

## Study Guide

# The Upper Elementary PD Series

## Module 7—Writing

## PREFACE

This study guide is intended to help teachers get the maximum benefit from the seven modules that make up the Upper Elementary PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

## CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

### **Slide 7: Balancing Writing Component Skills and Content**

Note that the graphic on this slide is similar to a seesaw or scale. In writing, we must endeavor to find balance between the skills students need to write clearly and succinctly (component skills) and the writing process itself (writing for a variety of purposes and editing to achieve a polished final product).

The Institute for Education Sciences (IES) at the US Department of Education recommends a target of 60 minutes of writing per day. How can this be achieved in your schedule given the time constraints of your daily routine? Will it involve collaborating with other educators on your team?

### **Slide 9: Capitalization Checklist**

When your students write across the curriculum, would checklists like the one shown on the slide help them write more effectively? Besides capitalization, which other writing checklists would be useful at your grade level?

### **Slide 10: Teaching Punctuation Activities**

Briefly explain the four activities discussed on this slide.

**Text Messages into Sentences:**

**Mixed-up Sentence Races:**

**Punctuation Games:**

**Crazy Sentences:**

### **Slides 11-12: Crazy Sentences**

In the space below, create your own crazy sentence or two for additional examples for your students.

How would this activity help your students with the proper use of punctuation?

### **Slides 15-16: Parts of Speech Activities**

Briefly describe each of the parts of speech activities discussed on this slide:

Swatting “\_\_\_\_\_”:

Sorting Races

Color-Coding Words:

Parts of Speech Bingo:

### **Slides 15-17: Parts of Speech Activities**

Which activity (ies) above would be fun and motivating for your students to learn the parts of speech?

### Slides 18-20: Subject and Predicate Activities

Are the suggested student friendly definitions for subject and predicate appropriate for your students? What changes if any would you make?

Look at the activity on slide 20. Do you think your students would enjoy this activity and would learn about subject and predicate? Explain.

### Slide 21: Writing in a Variety of Genres for Different Purposes



As you saw on this slide, each of the writing genres on the slide can be used across the curriculum. Think of the subject you teach and a way you could have students write each of the genres within lessons that you normally teach.

Fiction

Poetry

Expository (including summaries, lab reports, etc.)

Letters

Persuasive

Response to texts

### Slide 22: DARE Strategy for Persuasive Writing



Can you think of a way that you can utilize the DARE strategy to teach a lesson in a subject area other than language arts? Write a brief synopsis of the lesson in the space below.

### Slide 25: The Writing Process—Step 1 Pre-Writing

Pre-writing is the initial process of thinking and planning a written composition. During this step, students develop their ideas about what they will write—they will create, develop, and explore alternate ideas.

Below is a brief summary of the main ideas from this slide.

1. Create and explore ideas.
2. Organize thoughts.
3. Develop a plan...consider the subject, the purpose, the audience and the form or structure of your writing.
4. Often these consideration lead to a need to further brainstorming or rethink organizational ideas.

### Slide 26: The Writing Process—Step 2 Drafting

The major goals of this step of the writing process are for students to get their initial ideas written down and to receive feedback on them. A first draft is expected to be imperfect.

As a teacher, when you provide feedback, you should let them know about improvements they can make to the:

**TOPIC**—Did the student stay on topic? Did they cover it in sufficient detail? Are there digressions?

**AUDIENCE**—Did the student write for the correct audience? Does the introduction draw in and interest the reader?

**PURPOSE**—Does the draft clearly state what the author is trying to achieve with their writing?

**CLARITY**—Does the student make points clearly and succinctly? Is there a lot of repetition or unnecessary digressions?

**COHERENCE**—Is there a natural progression to the writing, where one idea logically flows to the next? Or does the writing seem to abruptly jolt from one idea to the next?

### Slides 27-28: The Writing Process—Step 3 Revising

Revising involves incrementally improving the initial writing by incorporating feedback. During the revision process, students are making large changes—**ADDING** sentences for to move fully develop ideas; **REMOVING** unneeded or confusing words and sentences; **MOVING** content from one part of their writing to another to improve clarity and coherence; and **SUBSTITUTED** words and sentences to eliminate repetition or incorrect/imprecise language.

How can modelling revising help students who find this part of the process to be tedious or unnecessary?



### Slides 29-30: The Writing Process—Step 4 Editing

The goal of this step of the writing process is to eliminate spelling, punctuation and grammatical errors.

In the space below explain how the CUPS process might work in your classroom. Then if you want you can do an initial sort of your students to decide which of the editing jobs might be best for each of your students.

**C**apitalization

**U**sage

**P**unctuation

**S**pelling

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### Slide 32: Video “Six Recursive Stages of Learning”

If working with a colleague, watch the video and discuss your thoughts. You can jot down any takeaways below.

### **Slide 33: Analyzing a Student Writing Sample**

What did you notice about this student's writing as you read the sample?

What specific knowledge/skills do you think this student might need to be taught (or reviewed)?

How does this sample compare to the writing of students in your classroom?

## Slide 34: Reflection



Teachers, think about what reading instruction has looked like in your instruction...what changes do you plan to make based on the information you learned in this module?