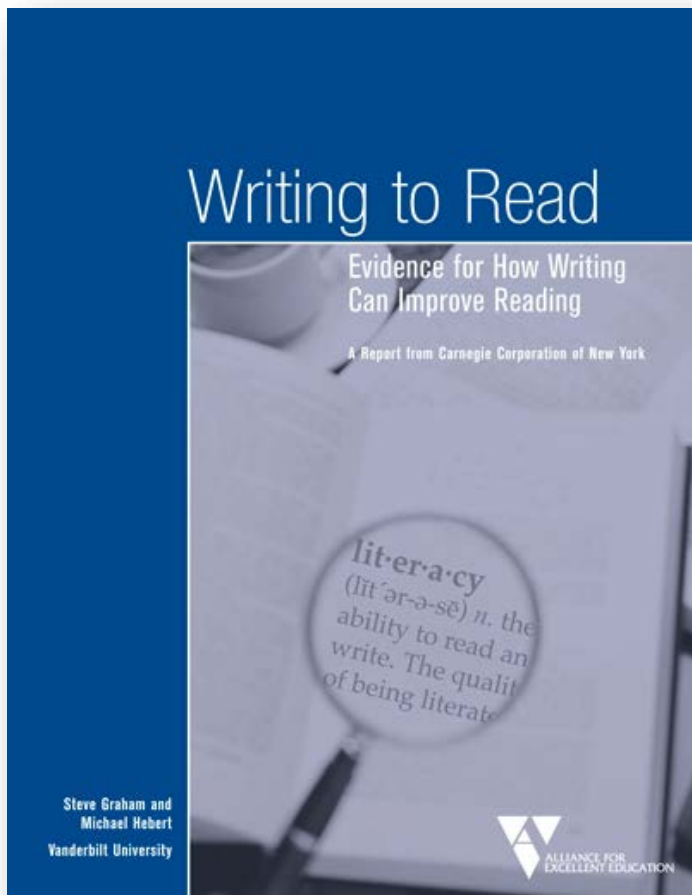
Reading & Writing Strategies Across the Curriculum



How Writing About a Text Can Lead to 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.



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

- **Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)**
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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.



Writing to Read Note-Catcher

Recommendations

Instructional Practices

Your Notes & Resources

Writing to Read: Note Catcher			
Recommendations & Instructional Practices	Reflection		
	Regularly	Sporadically	Not Often
1. Have students write about the texts they read.			
<input type="checkbox"/> Respond to a Text in Writing			
<input type="checkbox"/> Write Summaries of a Text <i>Resource: Summarizing Strategies</i>			
<input type="checkbox"/> Write Notes About a Text <i>Resource: Note Taking Strategies</i>			
<input type="checkbox"/> Answer Questions About a Text in Writing or Create and Answer Written Questions About a Text <i>Resource: Text Dependent Question Guide</i>			
2. Teach Students the Writing Skills and Processes That Go into Creating Text			
<input type="checkbox"/> Teach the Process of Writing; Text Structures for Writing; Paragraph or Sentence Construction Skills <i>Resource: Text Structure</i>			
<input type="checkbox"/> Teach Spelling and Sentence Construction Skills (Fluency) <i>Resource: A Checklist for Evaluating A Spelling Program</i>			
<input type="checkbox"/> Teach Spelling Skills (Word Reading)			
3. Increase How Much Students Write			
Next Steps:			

Reflections



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Recommendation #1



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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



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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.



Summary Handout

1. Skim the handout in your group.
2. Choose an summary idea that would work for your classroom.
3. Choose one person to be the spokesperson for your group.

3rd – 5th Grade
Have Students Write
Summaries About Texts

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 synopsis 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 many different kinds 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 whom are capable of effectively summarizing what was learned are able to learn to synthesize information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information.

Marzano, Robert J. (2001). 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 Handout



3rd – 5th Grade
Have Students Write
Notes About Text





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

Without proper instruction in note taking, students may just write down words or phrases word for word, without thinking about what it the text says. Successful note takers summarize the meaning, leading to better chances of Successful note takers summarize the meaning, which they are much more likely to retain this information later.

Adapted from Marzano/Pickering, 2005

1



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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
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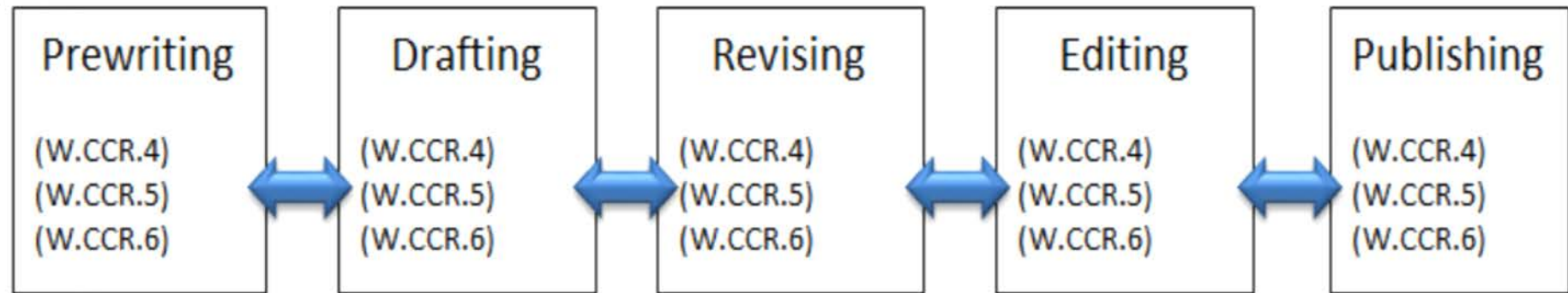


Instructional Practices

- 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

K-5 Resource:

<http://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension>





Text Structure

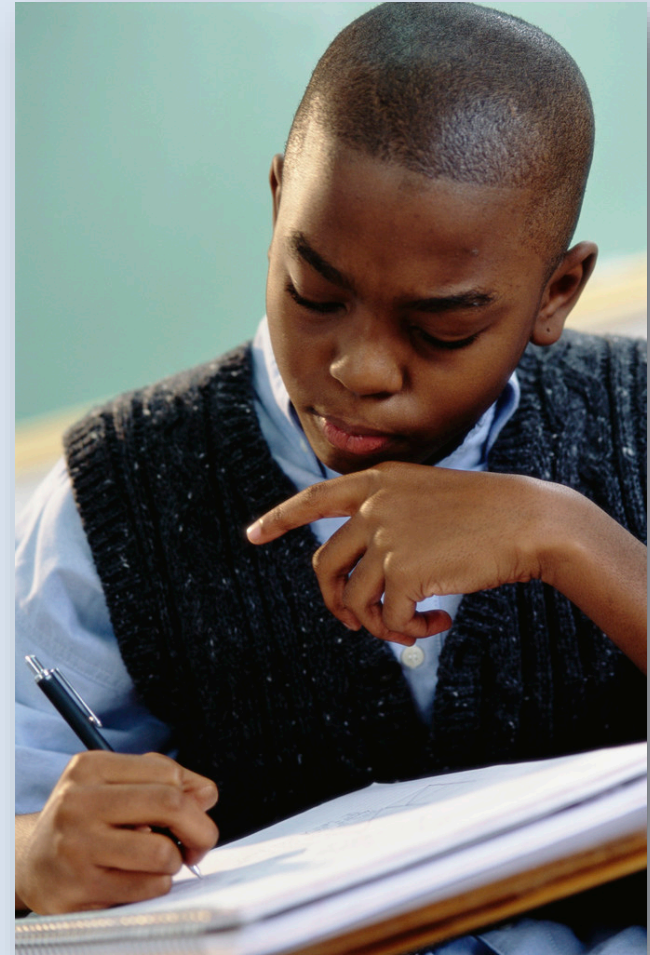
Text Structures

Structure	Definition	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
Description	The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. Focus is on one thing and its components.	For example Characteristics are such as Looks like Consists of For instance Most important *Look for topic word (or synonym) to be repeated throughout the text.	Concept Map 	What specific person, place, thing, event, or concept is being described? How is the topic described? (How does it work? What does it do? What does it look like? Etc.) What are the most important attributes or characteristics? How can the topic be classified? (For example, a robin can be classified as a type of bird.)	A _____ is a type of _____. It is made up of _____ and looks like _____. Some _____ have _____, such as _____. For example, _____. _____ has several characteristics. One characteristic is _____. Another is _____, which is important because _____.
Sequence	The author lists items or events in numerical or chronological order. Describes the order of events or how to do or make something.	First, second, third Next Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally At last In the end On (date) On (time) Directions	Timeline Steps/Directions Cycle/Circle 	What sequence of events is being described? What are the major events or incidents that occur? What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?) What is the beginning event? What other events or steps are included? What is the final outcome, event, or step?	Here is how a _____ is made. First, _____, Next, _____, Then, _____, Finally, _____. On (date) _____ happened. Prior to that _____, was _____, Then _____, after that _____, in the end, _____.
Compare and Contrast	The author explains how two or more things are alike and/or how they are different.	Differs from Similar to In contrast Unlike Same as As well as On the other hand Both Either, or Not only, but also Yes, although, but, However On the other hand * Also look for key words: best, fewer, better, etc.	Venn Diagram T-Chart 	What items are being compared? What is it about them that is being compared? What characteristics of items form the basis of the comparison? What characteristics do they have in common; how are these items alike? In what way are these items different?	_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____, although they share _____ only _____, in the _____-ed.

*All five text structures are tested on Kansas Reading Assessment

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.





Bryan sat by the fire. Bryan read a book.

“Bryan sat by the fire and read a book.”

Jan performed poorly on her science test.
She forgot to study.

*“Jan forgot to study and performed poorly
on her science test.”*



Sentence Combining

Teacher models how to

combine simpler sentences into more complex ones.

Students practice

combining similar sentences.

(Hunt and O'Donnell, 1970)

Resource: Reading Rockets

Strategy, mentor texts, research...

http://www.readingrockets.org/strategies/sentence_combining



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Instructional Practice

Teach Spelling and Sentence Construction Skills

(Improves Reading Fluency)



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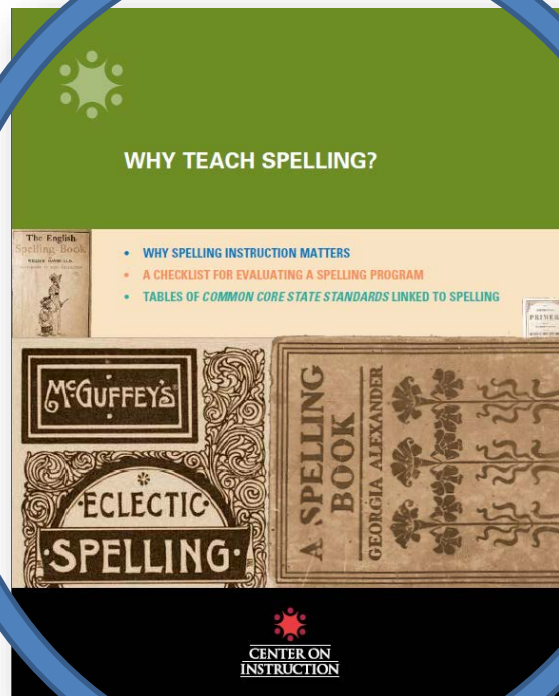
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Spelling Resources



Florida Center for Reading Research Student Activities



<http://www.fcrr.org/curriculum/SCAindex.shtml>

Center on Instruction: Spelling Video

<https://vimeo.com/72895477>

<http://www.readingresources.org/sites/default/files/Why%20Teach%20Spelling.pdf>



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Recommendation #3



**Increase how
much students
write.**

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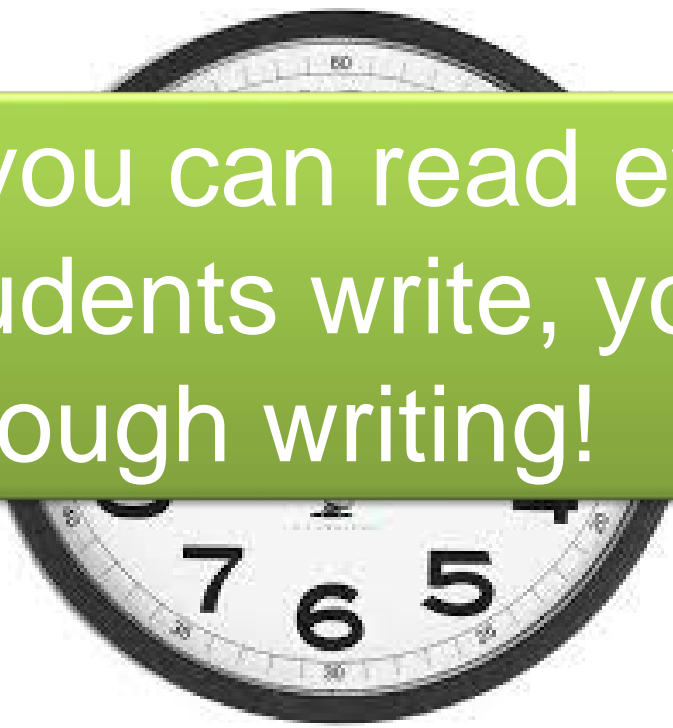
Increasing the Amount of Writing





Biggest Enemy

If you can read everything your students write, you're not assigning enough writing!



January	February	March

October	November	December



How much time should students engage with writing in a school day?

Grade Level	Time Per Day Spent in Writing
Kindergarten	30 Minutes
1 st - 5 th Grades	30 Minutes: Teaching Writing Strategies, Techniques and Skills AND 30 Minutes: Writing Practice (students apply the skills they learned from instruction)

This includes writing practice for all subjects.

Teaching Elementary School Students to Be Effective Writers (What Works Clearinghouse)



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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