

Writing Summary Handout
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Developmental Tasks (When):

Writing is more than writing thoughts down:
Three types of language:

1. Transactional: “getting things done”
2. Expressive: thinking on paper.
3. Poetic: “using language to create phonetic, syntactic, lexical and semantic patterns depending on the requirements of writing.”

Cognitive development stages:

1. Episodic (Non-sequential): Students are often given what they are expected to write.
2. Narrative (Temporal Events): Students engage in the simplest form of writing. Students rely on recalling events in order to tell a story.
3. Descriptive: Students impose their own order on the world. Writing is abstract.
4. Explanatory (Temporal Spatial): Deals with physical objects and sequences. Students develop systematic thinking.
5. Analytical (Categorical/Logical): Topics are categorical and arguments are logical.
6. Artistic (Concrete Universal): Gives students expression of impulses and centers on metaphor and allegory.

Four Basic Needs:

1. Substance: engages students, allows them to write about material they know.
2. Skills: basic writing skills.
3. Structure: overarching design of content.
4. Style: gives text its individuality.

Process Model (What)-process used to write:

Product Approach	Process Approach	Post-Process Approach
1. Topics are assigned.	1. Writing is self-initiated: everybody has a story to tell.	1. Writing is sometimes self-initiated and sometimes teacher-assigned.
2. Expository essays are the staple of school writing.	2. All modes of writing are respected equally.	2. All modes of writing are respected equally, but teachers will intervene to make certain many genres are undertaken.
3. Grammar study, handbook rules, and exercises lead to good writing. Mini-lessons and student-teacher conferences are the primary means of direct instruction.	3. Prewriting, writing, and rewriting produce good writing.	3. Prewriting, writing, and rewriting produce good writing. Mini-lessons and conferences are still primary, but mini-lessons may be longer and more sequenced.
4. Good writing is based on models and formal guidelines.	4. Meaning precedes and determines questions of form.	4. Teachers may intervene more directly than in a process model to tell writers what works and does not work.
5. Teachers are the single audience for student writing.	5. Writing should be read like literature by a diverse audience.	5. Writing should be read like literature by a diverse audience.
6. Teacher-corrected papers are central to the teaching effort.	6. Conferencing with students and organizing other readers is central to the teaching effort.	6. Conferencing with students and organizing other readers is central to the teaching effort.

Teacher’s Role:

- The student writes, responds to texts/process of producing text.
- The teacher listens to student response, to text from student’s perspectives and responds to student’s response.

Writing Workshops (Where):

- Writer’s need: regular chunks of time, ability to pick own topic, response, to learn mechanics in context, to know adults who write, to read, teachers to take responsibility for their knowledge and teaching.
- 4 Components of Workshops: Teacher-student conferences, mini-lessons, group share, status of class conferences

Hillock’s Lesson:

- Principles for sequencing/planning lessons: Fun, building (scaffolding), integration, independence

Collaborative Writing:

- Collaborate with peers to foster productivity through social interaction and practice social skills.

Portfolios (Who):

- Portfolios require students to collect samples, select best work, reflect, and project goals. Students are responsible.
- Portfolios cause students to treat writing as a process and their works as “in progress”
- Allow for a variety of content/texts, and causes students to assess their success.

Authentic Assessment (How):

- Authentic Assessment shows students/parents the writing tasks required of students are being taught in the classroom.
- Rubrics are fast-no need for justifying comments and more objective because judgment is tied to standards.
- 2 types are Analytic (broken up into categories) and Holistic (on a scale, without separate categories)

Example Analytic Rubric:

FIGURE 11-17
Two-tiered portfolio

<p>A. Contents of Portfolio (60% of portfolio grade) Writing (40) Points</p> <p>_____ 1. _____ (Name of piece)</p> <p>_____ 2. _____ (Name of piece)</p> <p>_____ 3. _____ (Name of piece)</p> <p>_____ 4. _____ (Name of piece)</p> <p>Metawriting/Reflection (15 points)</p> <p>_____ 1. _____ (Name of piece)</p> <p>_____ 2. _____ (Name of piece)</p> <p>_____ 3. _____ (Name of piece)</p> <p>Peer Writing (5 points)</p> <p>_____ 1. _____ (Name of piece)</p> <p>_____ 2. _____ (Name of piece)</p> <p>Writer’s Choice (up to 5 extra points; not required)</p> <p>_____ 1. _____ (Name of piece)</p> <p>_____ 2. _____ (Name of piece)</p>	<p>B. Quality of Portfolio (40% of portfolio grade) You must allot 3–12 points to each criterion, for a total of 40 pc Write your allotments in the bracketed spaces.</p> <p>_____ 1. Voice—distinctness of style, creative expression and arrangement, personality</p> <p>_____ 2. Organization—logical, orderly arrangement, ease of movement within portfolio</p> <p>_____ 3. Reflection—thoughtfulness, awareness of self and teacher in metawriting</p> <p>_____ 4. Development—fullness of contents, full explanations, adequate detail</p> <p>_____ 5. Mechanical and Usage—spelling, punctuation, word choice, usage</p> <p>Contents points () + Qualities points () = Total score () Comments about the portfolio</p>
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Connections to Curriculum:

General Learning Outcomes: Students will listen, speak, read, write, view and represent to:

1. Explore thoughts, ideas, feelings and experiences.
 - a. K-9: 1.1 Discover and explore.
 - b. 10-12: 1.1 Experiment with language, image and structure. (Opportunity to explore own ideas)
2. Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
 - a. 10-12: 2.2 Understand and appreciate textual forms, elements and techniques. (Learn to work with different elements of writing)
3. Manage ideas and information.
 - a. K-9: 3.4 Share and Review
 - b. 10-12: 3.2 Follow a plan of inquiry. (Ability to evaluate own and others' material)
4. Create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
 - a. 10-12: 4.1.3 Develop Content (Enhancing the effectiveness of thought through structure and organization)
5. Respect, support and collaborate with others.
 - a. K-9/10-12: 5.2 Work within a group (Collaborative writing)

Activity One: Rock Mystery

This activity develops students' creative and descriptive writing skills. Divide students into groups and at each station have five different rocks. Each group collaborates to choose one rock to write about. Each member of that group writes their own description of the chosen rock in a different form from one another. After a given amount of time (e.g. 3 min), students leave their descriptions at the station and rotate to the next station. Here, students read the descriptions left by their classmates in order to determine which rock the group was trying to describe and how the form affected their understanding. After 3 minutes, students rotate again to a new station to read new descriptions, and so on and so forth. This activity demonstrates how one object can be described in a number of ways, all of which contribute to an overall understanding of what is being described.

Activity Two: Persuasive Writing

This activity can be explored by Junior High students. Give

the students the following prompt:

"Convince your parents to allow you to do something you normally would not be allowed to do".

By giving the students a relatable topic and a unique audience, this activity will engage the students in exploring persuasive writing.

Activity Three: Personal Opinion Journaling

This is a daily activity guided by a calendar that indicates what topic or question the students will be writing about.

The questions/topics chosen for the calendar would be determined according to the intended grade level. For example, some questions/topics for a Jr./Sr. High class could look like:

- What are you reading? Tell me about it.
- What suggestions can you offer to make our school a better place?
- Set a goal for yourself. How will you reach it?
- What is one thing that you love about yourself. Why?
- You have the opportunity to meet anyone, dead or alive. Who would it be and why?
- Tell me about a current event that you've heard about over the last week. (Could be a consistent Friday topic, which could spur student interest in current events)

Activity Four: Descriptive Writing (Variation of Taboo)

This activity can be played by any age group. Choose words that fit/challenge the students' vocabulary and create cards for the student's to choose from. The word on the card must be described in writing without using the words listed below it. Then the student reads his/her writing to a peer and that peer guesses the word. This encourages students' creative and 'outside of the box' thinking.

Tip: Encourage students to guide their writing with their five senses.

For example:

Pig	Ballet	Eye	Football
Oink	tutu	face	touchdown
Pink	dance	eyelash	yards
Curly	point	nose	team info
Wilbur	Nutcracker	pupil	linebacker

References

- Alberta Education. (1996). English language arts program of studies. Retrieved Jan, 23, 2013, from <http://www.education.alberta.ca/media/645805/srhelapofs.pdf>
- Milner, J. O., & Milner, L.F. (2003). *Bridging English* (3rd ed.). Upper Saddle River, NJ: Pearson.