

Read-Write Connect

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Agenda

- Introductions
- Reflections
- Background Knowledge: Reading/Writing Relationship
- Strategies for Connecting
 - Graphic Organizers
 - Summarization
 - Written Response to Text
- Closing
- Questions and Answers

Writing is...

- First, think about this sentence starter. How would you finish this sentence?
- You can use as few or as many words as you would like!
- Then turn to someone beside you and share.

Sharing...
...positive sentences!

“Writing is thinking on paper.”
William Zinsser

Sharing...
...not-so-positive sentences!

Writing is easy. All you have to do is sit down at a typewriter and open a vein.

-Red Smith (sports writer)

Something to ponder...

- Why is teaching students to write so hard for many teachers?
- Is it because at some point (or at many points) along the way, we stop **teaching** students to write and simply start **requiring** them to do it?

Gradual Release of Responsibility Model

- Modeling isn't just for primary school anymore!!!

Model-Guided-Independent
(ME-US-YOU)

The teacher **writing** in front of the students
+
Talking out loud to describe what the teacher is **thinking**
=
Effective Modeling

Two Types of Writing Instruction

1. Instruction focused on teaching the craft of writing - what good writers do.
- 2. Instruction focused on teaching how to use writing to support learning.**

Writing Strategies

1. Graphic Organizers
2. Summarization
3. Response to Literature

Graphic Organizers

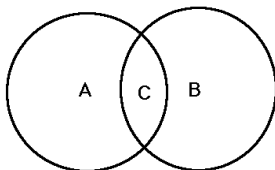
- Assist the reader in organizing the information presented in a visual way.
- Require an understanding of the concepts and their relationships to each other.
- Assist students in narrowing a lot of information into a manageable amount (using only the most important words and phrases).

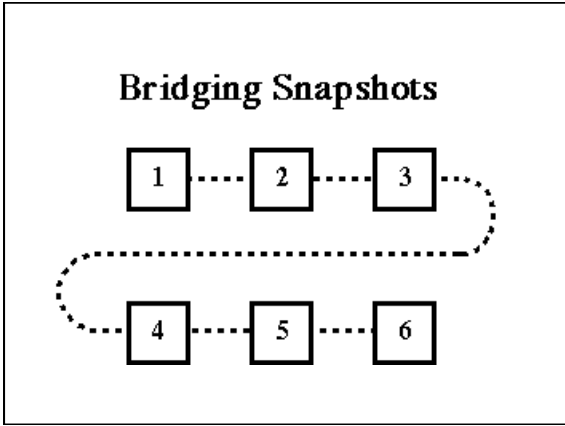
Which GO to use?

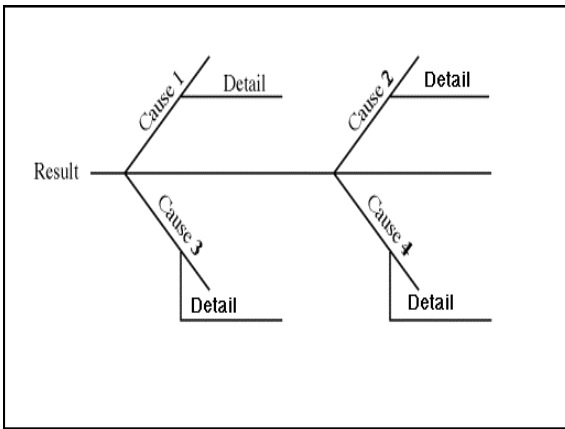
- Teachers must first recognize which organizational structure the author of the text used...
 - compare/contrast?
 - main idea/details?
 - sequential?
 - cause/effect?
 - problem/solution?

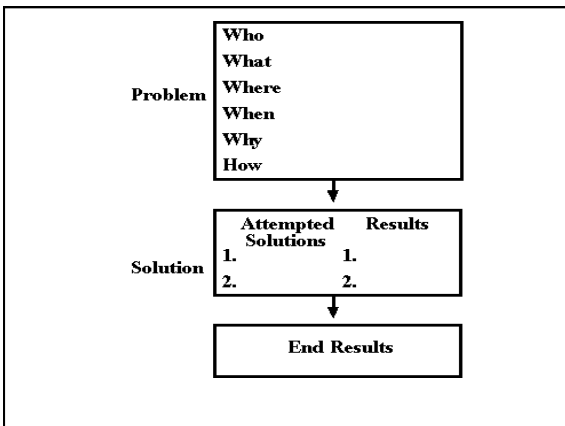
Can you match the GO to the correct text structure?

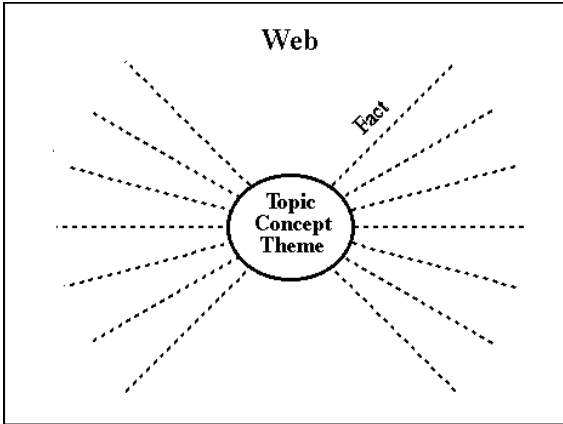
Venn diagram...











Student-created GOs

- Once students have had **multiple experiences** with many types of graphic organizers and texts that match them...then they should be **taught** to reconstruct the information they read into their own unique organizer.

Goal of GOs

- To assist students in **mentally** organizing information in their mind as they read independently and possibly even writing this information down as notes in an organized way.

• Don't forget the modeling!!!

Watch It!

- Watch as Mr. Jones models his use of a cluster diagram!

eRead module: Teach: Graphic Organizers - Teach in the Classroom

Assessment of GOs

- Rubrics should be uniquely designed for each organizer and text individually, although they can generally be very much alike.

Rubrics

- Designed by teacher **before** the project starts to help focus teaching.
- Shared with students **before** the project starts to focus their learning.
- Allow students to use the rubric to self-check their work with the opportunity to **make changes** before handing it in!!!

Watch It!

- Listen and watch as Kiara as she explains how she used a teacher created rubric to self-assess her completion of a cluster diagram.

eRead module - [Graphic Organizers: Assess in the Classroom](#)

Moving from GOs to Summaries...

- Graphic organizers are a great first step toward summarizing texts.
- They require that students recognize and sort information into meaningful, organized, related groups.
- They require a student to pare down an overwhelming amount of information into manageable sized pieces.

Summarization

- Process of paring down the text to the bare necessities without losing the author's meaning or intent.
- It is an important skill for supporting comprehension.

3 Topic Venn Diagram

- Using the Venn diagram on your handouts, compare and contrast what you have learned so far for about GOs and Summarization.
- Continue to stop and complete areas as we cover content...as you will see GOs are much easier to complete **during** reading/listening than afterward!

How to Write a Summary

**See handout "How to Summarize"

But don't forget the modeling!!!!

Modeling

- Listen and watch as Mrs. Singh demonstrates the process of summarizing a portion of a text.

eRead module: Teach Summarization - Teach in the Classroom

Using Rubrics

- Rubrics can assist students in focusing on the important aspects of a summary.
- It provides an opportunity for the student to reflect on the *process* he/she went through to arrive at the final summary before the student turns in their work.

Watch It!

- Watch as Terrance self-reflects on his own summary as he uses the rubric to evaluate his work.

eRead module: Teach Summarization - Assess in the Classroom

Stop, Reflect, Revisit

- Return to your 3 Topic Venn Diagram handout...what new information can you add?

Moving on...

- Written Response to Text
 - aka “Extended Response”
 - aka “Constructed Response”
 - aka “TESTING!!!!”

Tips!

- Should include details from the story.
- Through-backs (part of the prompt incorporated into response).
- Do not include your own opinion unless the prompt asks for it!

Steps

1. Read prompt (what is being asked?)
2. Identify (underline) key words in the prompt.
3. Identify (underline) those key words in the selection.
4. Find the supporting details.
5. Create your response using part of the prompt. Use complete sentences.
6. If the prompt has more than one part...repeat these steps!

But don't forget the _____!!!!

Watch It!

- Watch as Mrs. Alvarez models how to construct a written response to text!

eRead module: Teach: Written Response to Text - Teach: In the Classroom

Using Rubrics

- We often give 1, 2, 3 or 4 points for students who have constructed an extended response question...but we don't often have students use a rubric to self-assess their process and product!
- This provides students with immediate feedback as to how they have performed.

Watch It!

- Listen and watch as Susie tells about her use of a rubric to self-assess her written response.

eRead module: Teach: Written Response to Text - Assess in the Classroom

Stop, Reflect, Revisit

- Revisit your Venn Diagram for the last time...add information about written response to text.
- Discuss with a partner for 2 minutes.
- Be ready to share out something you learned!

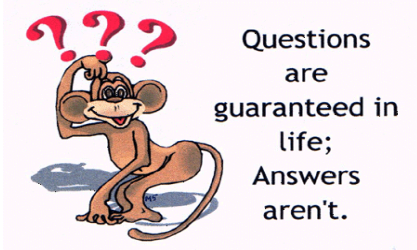
What will you remember?

- Research says that only about 50% of what was learned in a short instructional session will be retained immediately after a students walks out of a room.
- What will **you** remember today...and will it most likely be something you wrote down? Hmmm.....

"Writing is thinking and thinking is hard work."

Lewis Black

Questions & Answers



References

- *Read-Write Connect*, eRead Ohio Professional Development Module, Ohio Department of Education: Office of Literacy.

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