The Writing Revolution

Spring 2021

State Board of Education  STRATEGIC PLAN GOALS

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

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

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

4. **EVERY** School Has Effective Teachers and Leaders

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

6. **EVERY** School and District is Rated “C” or Higher
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.

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

YOU THINK YOU’RE TOUGH ENOUGH
FOR AN

ICEBREAKER
My Feelings When…

…assigning writing tasks to students.

A

B

My Feelings When…

…grading students’ writing.

A

B
My Feelings When…

…delivering writing instruction in my class.

A  B

My Feelings When…

…sitting in a PD about writing.

A  B
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

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?

Think-Pair-Share

• 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.
Sentence Strategies

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

Give students a sentence stem
  Beginning of sentence

Turn sentence into a complex sentence
  Use each conjunction with the stem

Use new vocabulary words in stems
  Helps practice content vocabulary

The facilitator was happy because…

The facilitator was happy, but…

The facilitator was happy, so…
Because, But, and So

• 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.
Tips for Success

- 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

Expanding Sentences

- 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.
## Expanding Sentences

Expand the following sentence using the question words.

The facilitator spoke.  
Kernel sentence

When: ............  
Notes

Where: ............  
Notes

Why: .................  
Notes

Expanded Sentence: _____________________________

<table>
<thead>
<tr>
<th>Kernel sentence</th>
<th>Completed sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilitator spoke.</td>
<td></td>
</tr>
<tr>
<td>When: ............</td>
<td>Notes</td>
</tr>
<tr>
<td>Where: ............</td>
<td>Notes</td>
</tr>
<tr>
<td>Why: .................</td>
<td>Notes</td>
</tr>
</tbody>
</table>

### You Try
Supporting All Students

- 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

Daily Application in the Classroom

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

QUESTIONS?
ANSWERS!