Writing Instruction to Support Learning from Text

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The Pennsylvania State University

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In this presentation 3 writing approaches to support text and content learning will be presented:

- TRAP IDEAS for summarization
- TWA+PLANS for essay writing
- Quick writing

Why teach reading and writing?
"But if you don't learn to read and write, how are you ever going to text?"
What do teachers and students need to know?
Reading and Writing
Characteristics & Formats

- Sentences
- Paragraphs
- Passages
- Essays
- Chapters
- Letters
- Poems
- Technical Report
- E-mail
- Text Message
Narrative Text: Stories, Personal Narratives, and Biographies

- Fiction or non-fiction
- Author’s purpose: To entertain or to inform
- All the characteristics and formats can apply
Expository Structure

- Informational or persuasive (mixed)
- Non-fiction
- Writer’s purpose to explain, inform, or persuade
- All the characteristics and formats can apply
Challenges

- Lack of voice or conversational partner
- Logical-causal relationships more abstract than events in narrative
- Structures of text more complicated and varied than narrative
Instruction
Reading and Writing Text
Three Critical Instructional Elements of SRSD

1. Six Stages of Instruction for Strategy Acquisition
2. Four Procedures for Self-regulation
3. Support for Generalization and Maintenance
Six Stages for Strategy Acquisition

1. Develop Background Knowledge
2. Discuss the Strategy
3. Model the Strategy
4. Memorize the Strategy
5. Support the Strategy
6. Independent Performance

Strategy Acquisition
Basic Self-Regulation Components

- Goal-Setting
- Self-Instructions
- Self-Monitoring
- Self-Reinforcement
Prior to instruction:

- Select a strategy based on genre, class objectives, and students’ performance and needs.
- Decide what types of prompts to use.
- Obtain writing samples for the genre.
- Plan for criterion based instruction.
Summarization

“Instruction involves explicitly and systematically teaching students how to summarize texts. This can include teaching strategies for summarizing text or instructional activities designed to improve students’ text summarization skills.” $ES=.82$ (Graham & Perin, 2007)
Summarization
TRAP with IDEAS
TRAP IDEAS Mnemonic Chart

1. Use TRAP to read the passage
   - Think before you read
   - Read a paragraph
   - Ask “What is the paragraph mostly about? What is the most important information?”
   - Paraphrase the important information

2. Create a notes outline

3. Use IDEAS to create your summary
   - Identify important details to support the main idea
   - Delete trivial details
   - Eliminate redundant details
   - Add a term for a list of words or concepts
   - Summarize
TRAP Notes Checklist and Outline

1. □ Think about what you are reading
   □ Read a paragraph
   □ Ask myself, “What is this paragraph mostly about? What is the most important information?”

<table>
<thead>
<tr>
<th>Main idea</th>
<th>Detail</th>
<th>Detail</th>
</tr>
</thead>
</table>

□ Put it into my own words

2. □ Think about what you are reading
   □ Read a paragraph
   □ Ask myself, “What is this paragraph mostly about? What is the most important information?”

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□ Put it into my own words
IDEAS Checklist Worksheet

After TRAP, I need to use my IDEAS strategy to create a written summary.

1. Go through your notes page

2. Use IDEAS
   - □ Identify important details to support the main idea
     - □ Highlight or put a star next to the important details
   - □ Delete trivial details
     - □ Cross out trivial details on your notes outline
   - □ Eliminate redundant details
     - □ Cross out redundant details on your notes outline
   - □ Add a term for a list of words or concepts
     - □ If there are lists, combine them. Add this to your notes outline
   - □ Summarize

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   ________________________________________________________

Building Comprehension in Adolescents: Powerful Strategies for Improving Reading and Writing in Content Areas by Linda H. Mason, Ph.D., Robert Reid, Ph.D., and Jessica L. Hageman, Ph.D.
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Peer Checklist Summary Evaluation

☐ Listen to your partner read their summary or read your partner’s summary

Questions to evaluate your partner’s summary

1. Was the summary written in his or her own words?
   ☐ Yes    ☐ No

2. Was the whole chapter/passage summarized?
   ☐ Yes    ☐ No

☐ Give your partner two positive comments about the summary

☐ Give your partner feedback/ways to improve their summary

☐ Switch! Now it’s your turn to read your summary!
TWA + PLANS
RCT - 60 low-achieving 4th grade students
(Mason, Davison, Hammer, Miller, & Glutting, 2012)

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<th>Pre- to Post-test</th>
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<td>Written Information Units</td>
<td>1.35</td>
<td>1.11</td>
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<tr>
<td>Written Quality</td>
<td>1.11</td>
<td>1.15</td>
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<tr>
<td>Oral Information Units</td>
<td>1.08</td>
<td>.59</td>
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<tr>
<td>TORC-3 Reading</td>
<td>.59</td>
<td>.55</td>
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There are 2 types of plain Indians, not nomadic Indians and nomadic Indians. Nomadic Indians do a lot of walking. I wouldn’t want to be them they did not camp only the not nomadic Indians.
TWA Mnemonic Chart

T
Think before reading
Think about:
The Author's Purpose
What You Know
What You Want to Learn

W
While reading
Think about:
Reading Speed
Linking Knowledge
Rereading Parts

A
After reading
Think about:
The Main Idea
Summarizing Information
What You Learned

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<tr>
<th>Learning Strategies Contract</th>
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<tbody>
<tr>
<td>Strategy: __________________</td>
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<tr>
<td>Student: ___________________ Date: __________</td>
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<tr>
<td>Teacher: ___________________</td>
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<tr>
<td>Target completion date: __________</td>
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<tr>
<td>Goal: ______________________</td>
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<tr>
<td>How to meet this goal: __________________</td>
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<tr>
<td>Signatures: Student __________________</td>
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<tr>
<td>Teacher __________________</td>
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<tr>
<td>______________ has successfully completed instruction on ______________ and agrees to use it in ______________</td>
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<tr>
<td>Date: ___________________ Student: __________________</td>
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<tr>
<td>Teacher: __________________</td>
</tr>
</tbody>
</table>

TWA Checklist Worksheet

☐ T Think before reading
   Think about:
   □ The author's purpose
   □ What you know
   □ What you want to learn

☐ W While reading
   Think about:
   □ Reading speed
   □ Rereading parts
   □ Linking what you know

☐ A After reading (main ideas and summarizing should be check for each paragraph)
   Think about:
   □ The main Idea
   □ Summarizing Information
   □ What you learned


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Reading Self-Instruction Sheet

Before reading

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

While reading

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

After reading

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Growing up in an Igbo Village

What would it be like to grow up in West Africa in the 1400s? The answer would depend, in part, in which African society you lived in. Just as there were many groups of Native Americans, each with their own way of life, so too were there many African communities. One group, called the Igbo (IHG boh), lived in what is now Nigeria.

Suppose you were born into an Igbo family. Your first three years of life would be spent surrounded by family and friends and being showered with affection. Adults let you do just about anything you want.

Soon, though, your carefree life comes to an end. By the age of three or four, you have chores to do. If you are a boy, you carry messages for your father. If you are a girl, you collect firewood for cooking. By age five or six, boy or girl, you also work in the fields. You spend long hot hours helping your parents grow yams and rice for the village.

As a young child, much of your free time is spent in the center of the village, mixing with other children. You do not go to a formal school. You often play games in the sand or wrestle with your friends.
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PLANS Mnemonic Chart

Three steps for planning and writing with PLANS

1. Do:
   - **P**ick Goals
   - **L**ist ways to meet Goals
   - **A**nd
   - **N**ote
   - **S**equence Notes

2. Write and say more
3. Test goals

Sample Writing Prompts for TWA Passages

**Gum**
Using the information in the passage, write about the discoveries that led to the development of bubble gum.
Is it better to use chicle or man-made substances to make gum?

**Man Walks on the Moon**
Using the information in the passage, describe humanity's first walk on the moon.
Would you like to walk on the moon? Why or why not?

**Pesticides**
Using the information in the passage, write about the effects of pesticides on the environment.
Should people use pesticides? Why or why not?

**Yellowstone**
Write a retell about everything you read and learned in the passage.
The U.S. government designated two million acres for the Yellowstone National Park.
Should they have done this? Why or why not?
#1 Sample PLANS Goals for Informative Paper

- Write a paper that has main ideas for each paragraph I read.
- Write a paper that has important details for each main idea.
- Write a paper that has a paragraph for each paragraph in the passage read.
- Write a paper that uses three vocabulary words.
- Write a paper that includes three combined sentences with connecting words.
- Write a paper that has a good summarizing ending sentence.

#2 Sample PLANS Goals for Informative Paper

1. Goals for starting my paper
   - Write a paper that has a paragraph for each main idea in the passage read.
   - Write a paper that uses the main idea as a topic sentence in each paragraph.
   - Write a paper that has details that support the main idea in each paragraph.

2. Goals for writing my paper
   - Write a paper that has at least three adjectives (words that describe).
   - Write a paper that has at least three vocabulary words.
   - Write a paper that includes three combined sentences with connecting words.

3. Goals for revising my paper
   - Check my punctuation and capitalization!
   - Check my spelling!
   - Read my paper out loud to myself. Does it make sense?

Sample PLANS Goals for Persuasive Paper

- Write a paper that has strong statements about what I believe.
- Write a paper that states a reason for each paragraph I read.
- Write a paper that has important details/explanation for each reason.
- Write a paper that uses three vocabulary words.
- Write a paper that includes three combined sentences with connecting words.
- Write a paper that has a good summarizing ending sentence about my belief.
### Worksheet for Completing PLANS

<table>
<thead>
<tr>
<th>Pick Goals</th>
<th>List Ways of Meeting Goals</th>
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**And, make Notes**

Sequence notes

Ask yourself:

Are you finished with **PLANS**?
If you answer yes, you can write, say more, and test your goals!

Exciting, interesting, $1,000,000 words

- **answer:** reply, respond, acknowledge
- **begin:** start, initiate, originate
- **decide:** determine, choose, resolve
- **definite:** certain, sure, positive
- **do:** execute, finish, accomplish
- **explain:** elaborate, clarify, define, justify
- **idea:** thought, concept, belief, view, opinion
- **important:** necessary, vital, critical, essential
- **interesting:** fascinating, intriguing, absorbing
- **make:** create, invent, construct, execute
- **new:** fresh, unique, original, unusual
- **part:** portion, piece, section, fraction
Use Combined Sentences!

Combined sentences are sentences that have two sentences that use connecting words. Look in your vocabulary journal for examples!

The black dog ran home fast.
The black dog ran to the park slowly.

- The black dog ran home fast but ran to the park slowly.

The boy read his favorite book.
The boy lent his favorite book to his best friend.

- The boy read his favorite book and then lent it to his best friend.

The man pounded the nail too hard.
The man hurt his hand.

- The man hurt his hand because he pounded the nail too hard.

Write two combined sentences from the passage:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write two combined sentences from your TWA outline notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Dogs have helped people do lots of work for millions of years. In earlier years, people needed dogs to help catch things for people to eat and give protection. So dogs have been kept around homes, camps and used as hunters or watch dogs. Later times, people need dogs that could act as shepherds to watch their flock of sheep. So different kinds of dogs that would protect other animals were developed.

Today dogs are used in ways known about and in other ways, Dogs guide blind people, pull sleds through snow and rescue people from danger and often are loyal pets.

Scientists think that long ago all dogs looked very much like wolves. Some dogs look more like wild an sectors than others.

Some dog breeds developed naturally. Dogs whose ancestors lived in cold weather for many years, they grow thick fur. The dingo whose ancestors hunted the speedy kangaroo has long legs to catch the speedy kangaroo. But most of the breeds of dogs have been developed by people.

Developing new breeds or making changes in a breed takes some time. Many years of puppies must be born and bred before the traits of the new breed are established. When people needed a fast, fearless hunters, strongest and bravest they only pick those traits. They are raised and mated. When people need dogs with short legs to hunt animals that live in holes in the ground, the dogs with the shortest legs were raised and mated.
Quick Writing

A short constructed written response to a teacher given prompt.
Quick Writing

- Used primarily in content classrooms
- An anticipatory or closing activity
- Intended to be a short response
  - Timed
  - Informal
  - Ungraded
Quick Writing

Quasi-experimental -- 37 struggling middle school students in an urban setting
(Mason, Kubina, Kostewicz, Mong Cramer, & Datchuk, 2012)

<table>
<thead>
<tr>
<th></th>
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<th>Classroom Assessment Pre-Post</th>
<th>Treatment to Control Posttest</th>
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<tr>
<td>Quality</td>
<td>Pre-posttest ES=1.49</td>
<td>Pre-posttest ES=1.63</td>
<td>ES=1.54</td>
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</table>
Sample Science, Social Studies, and Health Prompts

Narrative
1. a) Write about a time that you or someone you know has benefited from a new invention. What did you or they do with the new invention?
   b) Write and tell about the life of Maria Curie. Describe what she is best known for.
2. a) Write about a time that you or someone you know faced discrimination. What did you or they do?
   b) Write about the life of Frederick Douglass. Describe what he is best known for.
3. a) Write about a time that you or someone you know had food poisoning. What did you or they do?
   b) Write and tell about the life of Lou Gehrig. Describe what he is best known for.

Informative
1. a) Describe the effects of DDT on the decline of the bald eagle.
   b) Define the "environmental movement," and note subsequent key legislation.
2. a) Describe the effect of the Great Depression on American farm families.
   b) Define "The New Deal," and note resulting programs that are still in effect today.
3. a) Describe the effects of high cholesterol on the body's health.
   b) Define "high blood pressure," and note the potential causes of this condition.

Persuasive
1. a) Should students your age encourage their families to use alternative energy sources? Explain why or why not.
   b) Is it better to use wind, solar, or hydro energy sources? Explain your answer.
2. a) Should students your age enlist in the military if there is a "total war," like World War II? Explain why or why not.
   b) Is it better for the U.S.A. to adopt a policy of isolationism or become involved in world affairs? Explain your answer.
3. a) Should students your age go on a sugar-free diet? Explain why or why not.
   b) Is it better to have a healthy snack or a dessert snack after school? Explain your answer.
I think that kids our age should be allowed to pick what TV shows we want to watch. Like Saw or Sponge Bob. Kids should be allowed to pick what TV shows because it is a free world and if it is a free world then you should be allowed to pick. But if it is like naked people then no. Naked people is not right for our age. I like Sponge Bob that is a good TV show. Sponge Bob is really good it is so good I would watch it every day. Haha. But we should be allowed. Thank you people.
Okay so the question is if it should be allowed to download music for free on the internet. In my opinion I would have to say that it would be okay to download music for free. Then again, I would have to argue that because if they allowed music to be downloaded on the internet for free artists wouldn’t be making much profit off of this. This is just my own opinion but I do and don’t think music should be downloaded for free on the internet.
POW + TIDE Mnemonic

P  Pick my idea
O  Organize my notes
W  Write and say more

T  Topic sentence
   • Tell the reader your main idea.
I  Important
   • Will your reader think your idea is important?
D  Details
   • Be sure to include at least three details.
   • Will your reader think your details are important?
E  Ending sentence
### POW + TIDE Topic Sentence

Tell the main idea! Will your reader think this idea is important?

<table>
<thead>
<tr>
<th>Transition words</th>
<th>ID</th>
<th>Important Details (three or more) Will your reader think each detail is important?</th>
<th>Can you say more about the detail?</th>
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**Ending**

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POW + C-SPACE

P  Pick
O  Organize notes
W  Write and Say More

C  Characters
S  Setting
P  Purpose
A  Action
C  Conclusion
E  Emotions

## POW + C-SPACE

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will this story be about?</strong></td>
<td><strong>Time and place</strong></td>
<td><strong>What the main character tries to do</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Conclusion</th>
<th>Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is done to achieve the purpose</strong></td>
<td><strong>Results of the action</strong></td>
<td><strong>The main character's reactions and feelings</strong></td>
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*Adapted with permission from Diane A. Cambell, Cathy M. Mora, U. U. Shiono, and Linda H. Mason, *Building Common Ground in Mathematics, Reading, Writing, and Reading Aloud.**
POW + TREE Mnemonic

P  Pick my side
O  Organize my notes
W  Write and say more

T  Topic sentence
   • Tell what I believe!
R  Reasons—three or more
   • Why do I believe this?
   • Will my reader believe this?
   • Do I have one counter reason?
E  Explanations
   • Say more about each belief.
   • Does the counter reason change my belief?
E  Ending sentence
# POW + TREE Topic Sentence

**Tell what you believe:**

| Transition words | R Reasons (three or more)
| Why do I believe this?
| Will my readers believe this? | Explain reasons.
| Say more about each reason. |

- Do I have a counter reason?
- Does it change my belief?

**Ending**

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*Building Comprehension in Adolescents: Powerful Strategies for Improving Reading and Writing*

as Co-Authors by Linda H. Mason, PhD, Robert Reid, PhD, and Jessica L. Hargrave, PhD.

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Transition Words

Words to start:  
First of all, To begin with, To start with

Connecting points:  
and, also, as well, because, furthermore,  
what's more, in addition, moreover,  
secondly

Opposing side:  
however, on the other hand, conversely,  
but, that said

Examples:  
for instance, for example, in fact

To conclude:  
thus, in conclusion, in summary
## Graphing Chart

Fill in or check a space for every Quick Write part. Write the number of transition words below the column.

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**Transition words:**
I don’t think that students my age should eat junk food and the reason for that is one they can get really fat. Another reason why kids my age should not eat junk food because it is not healthy for you, and you can get really sick from eating junk food. One other reason why kids my age should not be allowed to eat junk food because if you start to eat a lot of junk food you won’t want to stop and you can get addicted to it. The only reason why I would say yes to eating junk food is that it tastes good and a lot of kids like it, but sometimes they don’t realize how much fat and sugar there is in the food and they can get sick from it. So I don’t think it is a good idea for students my age to eat junk food.
References and Wrap-Up