

# The Writing Revolution

mdek12.org



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Spring 2021



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## State Board of Education STRATEGIC PLAN GOALS

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**ALL** Students Proficient and Showing Growth in All Assessed Areas

**EVERY** School Has Effective Teachers and Leaders

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**EVERY** Student Graduates from High School and is Ready for College and Career

**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

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**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School and District is Rated "C" or Higher

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## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

## Session Goals



Explain the common misconceptions of writing instruction

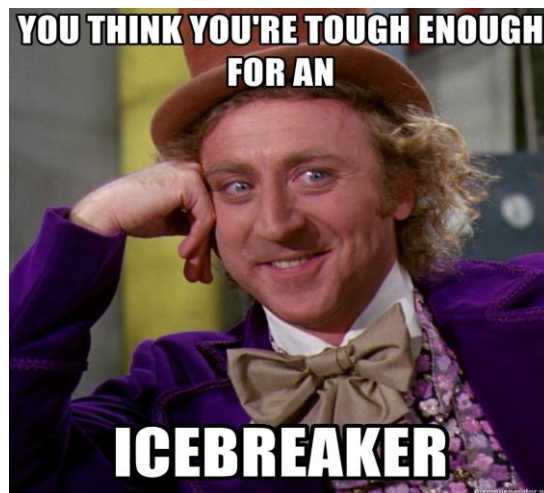
Engage in strategies to incorporate into daily instruction

“The inclusion of resources and/or websites does not constitute an endorsement by the presenter NOR an endorsement by the Mississippi Department of Education.”

# Session Norms



## Let's Break the Ice



## My Feelings When...

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...assigning writing tasks to students.



**A**



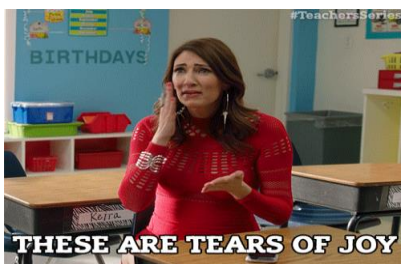
**B**

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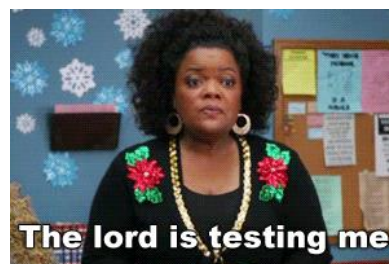
## My Feelings When...

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...grading students' writing.



**A**



**B**

8

## My Feelings When...

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...delivering writing instruction in my class.



**A**



**B**

## My Feelings When...

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...sitting in a PD about writing.



**A**



**B**

# Writing Research

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Along with reading  
comprehension,  
writing skill is a **predictor**  
of academic success...

(Graham & Perin, 2007)

**Seventy percent** of students in grades 4-12 are low-achieving writers.

(Perskey et al., 2003)



**A third** of high school students intending to enter higher education **fail to meet** the readiness **benchmarks** for college-level English courses.

(ACT, 2005)



## Think-Pair-Share

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Respond to one of the following questions:

- Based on the research from the previous slides, why is writing instruction beneficial for all students?
- What implications does this research have on your work as an educator?



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## Think-Pair-Share

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- In Breakout Rooms, discuss your answer to the question.
- The person who has an upcoming birthday will share first, followed by the person whose birthday is next.
- Follow this pattern until everyone has shared.



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# Sentence Strategies

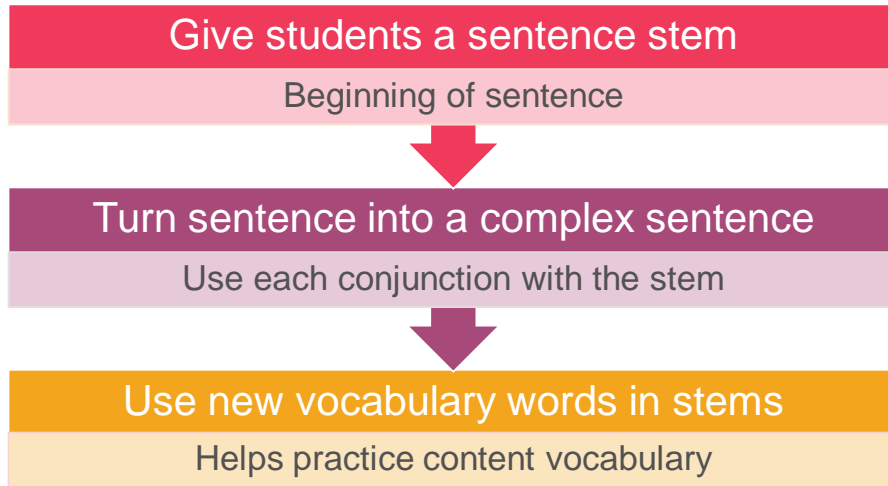
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*Because, But, and So*  
*Sentence Expansion*

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## Because, But, and So

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## Because, But, and So

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- The facilitator was happy because...
- The facilitator was happy, but...
- The facilitator was happy, so...

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## ***Because, But, and So***

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- The facilitator was happy because everyone signed in on time.
- The facilitator was happy, but she forgot to introduce her co-facilitator.
- The facilitator was happy, so she ended the session early.

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## Tips for Success

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Anticipate students' responses

Explain to students the purpose of "so"

Not every text lends itself to use all conjunctions

Refrain from using conjunctions at the beginning of the stems



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## Expanding Sentences

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- Create a kernel sentence (that has one subject and one verb).
- Select two or three question words (Who? What? When? Where? Why? How?).
- Allow students to answer the questions (always begin with the answer to *when*).
- Model expanding the sentence.



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## Expanding Sentences

Expand the following sentence using the question words.

The facilitator spoke.



Kernel sentence

When: .....

Where: .....



Notes

Why: .....

Expanded Sentence: \_\_\_\_\_



Completed  
sentence



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## Supporting All Students

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Provide 1-3 question words to struggling students

Give additional question words to advanced students

Place a star next to “when” to serve as a reminder

Give explicit feedback



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## Daily Application in the Classroom

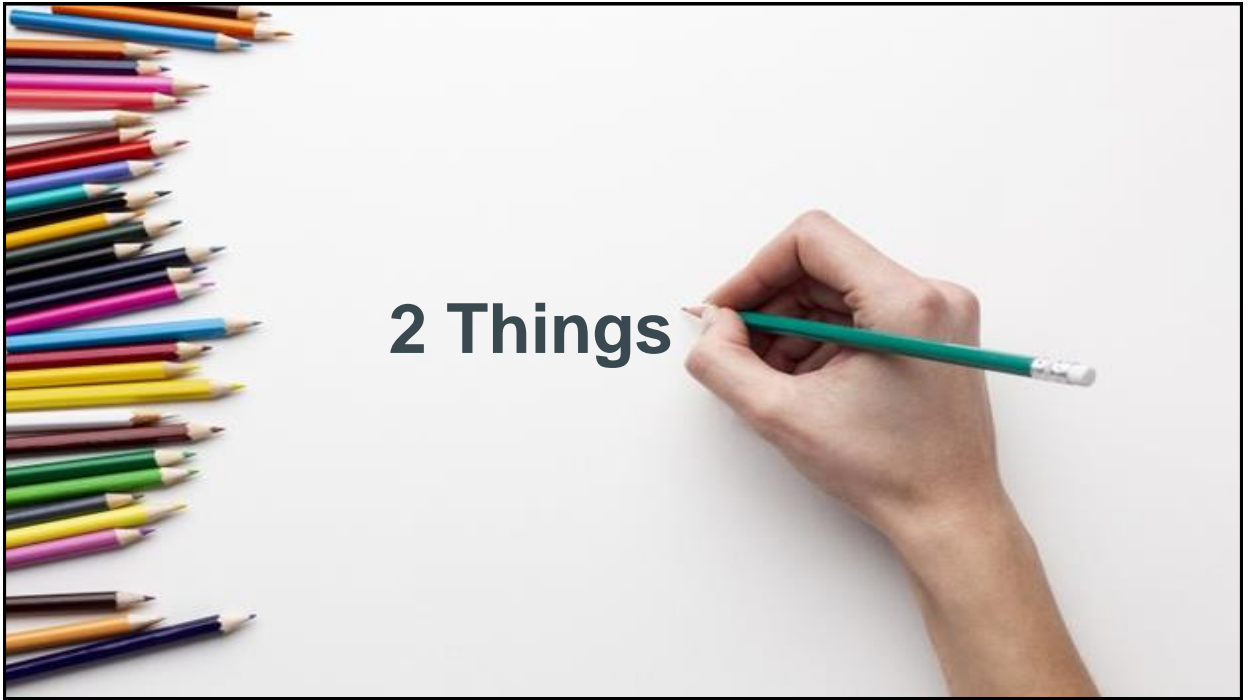
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	Strategy	Example
<b>Beginning</b>	Sentence Expansion for Do Now/Warm up (review)	Egyptians built the pyramids. when..... why.....
<b>Middle</b>	Stop and Jot using Summary Sentence	who... (did) what... where... how... Summary sentence:
<b>End</b>	Because, But, and So exit tickets	Egyptians built pyramids because... Egyptians built pyramids, but... Egyptians built pyramids, so...



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