

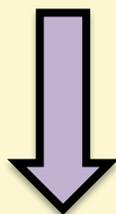
**Evidence-based
practice:
Using Writing to
Support Reading and
Learning**



Thinking about Writing to Learn...

Quick Poll- for those of you who are teachers:

- ✓ Do you use / assign writing tasks to support reading?
- ✓ Do you use / assign writing tasks to support learning?



If so, do you explicitly teach students how to use writing for these purposes?



If so, do you do it in a way that is as systematic and comprehensive as the model Tanya shared with you?



Why Might Writing Be Useful?

Let's explore this with a quick activity:

- 1) Write a 2 - 4 sentence summary of the text.
- 2) Write and answer 3 - 4 questions about the text.
- 3) Take 3 - 4 lines of notes about the text.



Why Might Writing Be Useful?

Discussion Questions:

- What was the basic message of the passage?
- How did summary writing, question generating, and note taking help you understand, remember, and/or or learn from the text?
- Do you foresee problems in using these procedures with your students?



- Writing fosters explicitness, as the writer must select which ideas in text are most important.
- Writing enhances understanding, as the writer must put ideas about text into his/her own words, making him/her think carefully about what the ideas mean.
- Writing is integrative, as it encourages the writer to organize ideas from text and about text into a coherent whole, establishing specific relationships between these ideas.
- Writing encourages reflection and transformation, as the permanence of writing makes it easier to review, reexamine, critique, and construct understandings of ideas from text.
- Writing forces a personal involvement with ideas from text, as it requires active decision making about what will be written and how it will be treated.



Journal Writing

(Jenkins et al., 1987)

- **Content Area: Language Arts**
- **Grade Level(s): 2**
- **ES = 1.07**
 - Students were read a story, then listened to a recording of the story.
 - Teacher provided instruction in a comprehension skill (e.g., drawing conclusion, compare/contrast, etc.).
 - Students were provided a journal writing prompt for the story based on the skill taught that day.
 - Students wrote daily journal entries for the stories read.



Summarizing: Paragraph Restatements

(Jenkins et al., 1987)

- **Content Area: Language Arts**
- **Grade Level(s): 3-6**
- **ES = 0.68**
 - Teacher modeled and provided guided group practice creating paragraph restatements (orally) by naming the most important character in the paragraph and stating the major event that occurred.
 - Students individually wrote paragraph restatements on lines provided after each paragraph of a narrative.
 - Students were given regular narratives (without spaces for writing), and shown how to write restatements on a separate sheet of paper.



Question Generation

(Andre & Anderson, 1978-1979)

- **Content Area: Psychology**
- **Grade Level(s): 11-12**
- **ES = 0.51**
 - Students were given models of questions written by experts.
 - Students taught to identify main ideas to serve as core of the questions.
 - Students directed to form questions which asked for new instances of ideas or concepts.
 - When generating a new instance was inappropriate, questions could be about the text, but in a paraphrased format.



Note-taking: Concept Maps

(Chang, Sung, & Chen, 2002)

- **Content Area: Science**
- **Grade Level(s): 5**
- **ES = 0.52**

Scaffolded instruction:

- Student were introduced to expert created models.
- Students filled in partially filled in expert models.
- Students were given word lists and concept links to help them create their own concept maps.
- Students independently created concept maps independently.



Macro-rules for Summarizing

(Weisberg & Balajthy, 1990)

- **Content Area: Social Studies**
- **Grade Level(s): 10-12**
- **ES = 0.44**

1. Delete material that is unimportant

2. Delete material that is repetitive

3. Substitute a superordinate term for subordinate ones (i.e., collapse lists)

4. Select a topic sentence

5. If there is no topic sentence, invent one

– Students were taught to underline and cross out information using different colors.

– Summary writing was modeled and explained.



Analysis or Interpretation Essays

(Licata, 1993)

- **Content Area: Science**
 - **Grade Level(s): HS**
 - **ES = 0.56 Analytic Essay**
 - **ES = 0.33 Application Essay**
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- Analytical Essay (Compare/Contrast): Students wrote about the similarities and differences between the pressure-volume and volume-temperature relations.
 - Application Essay: Students wrote about a concrete situation in which a balloon of gas is subjected to varying conditions.



Extended Writing

Let's try (if time permits):

- 1) Write a paragraph telling how you would apply one or more things that you learned today.
- 2) Write a paragraph indicating which writing activity or procedure covered today would be most effective with your students. Defend why you believe this would be the case.
- 3) Write a paragraph telling how writing has helped you become a better learner or reader.

