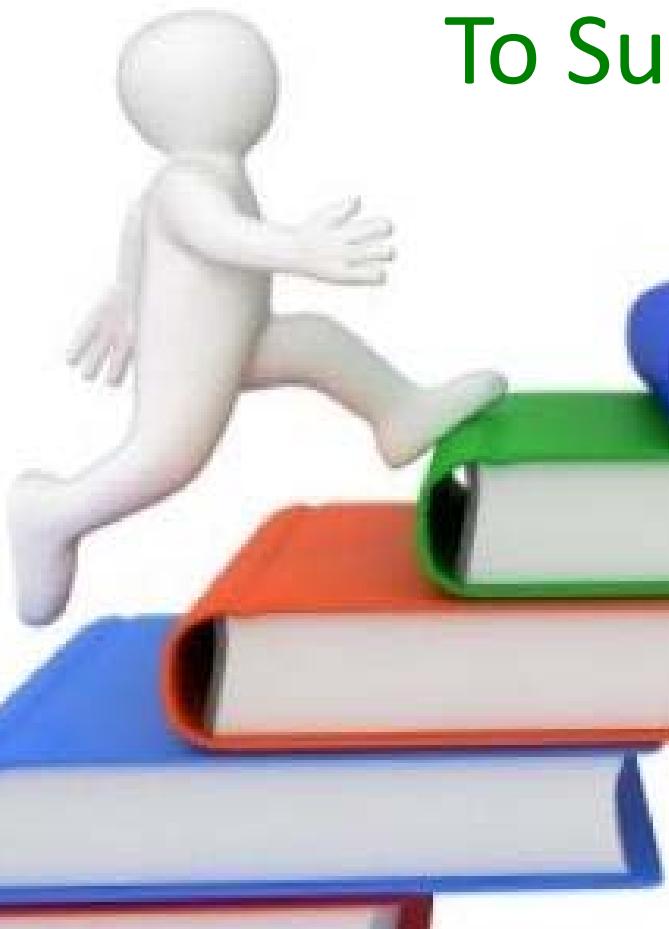


# Writing Strategies

To Support



**ALL**

Blended Learners

*...and Virtual Learners*

**Derek Voiles, Ed.D.  
Assistant Principal**

**Whitney Hodges, Ed.S.  
ESL Teacher**

*At Lincoln Middle School  
when we talk about...*

**Blended Learning / Learners**

**Virtual Learning / Learners**

Online learning doesn't change what we do or the best practices that we know. We have just changed the tool for which we deliver instruction.

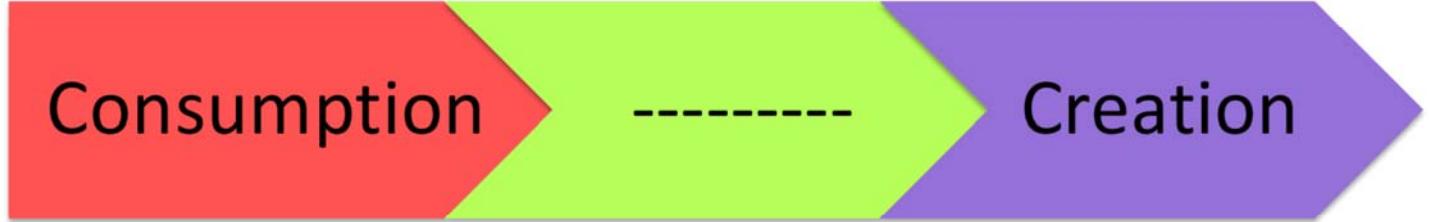
**“Showing the courage to hold onto old school wisdom as we blend new school technologies with purpose into instruction that works.”**

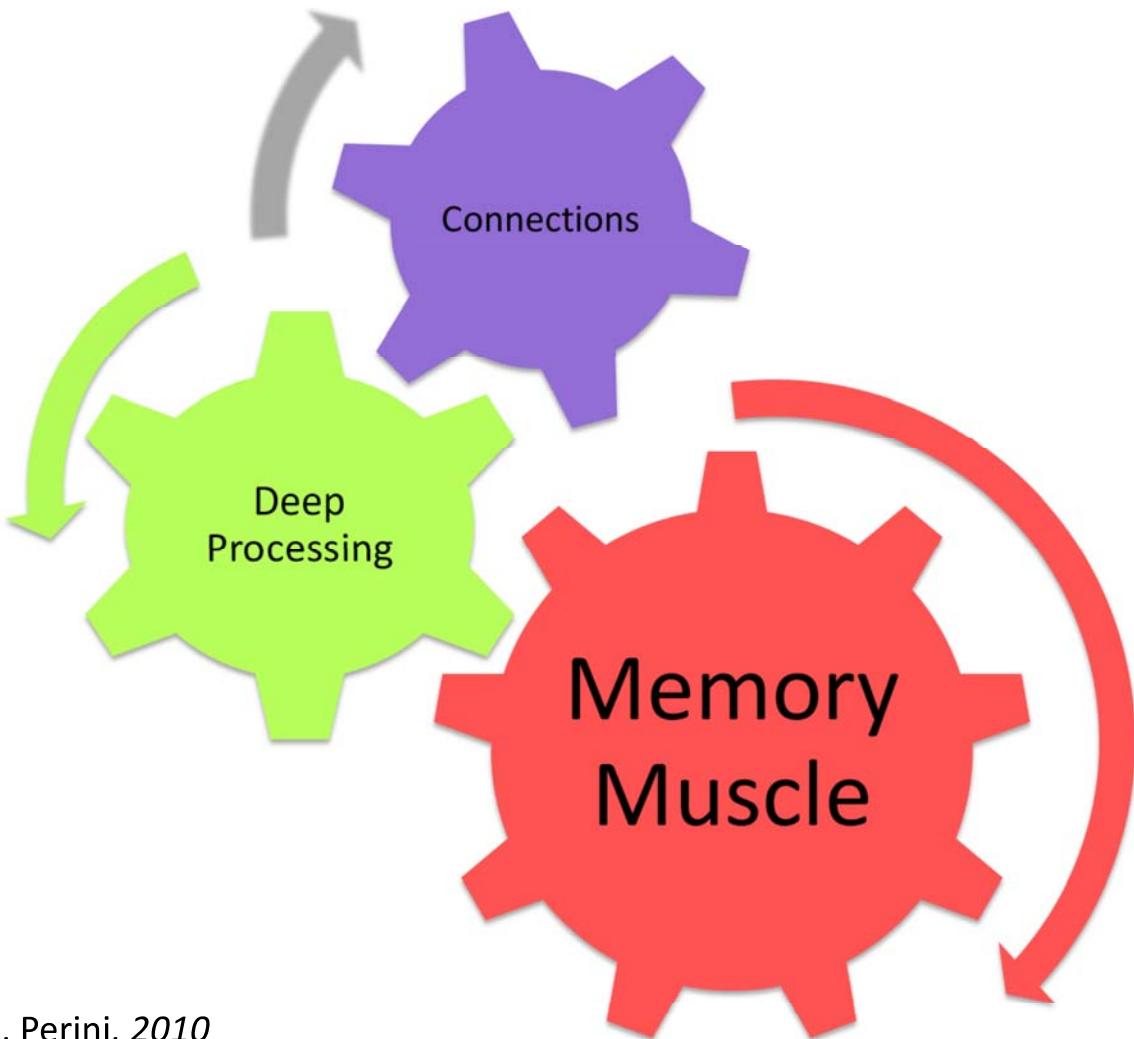
**- Weston Kieschnick**

# Our Purpose:

Learn strategies and best practices that scaffold all students to success with rigorous on grade level instruction.

# What is your ratio?





Silver, Strong, Perini, 2010

**The Interactive Lecture: How to Engage Students, Build Memory, and Deepen Comprehension**

*In most cases, students' challenges with writing are related to difficulties acquiring, utilizing, and managing the strategies that are used by skilled writers. Specifically, many students*

- (a)have limited knowledge of what constitutes good writing,*
- (b)utilize an ineffective writing approach,*
- (c)do not engage in advance planning,*
- (d)have difficulty generating content,*
- (e)rarely make meaningful revisions,*
- (f)struggle with transcription,*
- (g)evidence minimal persistence, and*
- (h)have an unrealistic sense of self efficacy.*

- Karen Harris, 2008

***Powerful Writing Strategies for All Students***

# Mnemonics

- Links known information to unknown information
- Well-constructed mnemonics can be practiced very few times and retained for a very long time.
- Success in school requires factual recall
- Primary goal is to have students use them independently

Mastropieri & Scruggs, 1998

*Enhancing School Success with Mnemonic Strategies*

# Mnemonics

**T.I.D.E.**

**T-Topic/Thesis**

(Paragraph) (Essay)

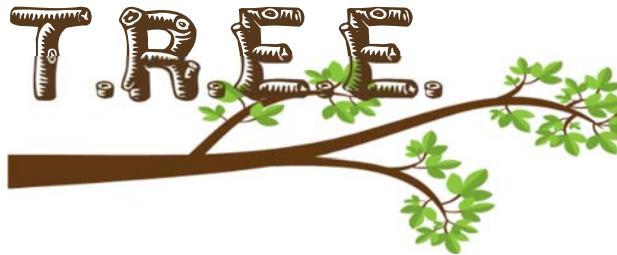
**I-Important Evidence**

(Evidence from the text)

**D-Detailed Examination**

(Why did I choose this evidence?)

**E-Ending**



**T-Topic Introduction/  
Thesis**

What is my claim?

**R- Reasons**

Why do I make this claim?

**E- Evidence**

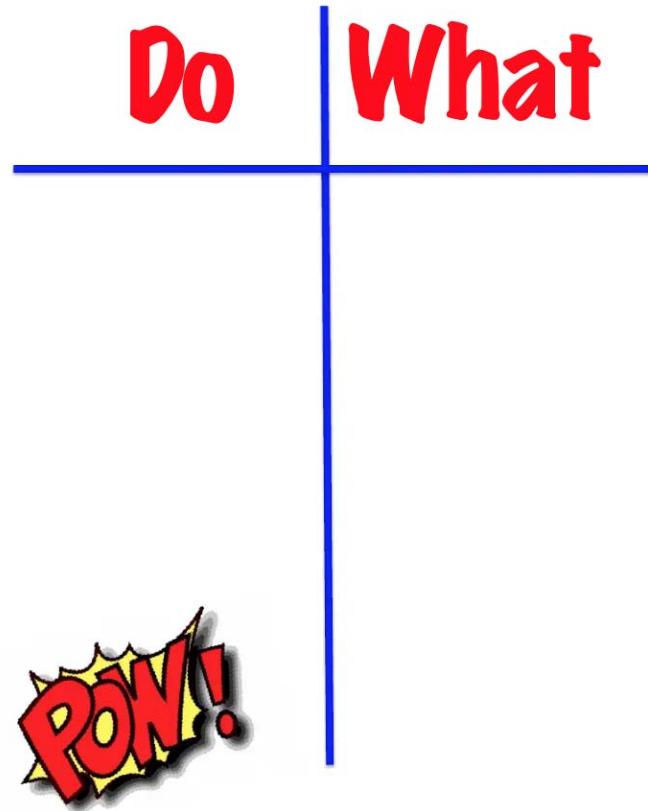
How can I prove it with evidence  
from text?

**E- Ending**

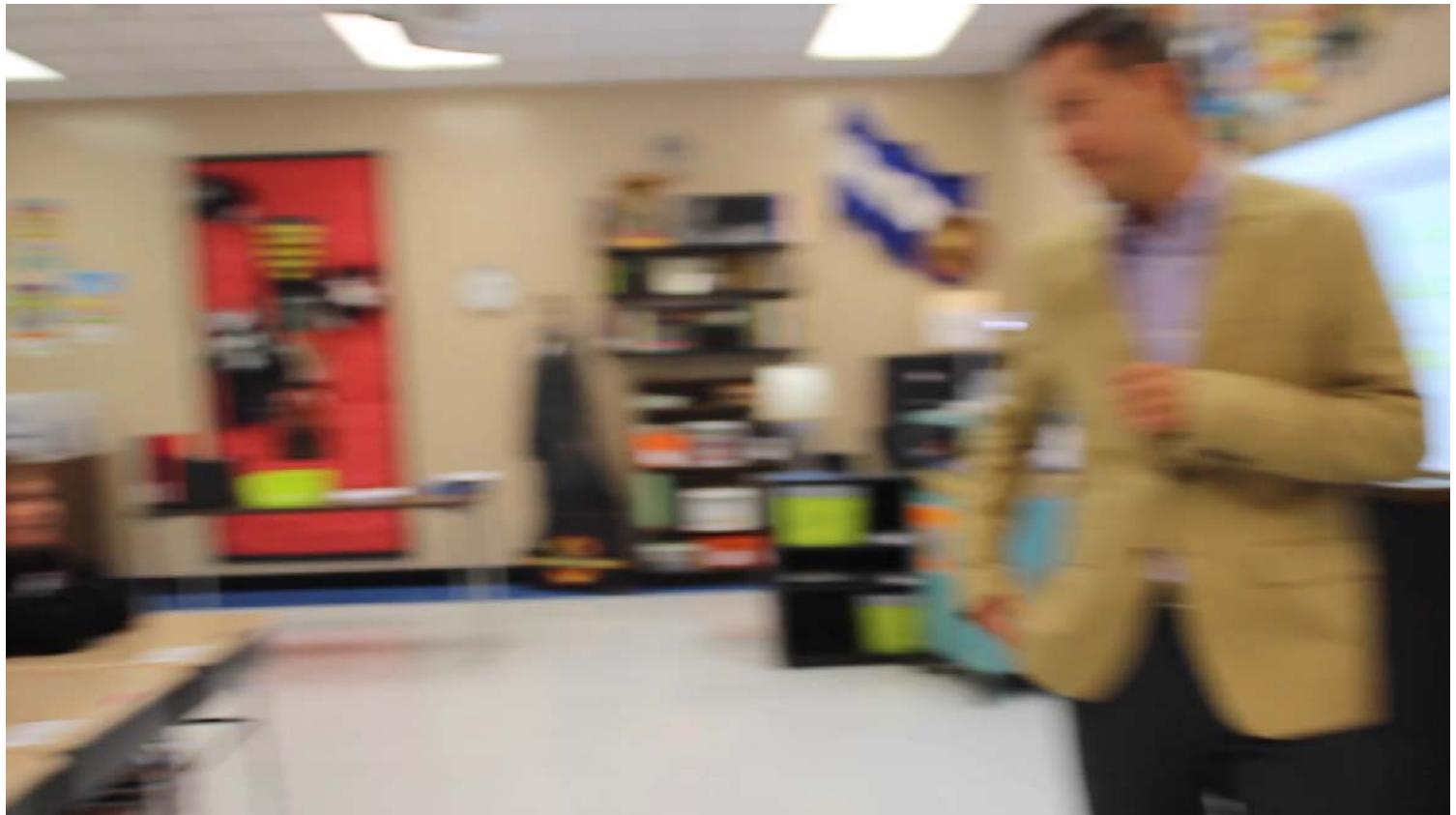
Did I wrap it up tight?



# Mnemonics



# Mnemonics



# Linear Graphic Organizers

- Used for organizing content and ideas
- Students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy.
- Graphic organizers enable the writer to organize material logically and to see relationships between and among ideas
- Enable students to literally see the plan

*Use Graphic Organizers for Effective Learning*, Katherine McKnight

# Linear Graphic Organizers

TIDELL Graphic Organizer

T	Topic Introduction
I	Important evidence (usually at least 3). Examine one each:
D	___ Important evidence:  Detailed Examination:
I	___ Important evidence:  Detailed Examination:
D	___ Important evidence:  Detailed Examination:  (If more IDs, use back)
E	Ending:
L	Links:
L	Language:

**Detailed Examination Thinking Chart**

<b>My Thesis:</b>		
<b>Evidence:</b>		
Why is this important?	How does this relate to my thesis?	What conclusion can I draw from this?

# Virtual Learning Implementation



## "Two Kinds" Narrative Writing

Due Oct 5

Posted Oct 1

25

Turned in

7

Assigned



### TK - Narrative Writing

Google Slides



### Unit 1: Narrative Writing T...

Google Docs



### "Two Kinds" Prewriting

Google Docs



### SCENE Anchor Chart

Google Docs

[View assignment](#)

[Return to Main Menu](#)

### Narrative Prewriting

1. Complete the Do I What Chart
2. Complete the SCENE chart
  - a. Describe the setting
  - b. Who are the characters? Description of characters?
  - c. Events... use your Plot Graphic Organizer
  - d. Descriptions of notable people, places, or things
  - e. Ending... the resolution in the Plot Graphic Organizer

<b>S</b>	Jing-mei's apartment,America(China Town)
<b>C</b>	Jing-mei,Jing-me's mother
<b>E</b>	1:Nightly prodigy tests. 2:Ed Sulivan show/piano lessons. 3:Bragging leads to talent show. 4:Piano recital disappointment. 5:Effects to mother from daughters dead wishes 6:Mother/daughter disappointment.
<b>N</b>	In paragraph 62 it says "But my mother's expression was what devastated me." But in the mother's point of view it might say "I was extremely disappointed in Jing-mei, after months of tests somehow she failed!"
<b>E</b>	<u>Offering of the piano.</u>

*Q&A*

# Self-Talk

- How students define themselves in their internal dialogue influences their academic success and failure.
- When students learn to recognize the negative and irrational attitudes that lead to self-defeating behaviors, they can change them to more positive and rational attitudes through positive self-talk.
- Positive and Procedural Self-Talk

ReCaP, Australia

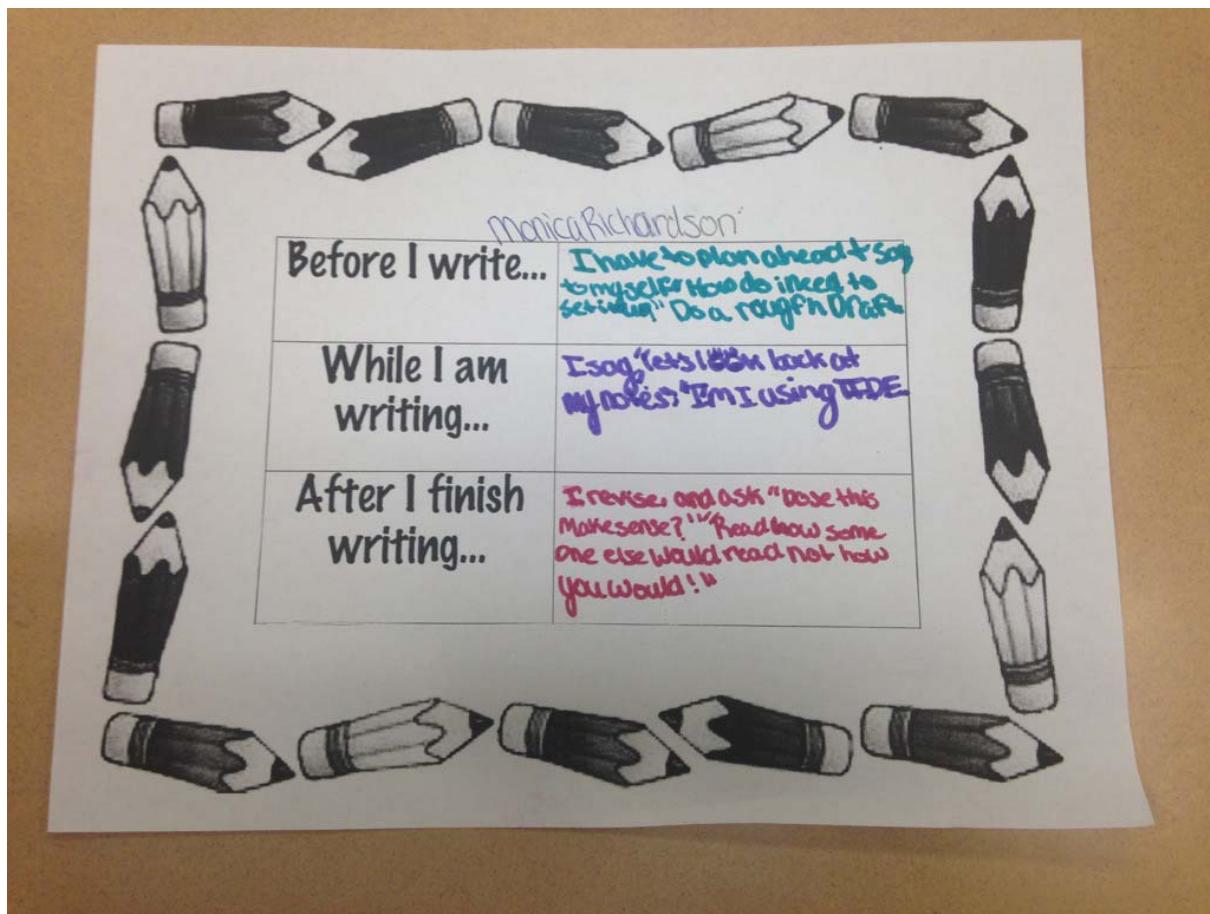
Mental demons were getting the best of Novak Djokovic. After having lost his last three major singles finals and he had just blown a chance to close out Roger Federer in the Wimbledon final, failing to convert a match point and not being able to serve out the match. He had just lost five games in a row to lose the fourth set. He took a bathroom break before he and Federer began the decisive fifth set of their soon-to-be Wimbledon epic where he tried to refocus.

“I had a chat to myself,” Djokovic told ESPN’s Tom Rinaldi of his bathroom break. “I was loud to myself saying ‘Believe in yourself!’” It is not a cliché. It really works, even when you don’t feel it at times to say some positive things to yourself. That’s exactly when you should do it.”

## Six Types of Self-statements

Before I Write	<b>Problem Definition</b>	<p>"What do I have to do here?"          "What is the prompt asking me to do? I should read it several times and really pull it apart carefully so I get at what it is asking."  <b>"What is my first step?"</b>          "I want to write an informative, interesting essay."</p>
	<b>Focus Attention and Planning</b>	<p>"I need to concentrate, be careful and think of steps."  <b>"I need to make a plan. First I will, then I will..."</b></p>
While I Write	<b>Coping and Self-control</b>	<p>"Don't worry. I can handle this. I know the steps."  <b>"It is OK to feel nervous. A little nervousness can actually help me do my best work."</b></p>
	<b>Strategy Implementation</b>	<p>"I will write down the strategy and check off each part as I use it in my writing."  <b>"My goals for this essay are to..."</b></p>
After I Write	<b>Self-evaluation</b>	<p>"Did I include all the parts? Whoops, I missed one. That's OK-I can revise it."  <b>"Did I recheck to make sure my answer responds to the prompt?"</b></p>
	<b>Self-reinforcement</b>	<p>"I'm getting better at this. This feels so much easier now that I use strategies."  <b>"I like this ending. Just wait until my teacher reads it!"</b></p>

# Self-Talk



# Self-Talk

## Self Talk BEFORE I Write

- I can do this!
- I will pull apart the prompt so that I'm sure to stay focused. Do What?
- I have plenty of time. There is no need to rush.
- I know plenty of tools I can use to help me organize this piece.
- I'm going to read carefully so I can find important text evidence to use in my writing.
- My writing has gotten better all year, so I know I will be successful today!

Teachinginthemiddlepd.com

# Self-Talk

## Self Talk WHILE I Write

- I'm doing great!
- I know I can stay focused and not be distracted by others.
- I will not give up!
- I can tackle this-one great paragraph at a time.
- If I get off track, I will focus on using my mental writing tools.
- I know I can give this all I've got and do a great job.
- I won't stop, and I won't give up!

Teachinginthemiddlepd.com

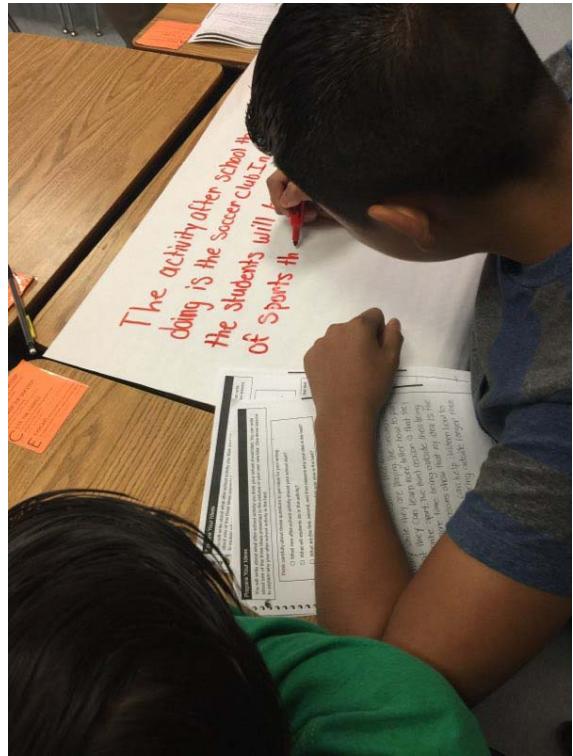
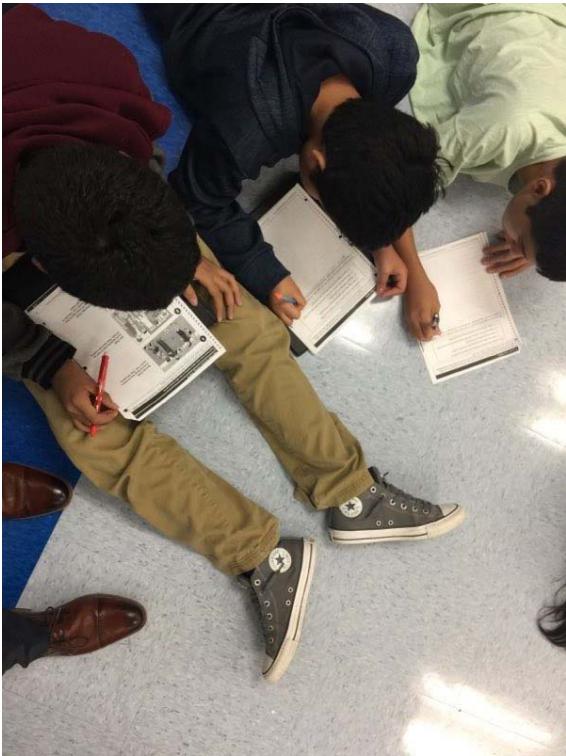
# Self-Talk

## Self Talk **AFTER** I Write

- I did a great job!
- I made this paper interesting.
- I'm going to reread it to see if there is anywhere I can add anything that makes it better.
- I tried my hardest.
- This is definitely my best work.
- I used my mental tools, and they really helped!
- The POW process helped me stay on topic.
- I can't wait for the reader to see what I've accomplished!

Teachinginthemiddlepd.com

# Self-Talk



# Model Think Aloud

- Helps students monitor their own thinking
- Writing is a complex cognitive activity.
- Demonstrates cognitive processes in clear and explicit ways
- Aids in internalization
- Practical, easy, impactful

Cox, n.d  
*Teaching Strategies: Think Alouds*

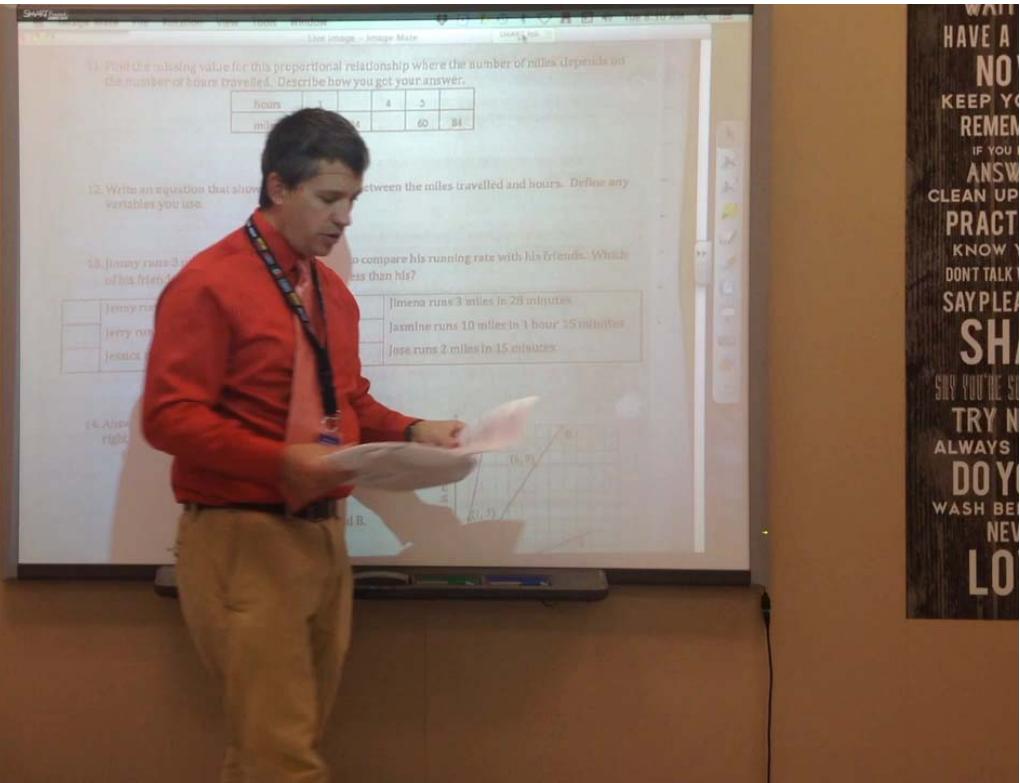
# Model Think Aloud

Dream  
Believe  
Discover

**Algebra's Golden Rule**

What you do to one side of an equation... You must do to the other side

$$+ - \sqrt{x} \quad + - \sqrt{x}$$
$$\times \div x^2 \quad \times \div x^2$$



## Model Think Aloud

Model  
Think  
Aloud

# Virtual Learning Implementation



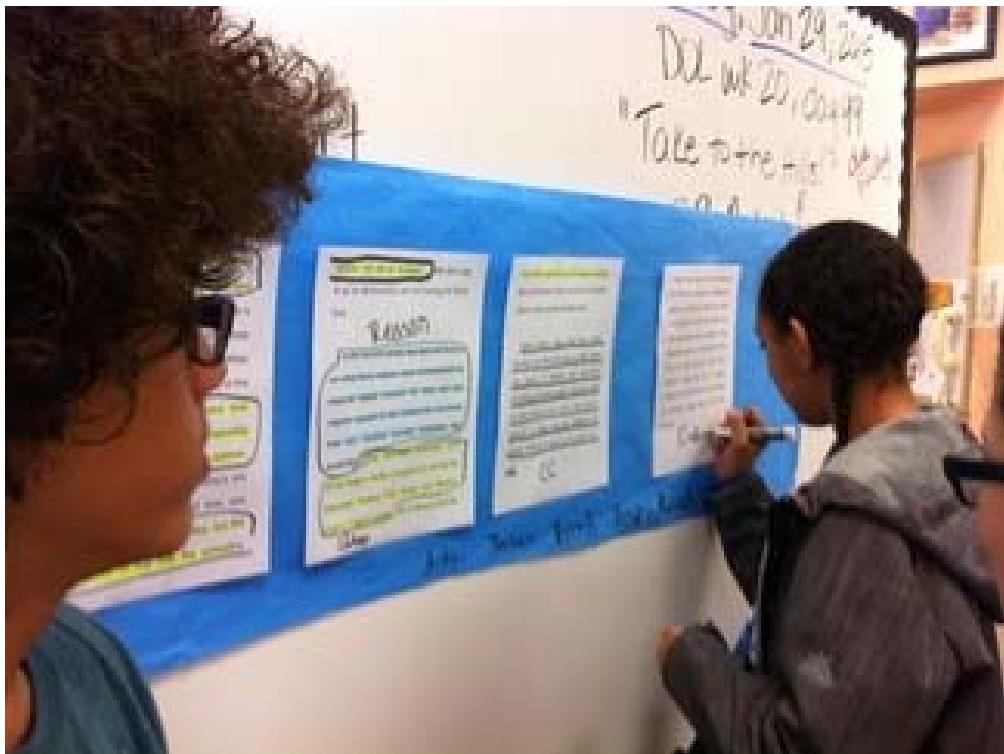
What self talk statements do I hear?	What strategy statements do I hear?
What questions do I have?	How can I use this moving forward?

*Q&A*

# Exemplars and Weak Samples

- Provides a clear example of the target and know what they are aiming for
- Can be used to demonstrate what NOT to do as well as what is good to do.
- Can be used as a comparison source for self evaluation. Is mine as good as the exemplar? Better? Not quite there yet?
- Sets the standard

# Exemplars and Weak Samples



# Exemplars and Weak Samples

## The Flip Side: Repairing an Emergent Essay How can we help poor Bubba?

# Checklists

- Used effectively, checklists can help students develop metacognitive awareness of their intellectual processes.
- By articulating and labeling operational steps, checklists scaffold students' metacognitive development.
- Checklists help learners develop confidence and independence as they internalize new operations and strategies.

Rowlands, 2007

*Check It Out! Using Checklists to Support Student Learning*



# NARRATIVE WRITING CHECKLIST

<b>Setting</b>	<b>YES</b>	<b>NOT YET</b>
I have given the reader a precise picture of where and when the narrative takes place.		
The setting of my story is clearly and logically related to the text I read.		
<b>Characters</b>		
The narrator and/or main character of my narrative is clearly introduced and described.		
The entire narrative is seen through the main character or narrator's point of view.		
Other characters in my narrative are important to the plot and do not distract from the focus of my writing.		
The characters in my narrative are clearly and logically related to the text I read.		
<b>Events</b>		
There is a logical sequence of events in my narrative with a clear beginning, middle, and end.		
There is evidence that I used the incident-response-reflection narrative technique.		
My writing is organized so that I do not spend too much time in one section of the story and not enough in another.		
The events in my story are clearly and logically related to the text I read.		
<b>Notable Details and Descriptions</b>		
I incorporate important details from the text in my narrative.		
I describe things in detail using well-chosen descriptions when it is important to my narrative.		
<b>Ending</b>		
I have a clear conclusion that flows from the events described in my narrative.		
My conclusion contains a reflection by the narrator or main character shows the lesson learned or an application to life.		

# Virtual Learning Implementation

audience went silent and just stared in disbelief. The only you could hear was from her piano teacher. I just sat there staring at her. I was so disappointed. I just walked inside and walked upstairs. I just couldn't say anything. I mean, what was there to say? About 3 days after that whole situation i acted as normal, about to do what i would normally do, help her become a prodigy again. I asked her to turn off the tv. She didn't budge, she just sat there. I yelled at her once again reminding her what time it was. "I'm not gonna play anymore," she said. Once again I stood in front of the tv breathing in an angry way. She screamed at me and refused. I grabbed her from the arm and dragged her to the kitchen. I yelled at her calling her disobedient. She then shouted something that made me stop in my tracks and just stare. She yelled that she wished she had never been born just like my last 2 daughters. That's where our argument stopped. I had given up on making her a prodigy. If she wanted to be like that, then let her be like that. A few years passed after that and for her 13th b-day i decided to give her the piano she used. She refused at first but she took it and placed it in our living room.

A

[REDACTED]  
1:42 PM Oct 9 ✓

Maybe put it with the actual wording of the story? It just makes it a little more understanding of what was going on.

## Events

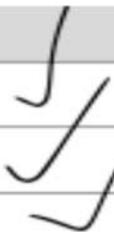
There is a logical sequence of events in my narrative with a clear beginning, middle, and end.

There is evidence that I used the incident-response-reflection narrative technique.

My writing is organized so that I do not spend too much time in one section of the story and not enough in another.

The events in my story are clearly and logically related to the text I read.

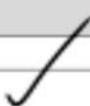
NY



## Notable Details and Descriptions

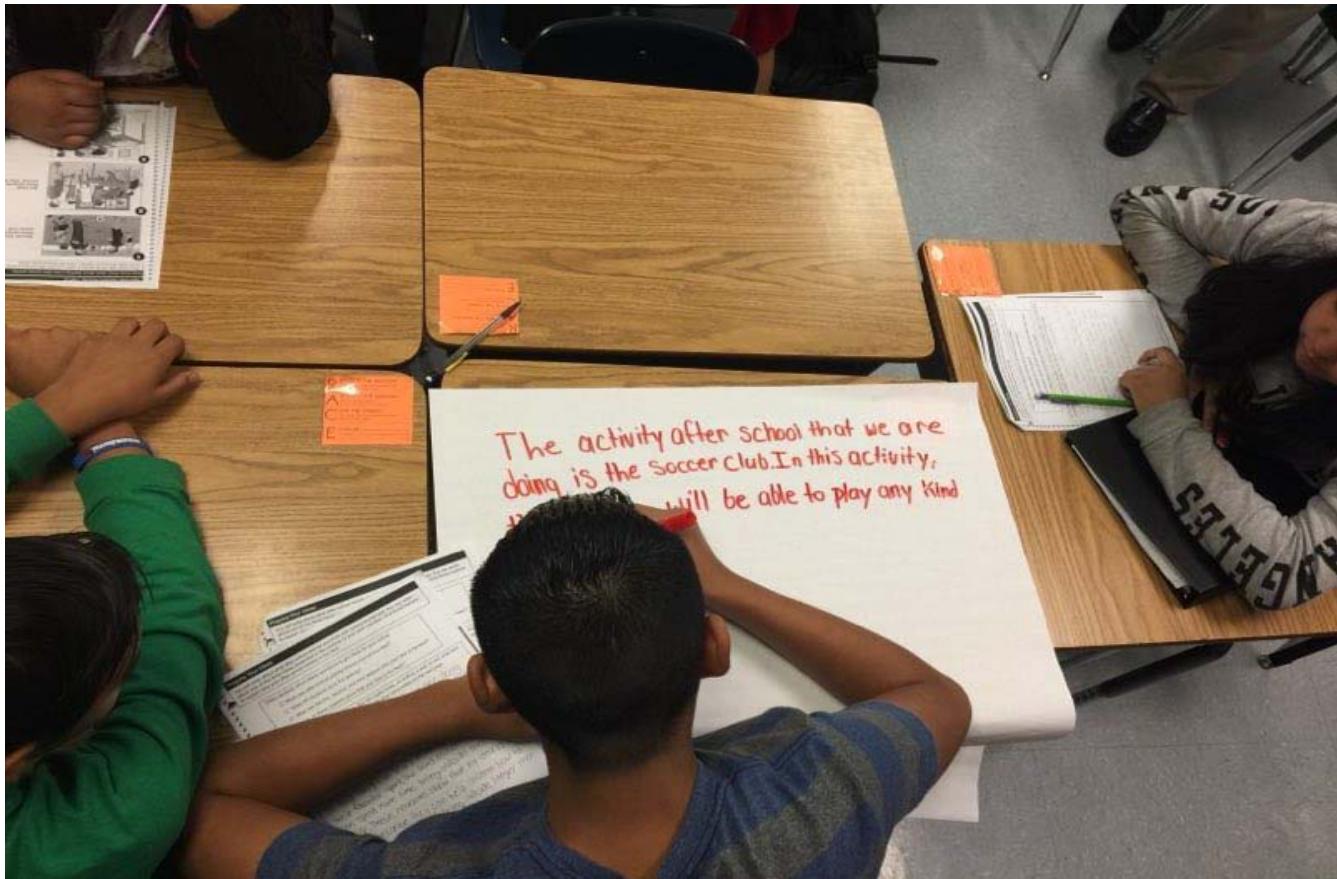
I incorporate important details from the text in my narrative.

I describe things in detail using well-chosen descriptions when it is important to my narrative.



*Q&A*

# Collaborative Plan/Write



# **Collaborative Plan/Write**

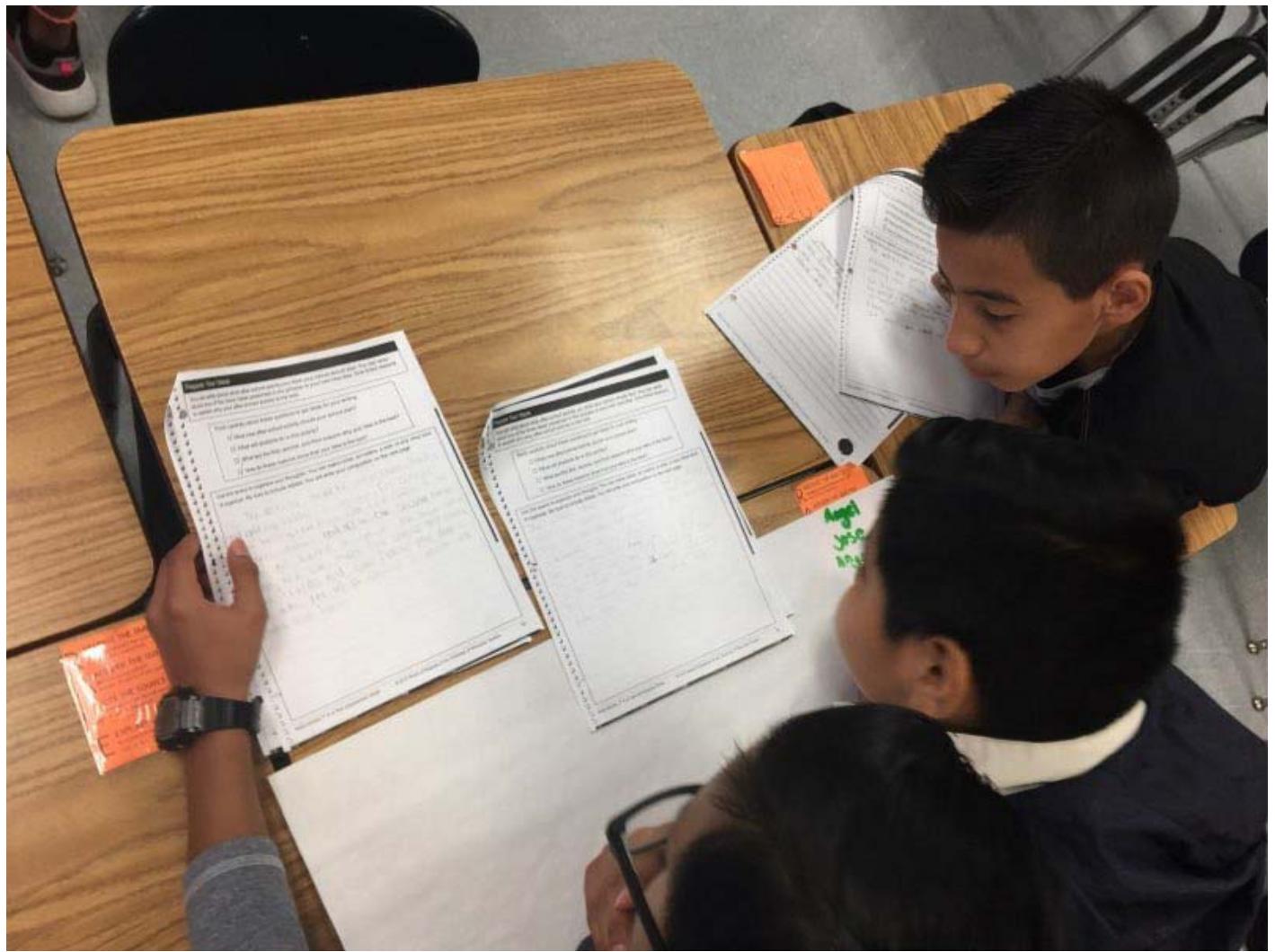
- Collaborative groups draw upon the strengths of all their members. By working in groups, students learn from each other while they complete assigned tasks.
- Students working in collaborative groups can take advantage of group members for built-in peer review as they complete writing projects.

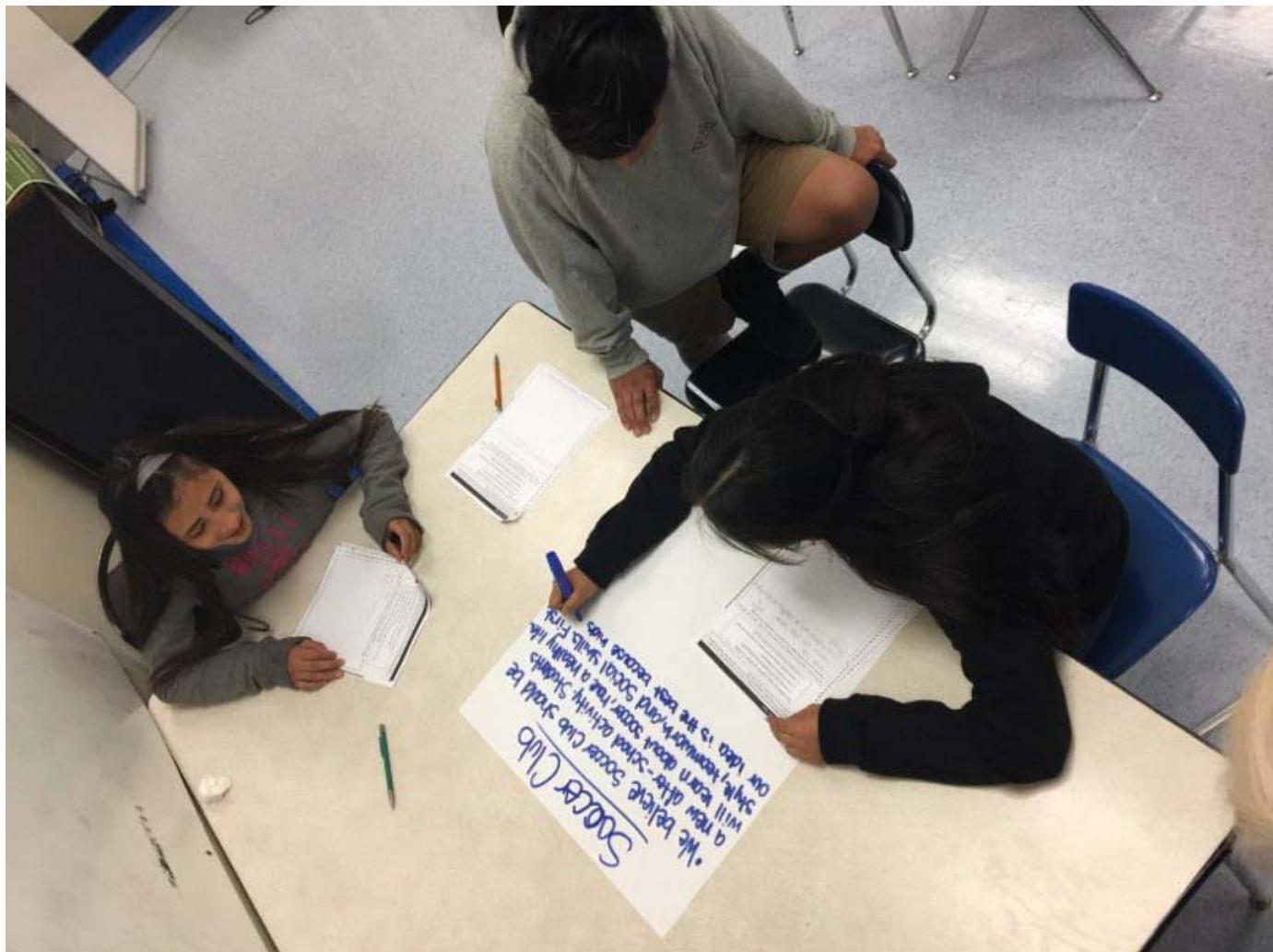
*Vanderbilt Collaborative Writing*

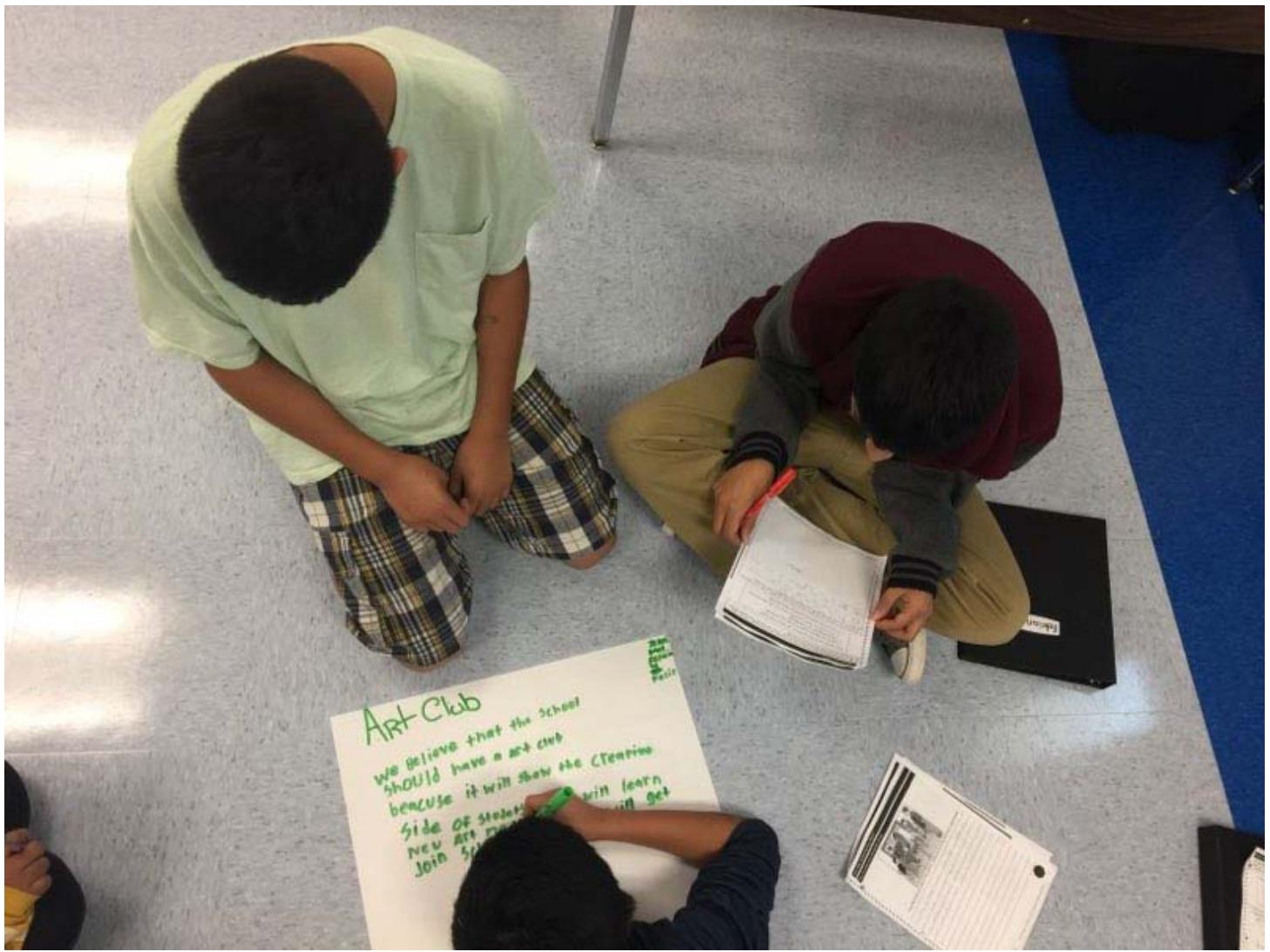
# **Collaborative Plan/Write**

- Collaboration gives students practice in analyzing writing.
- Collaboration encourages students to talk about their writing.
- Collaboration helps students to understand writing as a process, and to increase their sense of mastery of what is often a complex and difficult task.

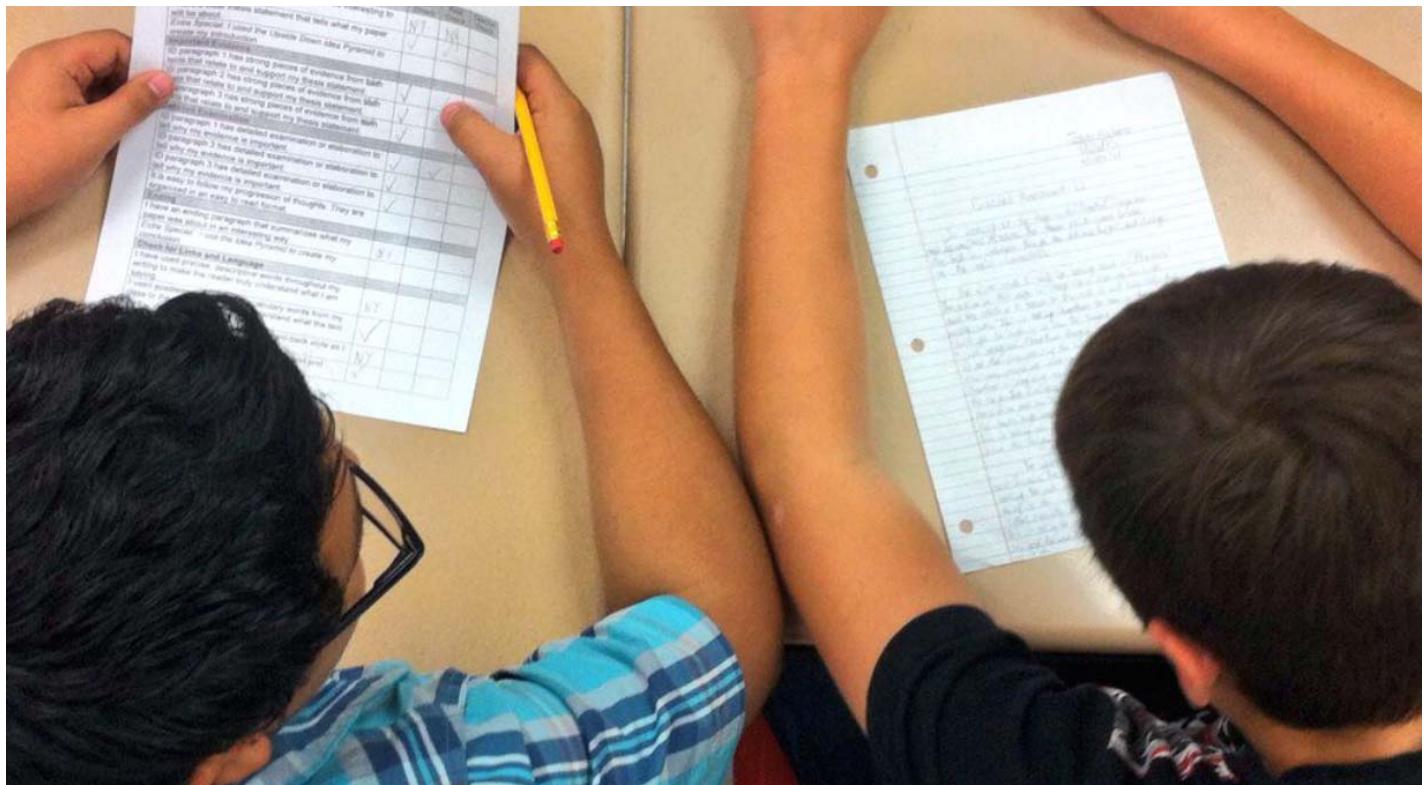
Vanderbilt Collaborative Writing







# Peer Review

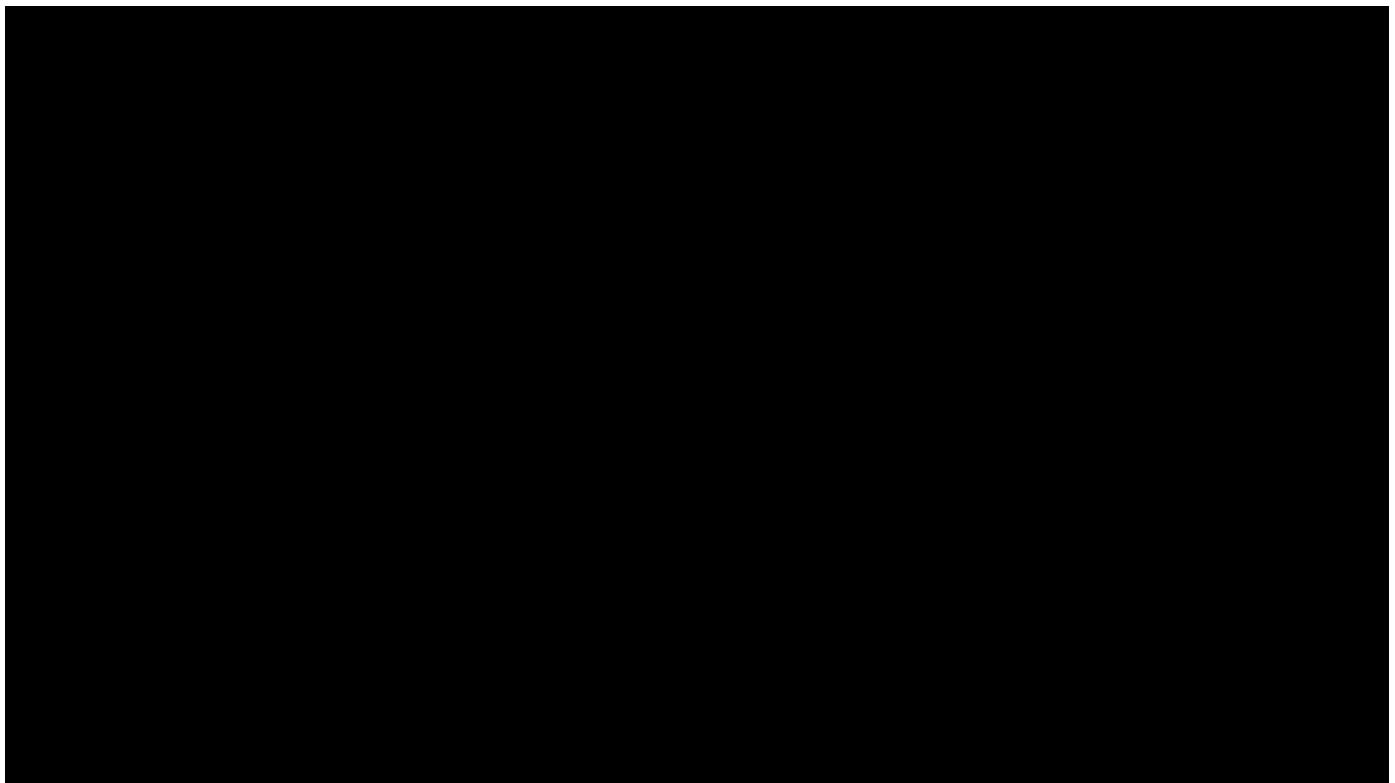


# Peer Review

- Learn how to read carefully, with attention to the details of a piece of writing
- Learn how to strengthen their writing by taking into account the responses of actual and anticipated readers
- Make the transition from writing primarily for themselves or for an instructor to writing for a broader audience
- Learn how to gather and respond to feedback on their own work

*Using Peer Review to Help Students Improve Writing, The Teaching Center*

# Peer Review



# Protocols

- Structured, step-by-step directions
- Can be used in multiple ways: for sharing information, peer editing, brainstorming, or, productively discussing an academic topic.
- Help shy students to participate, rein in overly enthusiastic learners, and level the playing ground so that neither student personality nor academic confusion define the results of the protocol.

*Collaborative Culture: Academic Talk, EL Education*

# **Revision Process for Development**

## **For Partner or Self Revision**

**Find the Thesis Statement**

**Look for Important Evidence-  
Check for connection to thesis**

**Look for Detailed Examination-  
Check for connection to thesis**

**What is missing from this  
piece?**

**What do I need to revise?**

# Virtual Learning Implementation

Being born in China never gave me opportunities my daughter got in the United States. This is why I believed my daughter could become a prodigy. I will give her anything so my daughter can become a prodigy and be successful as my expectations.

When me and my daughter woke up that Monday, "What's capital of Finland," I asked. "Nairobi," my daughter replied. I knew right there and then that I was going to give her more tests because she needed more practice even though the answer was incorrect. So I knew she was going in the wrong path.

I started to give her nightly tests and even the thought of an idea that will help her even more. She started to know a bit more little by little. These tests would help her find other ways of becoming a prodigy. I decided to push her as hard as I needed to because I never actually had the chance to.

The next week, my friend started to brag about her daughter, Waverly. I didn't like her bragging so I decided to butt in myself. "Our problem worser than yours, if we ask Jing-Mei

S 8:50 AM Oct 9

I like how it is very detailed

Before I lived in China but I feared the communists so I moved to America in 1949. Oh by the way my name is Suyuan. I believed you can be anything, I wanted my daughter Jing-Mei to become a prodigy."Of course you can be a prodigy" "you can be the best anything"(para 2). Jing mei was excited to become a prodigy at the beginning. As I wanted high expectations for Jing mei, I wanted her to be her best and do good. Jing mei wanted to act bored when I gave her prodigy test, "So now on nights when my mother presented her tests, I pretend to be bored."(para 20). Then, me and my daughter Jing Mei got into an argument because I wanted the best for her and she needs to be respectful. Jing mei wanted me to accept her for who she is." You want me to be someone I'm not. I'll never be the kind of daughter you want me to be" (para 73). I was already angry at Jing mei. Jing mei said " I wish I'd never been born" "wish I were dead like them" (para 77). I didn't know what to say. My face went blank. I was very shocked. I just walked away. I had no words to say I left the room." her face went blank, her mouth closed her arms went slack, and she backed out of the room." (para 78). For a while I never asked Jig mei to play the piano, "for after our struggle at the piano, she never mentioned me playing again. The lessons stopped. The lid of the piano was closed, shutting out the dust, my misery, and her dreams." (para 83) I never forgave my daughter Jing mei for saying

K 8:49 AM Oct 9

I love how you went back and brought up why she came to America.

K 8:48 AM Oct 9

I think that you should've wrote the quotes from the mother's point of view and not the daughter because you are writing from the mother's point of view.



## "Two Kinds" Narrative Writing Feedback (Oc...)

Due Oct 9

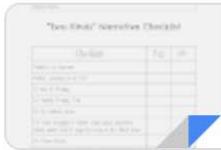
Posted Oct 9

26

Turned in

6

Assigned



"Two Kinds" Narrative Ch...

Google Docs



TK - Narrative Writing Fe...

Google Slides

[View assignment](#)

# Resources

- Lingt
- Reading, Writing, Speaking, Listening
- allthingstopics
- ELL BrainPop
- Recess Room
- Cambridge English
- Finish Line Curriculum

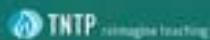
# *Research Recap*

SRSD Stages	Key Elements
<b>Stage 1: Activate and Develop Background Knowledge</b>	Collect pre-assessment Build enthusiasm Introduce mnemonic (planning) Evaluate exemplar essay Review genre parts and terms Discuss key general writing concepts Introduce self-regulation
<b>Stage 2: Discuss it</b>	Introduce Graphic Organizer Map out, or outline, exemplar essay(s) Repair essays (revision) Discuss students' current attitudes about writing Review benefits of strategy use Develop understanding of importance of effort Discuss when/where to use strategies, establish commitment
<b>Stage 3: Model it</b>	Introduce self-talk Model a think aloud, using self-regulation and writing strategies Analyze modeled think aloud for strategies and self-regulation Lead Collaborative plan/write Build collaborative partnership
	Introduce scoring Score samples (option: collaborative writes) Score with scales (then graph) Support goal setting
<b>Stage 4: Memorize it</b>	Daily review of mnemonic and strategies Can add motions, song, etc. to aid memorization Internalize personalized self-statements
<b>Stage 5: Support it*</b>  *Students plan, write, revise and publish in this stage	Students given needed time daily to plan, write, revise etc. Scaffold planning and writing with gradual release of control Fade graphic organizers, word charts, etc. Regular scoring practice Introduce new or higher level goals as appropriate Introduce peer-feedback Support internalizing strategy use Provide feedback on writing, and self-regulation Discuss and support transfer Small group conferring Differentiate instruction
<b>Stage 6: Independent Practice</b>	Use strategies and self-regulate independently Fade overt self-instruction to covert Ensure transfer of strategies and self-regulation Collect final (post) assessment
Cycle back again with higher level elements as instructional focus, or begin new mode	

2018

# THE OPPORTUNITY MYTH

What Students Can Show Us  
About How School Is Letting  
Them Down – and How to Fix It



# Our Purpose:

Learn strategies and best practices that scaffold all students to success with rigorous on grade level instruction.

## Zoo Task

over the years zoos have charge in order to better serve animals in "the stripes will survive it state, ... the species survival plan [was created] to make sure that threatened and don't disappear animals species don't disappear" this shows us that zoos are making sure these lions are not disappearing.

Additionally in "Be the scores with the National's zoos lions cubs it deduces the national zoos has been breed in prison the early minutes hundred breeding them was very very important AS A result of this breeding the zoos are helping save the lion existing and captive with a certain

The orico goes further to denote that "The curated is to work very closely with other nations This mean that the zoos serve that healthy and happy.

in summarizing their criticizes Adres how zoos have changed in to better serve animals the two areas at how zoos serve animals breeding and check by breeding they help

## Zoo Task

By Isidro

Mr. Voiles, 7<sup>th</sup> Grade Class, Lincoln Heights Middle School

Over the years, zoos have changed in order to better serve animals. In 'The Stripes Will Survive" it states..."The species survival plan [was created] to make sure that threatened animal species don't disappear." This shows us that zoos are making sure the lions are not disappearing.

Additionally in "Behind the Scenes With the National Zoo's Lion Cubs," it denotes that the national zoos have been... since the early minutes...breeding was very very important. As a result of this breeding the zoos are helping some of the lions exist and carry on...

The article goes further to denote that "The curator is to work very closely with veterinarians. This means that the zoos serve...healthy and happy.

In summary, the articles address how zoos have changed to better serve animals. The two articles at how zoos serve animals breeding and check, by breeding they help.

Dear Principal: I am writing you to request a special reward day for LHMS WIDA students. Students at Lincoln Middle have been working hard to prepare for the WIDA test. We have taken multiple practice test, such as listening, reading, speaking, and writing. All students have truly given their best efforts! Because of all their hard work, we believe that a special reward day is in order. We would love to have the opportunity to recharge our minds , relax with our friends , and gain some much needed motivation if you allow us to have a much needed break, we would like to create our own reward day! Our dream reward day would consist of rotations with different activities. Some of these activities could include playing basketball or another sport, talking a walk outside, going to the park, watching a movie with popcorn, or being able to use our phones during lunch. if you think this a reasonable idea, we would love to discuss further about how to make it happen. Students, all of us, are so excite to show all that we leaned and just hoe much we have grown this year! We want to celebrate this success with a special reward day at Lincoln Middle, and we want you to join us! Thank you for your time and consideration on this matter. If you have further question, please feel free to ask any students from Mrs.hodges

# Before

Submitted: Oct 22, 2019 • 2:37 pm

**name:** jenriperezperez

that a whale is the same as a dolfin because both have to up an get air an the have tail fan an both have tooth.somthing diffrent is that the whale is bigger than the dolhin%2Cin both live an the ocean%2Cthe whal live an the cold but not the dolhin than is all they have an common or diffrent.

# After

Submitted: Nov 1, 2019 • 2:51 pm

**name: Jenri%20perezperez**

A problem is that California each year it gets on fire. One way to stop California from burning is that people should help pick up the dry leaves. The second solution is that people should not throw segerets on the leaves or were there is grass. A thierd solution is that sprintes every were beacues in California it thoes not rain a lot. The fourth way is that they should take care that no one smoke were they are close to leaves. That is all the suoltions that they cuold try to do so that California does no get on fire.

*Questions, Concerns,  
....Deep Seated  
Emotional Problems*

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