



Effective, Evidence-based Writing Instruction for Elementary Grade Students

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LANGUAGE, LITERACY
& LEARNING (L3) LAB



Agenda



Who?



When?



What?

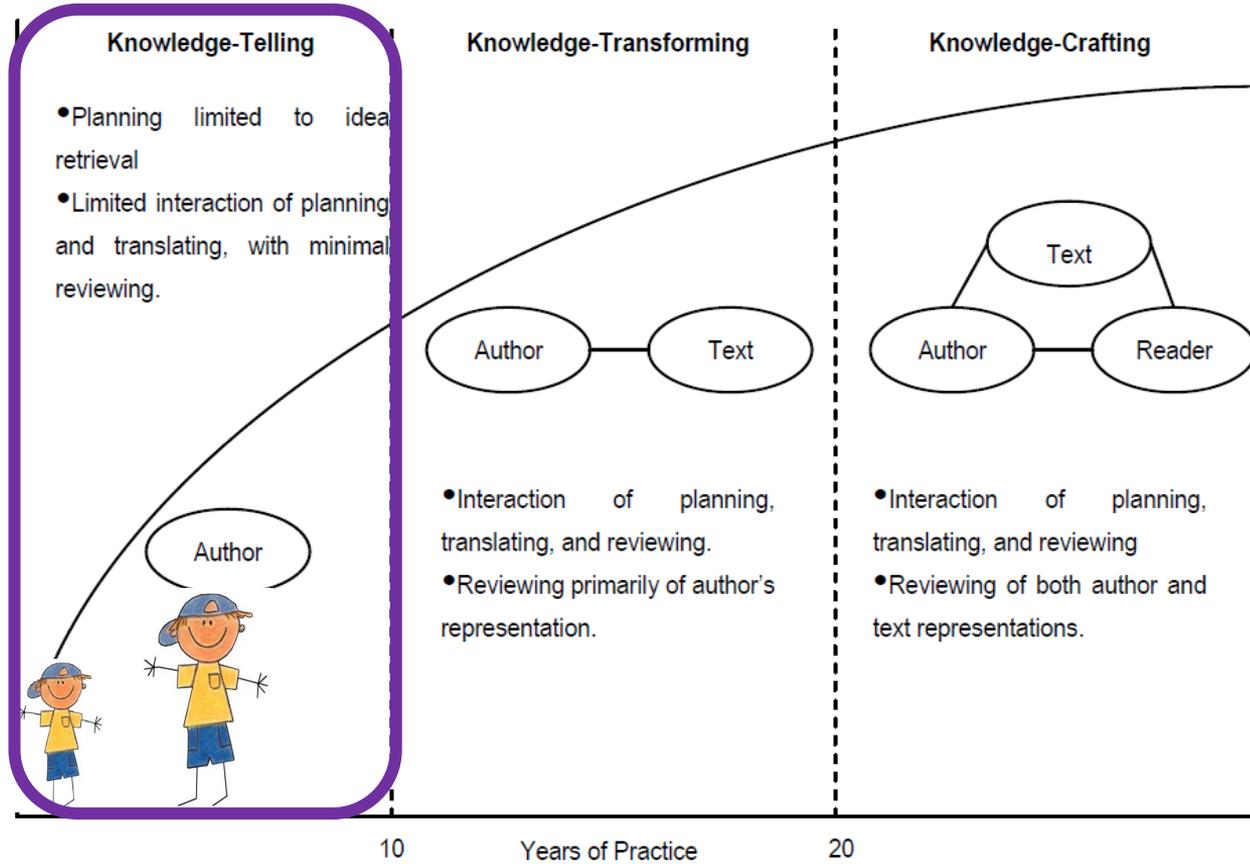


How?



Who?

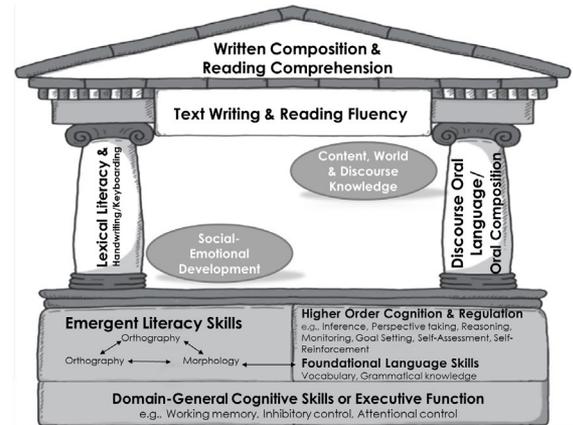
Elementary Grade Students



When?



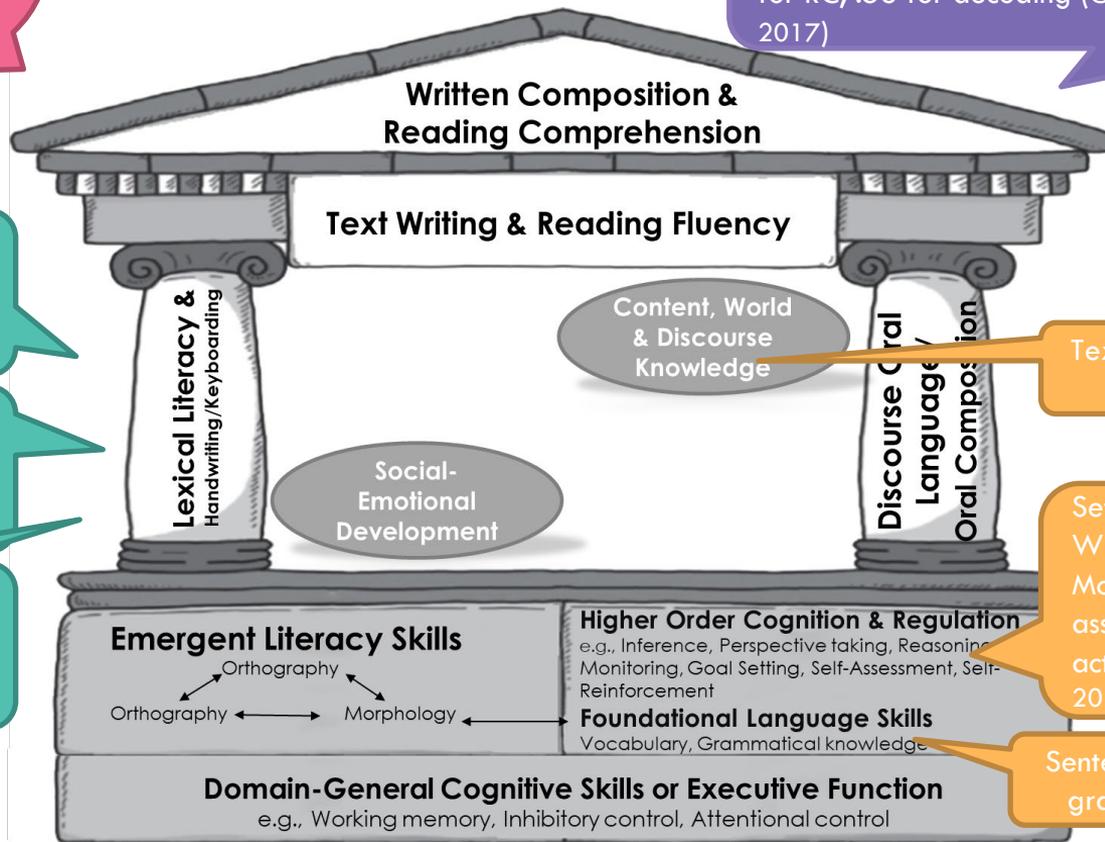
- **Do not wait** until children develop transcription skills.
- **Start early** – build foundational skills such as language skills, transcription skills, thinking skills (higher order cognition)
- **Long-term & sustained teaching**



What to teach?

Reading and Writing together

.47 for writing quality, .69 for writing productivity, .18 for writing mechanics; .39 for RC, .53 for decoding (Graham et al., 2017)



Spelling Instruction: .94 for spelling in writing (Graham & Santangelo, 2014), but see Kim et al., 2021

Handwriting instruction (.84 for quality; 1.33 for productivity; .48 for fluency) (Santangelo & Graham, 2016)

Transcription (.55) for elementary grade students (Graham et al., 2012)

Content, World & Discourse Knowledge

Text structure (.59; Graham et al., 2012)

Setting goals (.76)
Writing strategies (1.02);
Monitoring & self-assessment;
corrective actions (Graham et al., 2012)

Sentence combining (.50), not grammar instruction (-.32)

What & How: Meta-Analyses

Grades 1-6 (Graham et al., 2012)	Grades 4-12 (Graham & Perin, 2007)
Strategy instruction (1.02)	(.82)
Peer assistance (.89)	(.75)
Prewriting activities (semantic maps, brainstorming; .54)	(.32)
Word processing (.47)	(.55)
Process approach to writing (.40)	(.32)
Grammar: part of speech, diagramed sentences (nonsig)	(-.32)

What & How: Meta-Analyses

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Prewriting activities (semantic maps, brainstorming) (.54)	(.32)
Word processing (.47)	(.55)
Process approach to writing (.40)	(.32)
Grammar: part of speech, diagramed sentences (nonsig)	(-.32)
Feedback: adults, peer, or self (.42 to .55)	Sentence combining (.50)
Creativity/imaginary instruction (.70)	Summarization (.82)
Provide frequent opportunities to write (.30)	Setting goals (.70)
More time to write (.30)	Inquiry (.32)
Comprehensive writing programs (.42)	Study of models (.25)

Varies depending on what is included

What to teach?



Self-Regulated Strategy Development (SRSD)

- Text structure, linking words, & self-regulation strategies (setting goals, self-assessment, monitoring)

Evidence

- 1.47 for quality, 1.78 for elements, and 2.0 for productivity (Graham & Harris, 2000)
- .59 to 1.04 for primary grade students with larger effects for low-skilled writers (Kim et al., 2021)

Summary: What & How

- Time for writing instruction and writing practice
- Various genres & purposes
- Tasks & Activities

Opportunities to Write

Multi-Component Approach

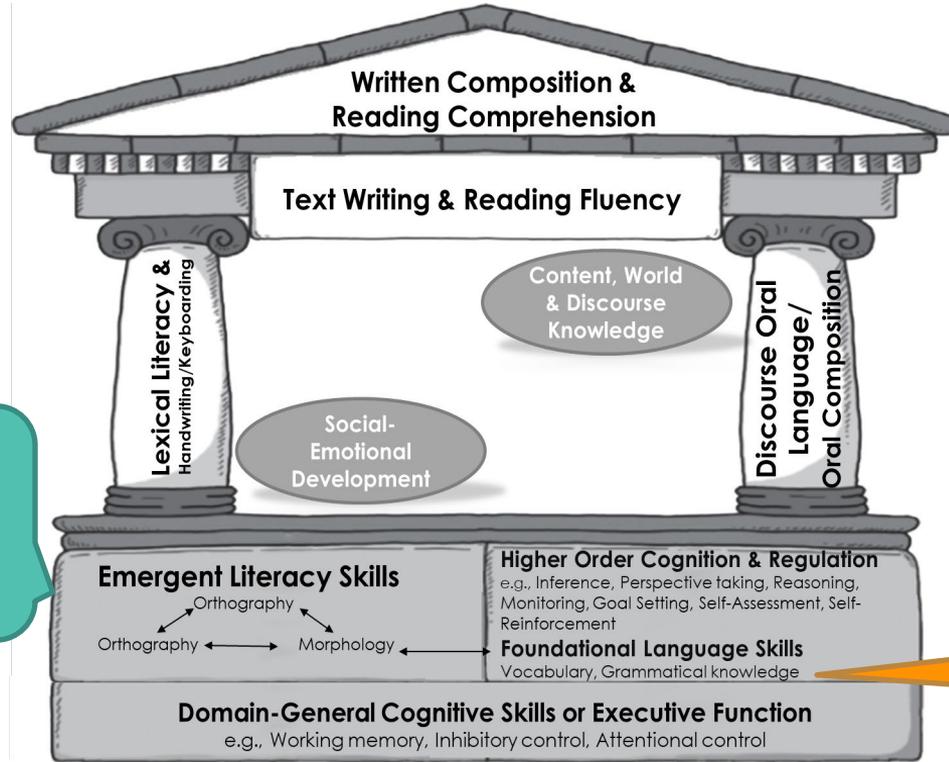
Writing Process

- Spelling & word reading, handwriting, keyboarding
- Language support (sentence combining, linking words, vocabulary & expressions)
- Background knowledge (content & discourse knowledge—text structure)
- Integrate with reading instruction (close reading; model text & non-examples)
- Strategies for different processes (e.g., goal setting & planning, monitoring, self-reinforcement, summarizing, revising)

- Setting goals
- Generating & organizing ideas (brainstorming, graphic organizers, making notes)
- Writing together and feedback

How?

Explicit & Systematic Instruction



Necessary!

- Graphemes, phonemes, morphemes
- Word building, sorting
- Reading-writing connection
- Handwriting (shape and speed)

Develop in oral language context and continue to develop in written language context: working with oral & written texts, asking questions

Vocabulary
Sentence construction

How?

Using oral or written texts (e.g., repeated reading)

Text Structure

- Identifying structure
- Needs support for memorization
- Practice writing using target structure
 - Planning & writing

Language & Expression

- Selection of target words and expressions
- Student-friendly explanations: Examples & non-examples
- Frequent exposure & raise word consciousness

How?

Using oral or written texts (e.g., repeated reading)

Higher order cognitions (deep comprehension)

- Pre-prepared teacher-prompted questions (e.g., Literal, inferential, evaluative questions; Questions that require understanding others' viewpoints)
- Explicit teaching of strategies (planning & goal setting, tapping prior knowledge, asking questions, clarifying, analyzing author's craft, evaluating, visualizing, making connections, summarizing)

Higher order cognitions (Application to Writing)

- Understanding the goal
- Identifying audience's needs
- Write for different purposes
- Logical flow of ideas and using structures and language appropriate for target audience
- Monitoring of progress in writing and employing strategies

References & Resources

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