



How Do Writers Write?

Teachers Using Personal Writing Experience to Improve
Classroom Instructional Practice

Strategies for Helping Teachers Improve
Teaching and Learning with Writing

Gates Chili Central Schools

Developed by

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Essential Question

How do writers write? (*used as a pre- and post- test for participants*)

Guiding Questions

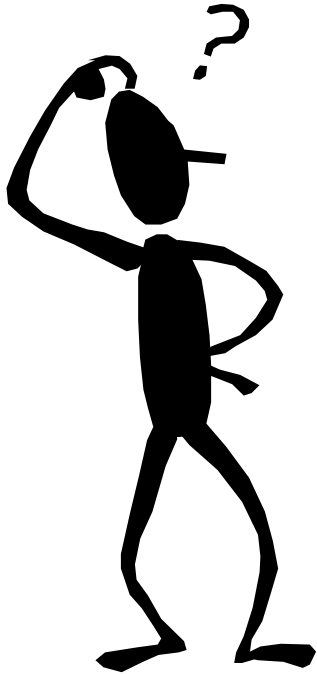
(*shared with participants on overheads during each session*)

1. Why should I have students write?
2. What are the stages in writing process?
3. Why break writing down into stages?
4. Does planning time matter?
5. Why isn't a piece of writing done after the first draft?
6. Why is it important for students to write for different audiences?
7. How can teachers motivate their students to want to revise and edit?
8. Why is rereading our own writing so important?
9. How can other people help writers by reading their drafts?
10. Why is it important that teachers write with their students?
11. How and when should teachers assess student writing?
12. Should every piece of writing be taken through all the stages of writing process?
13. Are there any aspects of writing process which are the same for students at all grade levels?
14. Are there any aspects of writing process which are developmental?
15. How can writing as a learning tool help students to achieve the content standards they are studying?

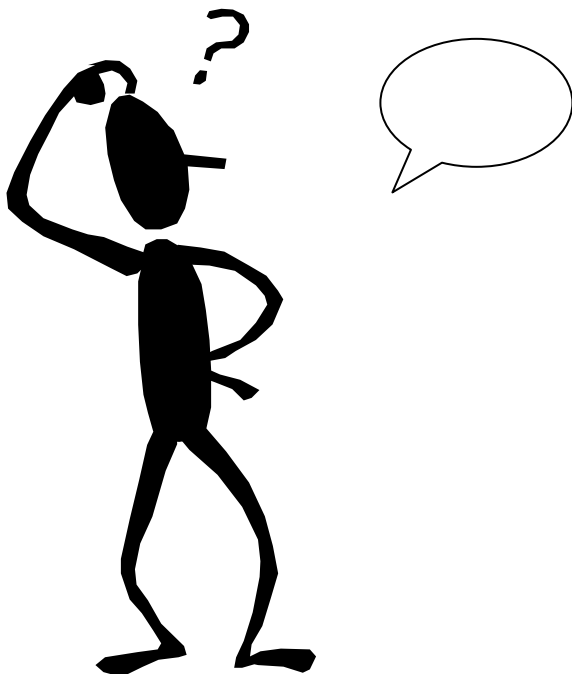
Workshop Sketch

| | Session 4 | Session 5 | Session 6 |
|------------------------------|--|---|--|
| Guiding Questions | <ul style="list-style-type: none"> -How can teachers motivate their students to want to revise and edit? -Why is rereading our own writing so important? -How can other people help writers by reading their drafts? -Why is it important that teachers write with their students? -How and why should teachers assess student writing? | <ul style="list-style-type: none"> -Why should students write? -How can teachers motivate their students to want to revise and edit? -How and why should teachers assess students' writing? -Should every piece of writing be taken through all the stages of writing process? -How can writing as a learning tool help students to achieve the content standards they are studying? | <ul style="list-style-type: none"> -Why is it important for students to write for different audiences? -How and when should teachers assess writing? -Are there any aspects of writing process which are the same for students at all grade levels? |
| Opening Activity | Personal Reflection: Reread draft. What do I like best? Least? (10 minutes) | Personal Reflection: Based on matrix, what can I see about my classroom writing? (10 minutes) | Personal Reflection: How do I feel about my piece of writing now? (5 minutes) |
| Input | Overview of Revising Conference Video (45 minutes) | Overview of Editing (30 minutes) | Overview of Publishing (15 minutes) |
| Personal Application | Revision Attempts Peer Conference (30 minutes) | Writing Time (40 minutes) | Oral publishing of own piece (90 minutes) |
| Classroom Application | Writing Matrix (45 minutes) Revising Strategies Development of WP Rubric | Writing matrix (45 minutes) Editing Strategies Development of WP Rubric | Writing Matrix (30 minutes) Review of student work Development of WP Rubric |
| Closure Reflection | What do you need to do next with your piece of writing? (5 minutes) | Review of Burning Questions (15 minutes) | Course Evaluation (5 minutes) |
| Outcomes | 1. A and B; 2. B,C, and D; 3. A and B | 1. A and B; 2 B,C and D; 3. A and B | 1. A and B; 2. B,C, and D; 3. A and B |
| Assessments | Learning Log Writing Process Planner Peer Conference Writing Matrix | Learning Log WP Planner Review of Burning Questions Writing Matrix | Writing Matrix Writing Process Planner Comments to other writers Course Evaluation |
| Resources | Student Writing Conference Video "Mentor Texts", <u>How's It Going?</u> by Carl Anderson | Student Writing <u>If You're Trying to Teach Kids to Write, You Gotta Have This Book</u> by Marjorie Frank | Student Writing "Author!Author!" Technology and Learning, April 1999 "Get Kids' Work Published!" ,March 1999 |

Burning Questions I have about Writing and Writing Process:



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Class Sample

Burning Questions
Writing Process
Spring 2001

Motivation

How can I encourage students to actively improve their writing?
How can I get students motivated to write? (3)
How do I grab interest and attention of those students who have little focus in writing? (Little interest/creativity)
What are some creative ideas to encourage writing in the classroom?

Revision

How can I get students to really revise? They always want to only edit.
What are some strategies to teach the revision piece?
How can I get students to really edit/revise their papers?
How do you encourage children (especially young) to expand on their writing?

Primary Level Concerns

What are the best ways to get kids to move from Magic Writing to creating a sentence?
What terms from the writing process should be introduced in kindergarten?
How can I help students write in a second language when they have various skill levels in English writing?
How should I approach the writing process with Early Emergent writers?

Content Areas

How can I expand the use of writing process in math and what kinds of things will help students write to explain their answers?
How do I find the time and textbooks and curriculum to do writing in math, especially in remediation?
What are some ways to integrate writing more in content areas - science/math?

Teacher Sample

| | 4 | 3 | 2 | 1 |
|---|---|---|--|---|
| <p>Drafting</p> <ul style="list-style-type: none"> -gets ideas on paper -refers to prewriting -follows classroom rules | <ul style="list-style-type: none"> -writes clear complete sentences -uses obvious organization -clear connection to prewriting | <ul style="list-style-type: none"> -writes in sentences - uses ideas from prewriting in piece | <ul style="list-style-type: none"> -writes some sentences -uses some or limited connection to prewriting | <ul style="list-style-type: none"> -writes few or no sentences -makes little or no connection to prewriting |

Draft August 2000

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|---|---|---|--|--|
| <p>Drafting</p> <ul style="list-style-type: none"> -getting ideas on paper -connects to prewriting -meets classroom expectation for drafting (e.g. skipping lines, writing on one side of paper) | <ul style="list-style-type: none"> - writes in sentences -makes clear connection to prewriting ideas -clearly uses classroom drafting guidelines independently | <ul style="list-style-type: none"> -attempts to write in sentences -uses ideas from prewriting in draft -uses classroom drafting guidelines most of the time | <ul style="list-style-type: none"> -may use some sentences -uses some limited connections to prewriting -attempts to use some classroom drafting guidelines | <ul style="list-style-type: none"> -attempts to write few or no sentences -makes little or no connection to prewriting -disregards or requires direct teacher assistance to use any classroom drafting guidelines |
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Revised August 2001