Improving Student Reading and Writing Through Writing Aloud

What to do when the formative assessment process shows improvements in reading, but writing shows a significant gap?

Step 1: Be Strategic in Our Choice of Interventions

What did we learn from student data?
- English Language Learners
- DRA
- Student Writing Samples
- Checklists

STUDENT SAMPLES AND CHECKLISTS

Informed Decision Making and Problem Solving
Learning from Student Work

Responding to a Writing Prompt
Step 2: Choose an intervention which best meets student needs

“The writing-aloud intervention focuses on assisting students to learn how to compose longer messages, problem solve on more complex words (including vocabulary), and apply revising, editing and crafting strategies. An additional focus is to assist students how to use literacy resources for planning their writing, monitoring their thinking, correcting their spellings, and selecting good word choices.”

Dorn & Soffos p. 65

Time Out: Stop and Revisit the Why

- Research
- Evidence Based Learning Practices
- Teacher Resources
  - Interventions that Work
  - Apprenticeship in Literacy
  - Scaffolding Young Writers

Why writing?

Meta-Analysis of Research

- Have Students Write About the Texts They Have Read
- Teach Students the Writing Skills and Processes that Go Into Creating Text
- Increase How Much Students Write
Dr. Allington’s Research

Reading interventions that accelerate reading growth:
Research based characteristics
1. Very small groups or tutoring
2. Majority of time engaged in reading
3. Match between reader and text
4. Use of texts interesting to student
5. Coordination with core classroom
6. Expert teacher delivers intervention
7. Expands daily reading activity
8. Meaning and metacognitive focus

Formative Assessment Process

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<th>Teacher</th>
<th>Where the learner is going</th>
<th>Where the learner is</th>
<th>How to get there</th>
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<td>Engaging, discussing, and explicit teaching to develop reading</td>
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<td>Actively engaging students in learning activities</td>
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Dylan Wiliam

HOW AND WHY THE TEACHING CHANGED

HOW AND WHY THE TEACHING CHANGED
Collaboration with Coach and Teacher

Step 3: Link to Classroom Units of Study

- District Units of Study
- Reading Workshop
  * Essential Question: "How do authors build characters to help me learn a life lesson?"
- Writing Workshop
  * Personal Narratives
  * Writing Checklist (ITW) p.174
- Setting up students for self-regulation and transfer of learning

Step 4: Plan and Design Lessons Using the Planner(s)

Preparing for the Phases

Close Reading of Author’s Craft

Building Background Knowledge
Use of a mentor text
What crafting techniques can we use in our writing?
Phase Two Writing

- Planner from *Interventions that Work* by Dorn & Soffos
- Extends across several days
- Examples of Carolyn’s planners

Continually revisit “the why”

**Evidence Based Practices:**

**Writers Need Process, Not Product**
- Students benefit most when they experience the whole writing process from planning and creating to revising and editing.
- Video clips: Carolyn with her 3rd grade students
  - Using literacy resources: mentor text
  - Writing Check List
  - Writing About

Continually revisit “the why”

**Evidence Based Practices:**

**Writers Need Strategies, Not Formulas**
- The knowledge of “how” to write, should drive instruction
- Teaching into problem solving books
- Video clips of Carolyn and her 3rd grade students
  - Using a checklist
  - Using a planner
  - Using author’s craft from a mentor text

Teacher Modeling a Planning Guide for a Personal Narrative

“Writing is also a complex cognitive activity. Research has demonstrated that students improve their writing ability when cognitive strategies are demonstrated for them in clear and explicit ways.”
Lisa Storm Fink RWT

Student #1 Planning Guide
Continually revisit “the why”

**Evidence Based Practices:**

**Writers Need Scaffolded Teaching, Not Generic Instruction**

- The power of the conference and knowing your students
- Using that knowledge to orchestrate and design lessons FOR those particular students
- Video clips of Carolyn and her 3rd grade students
- Student conferences
- Teacher Notetaking

_A Principled Revolution in the Teaching of Writing_ by Nicole Boudreau Smith
_English Journal_ 106.5 (2017): 70-75

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**Continually revisit “the why”**

**Evidence Based Practices**

**Writers Need Reflection, Not Coverage**

- “Reflection helps students to monitor and adjust their own thinking, become conscious of their processes and apply those processes to other situations.”
- Video clips of Carolyn’s 3rd graders
- Sharing what and where students tried something and how it went
- Tools to move with students from group to classroom

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Students guided through editing process
Teacher front loaded lessons

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Teacher conferring notes-
Individual strengths, needs & teaching points

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Student #2 Planning Guide
Step 5: Reflect on What We Learned

- Use data to thoughtfully choose an intervention that matches student(s) needs.
- We found a renewed sense of the importance and possibilities of the power of writing as an intervention.
- Use the Planner, Guidesheets and Checklists.
- Re-visit research and evidence based practices and ask why.
- Review conferring notes and students’ daily writing to focus lessons for the group and for each individual.
- Consistency is critical.
- Collaborate and problem solve.

Final Thoughts

As an intervention, writing is a powerful way to lift reading achievement. When reading and writing are taught as reciprocal processes, students are able to build pathways between multiple systems (visual, auditory, motor and language) and use strategies to monitor and regulate a meaningful production.

Interventions That Work: Dorn & Soffos p. 71