

# Teaching For Acceleration in Writing:

## *The "Write Stuff"!*



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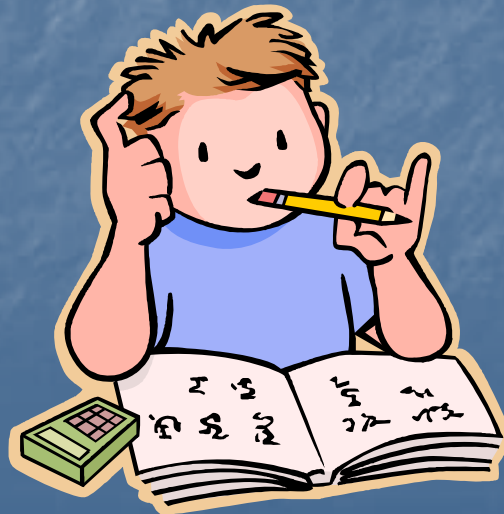
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# Writing acceleration is all about *teaching for strategies...*

“Knowledge of a few items plus a useable strategy will help one go beyond the information that is already stored in the head and allow one to respond correctly to another novel item. *A few items and a powerful strategy might make it very easy to learn a great deal more.*”

BL, p. 331



# *It all starts with a “genuine conversation”!*

- ❖ it must feel natural
- ❖ it should be about something the child is interested in
- ❖ conversation should wrap up with an invitation to write



# *A conversation is not genuine when the teacher...*

- ❖ asks 'pseudo questions' (questions you already know the answers to!)
- ❖ always falls into the "interrogation trap"
- ❖ always asks "yes-no" questions
- ❖ asks the dreaded question of "*What do you want to write about today?*"

# *Falling into the IRE Pattern*

as explained by Katrena Leininger, Reading Recovery Teacher Leader, Purdue University

I: Teacher *initiates* a question

R: Child *replies*

E: Teacher *evaluates* the reply

(Mehan, 1979)

# *Helpful hints for making a conversation more genuine...*

- ❖ start the conversation off with a statement rather than a question
- ❖ help children narrow down their thoughts by asking “Which part of that do you want to write?” or telling them “Let’s write that part.”
- ❖ ask more open-ended questions and avoid “yes-no” questions

# *Writing in Early Lessons*

- ❖ Letter formation
- ❖ Taking high utility words to fluency
- ❖ Clapping
- ❖ Sound Boxes



# Letter Work

❖ Letter Formation Practice: use the three ways of remembering

*“When the eye, ear and hand are jointly involved in the management of a task, each may be regarded as offering a check on the other.”* BL, p.109

# Letter Work

Making links with the ABC book...

- ❖ Making Associations
- ❖ Letter Identification
- ❖ Going from letter to sound
- ❖ Going from sound to letter

# *Taking Words to Fluency*

*GB, p. 30*

Which words should the teacher choose?

- ❖ words with a high utility
- ❖ words which occur most often in the language
- ❖ words needed often in writing
- ❖ words the child *almost knows* that a little more practice will bring to overlearning

*Make sure these words come up again across the lesson...*

“The same new things should pop up in different contexts...what letters and words the teacher chooses to work with should, to some extent, be linked across activities....the child can learn how to find what he knows in different places which is helpful when he only has a small repertoire of responding.”

GB, p. 27

# *Teach the children to utilize the reciprocity between reading and writing...*

- ❖ Early on, make a list of common sight words that appear in students' familiar books
- ❖ Use these familiar books as links in writing

Example: Think about how the word "is" looks in your Mom book. Think about the part that says, "Mom is driving."

*“Children can be made aware that reading and writing contribute reciprocally to early progress when teachers prompt for such reciprocity. ‘Yes, you can read that word. Think of how you wrote it in your story yesterday’, or ‘Yes, you can write that word. Do you remember we read it in (name of the book)?”*

(COT, 19)



Children don't make links on their own...we need to help them understand the rationale behind the procedures

# *Early Learning Steps*

GB, p. 32-33

- ❖ Clapping
- ❖ Using picture cards for slow articulation
- ❖ Using sound segment cards for pushing sounds in demonstration words

# *Intermediate Steps*

*GB, p. 33-34*

- ❖ Use sound boxes on the practice page
- ❖ Accept sounds in any order
- ❖ Eventually transfer from using counters to sliding finger under boxes

# *Writing in Later Lessons*

- ❖ Using transition/letter boxes
- ❖ Working without boxes
- ❖ Analogy work



# *Advanced Learning*

*GB, p. 34-35*

- ❖ Hearing and recording sounds in sequence
- ❖ Attending to spelling using boxes for letters (transition boxes and letter boxes)
- ❖ Working without boxes

# *Boxwork changes over time...*

- ❖ Provides a structural framework for spelling patterns
- ❖ Provides opportunities for using analogies
- ❖ Students should “work” the boxes

*Video Clip: Dana and Abby*

# *The power of analogy...*

“The human mind works often by analogies and will relate something new to something already known and familiar. Reasoning by analogy is probably our most fruitful source of hypothesis about any intellectual problem.”

BL, p. 335

# *Two Types of Analogy Work*

- ❖ Analogy work to problem-solve
- ❖ Analogy work to extend the knowledge of how words work



# *Training children's ears to listen for analogies...*

- ❖ In writing, children need to learn to LISTEN to themselves say the unknown word they are trying to write and ask themselves if they know another word that sounds like that.
- ❖ As teachers, we need to be careful not to prompt children to think of words that LOOK like the new word...that is a READING task, not a WRITING task!



# *Analogy Work to Problem-Solve*

- ❖ Child uses his known words to help write unknown words during writing.
- ❖ The teacher may have to remind the child, "You know a word that sounds like that."
- ❖ The new word might build off the entire known word, or may just incorporate one word part.

# *It's not about getting the word right...*

"The teacher is more concerned to reinforce how the child worked to get the response than whether the child arrived at the precise correct response. In this way the teacher is responding to the learner's construction of strategic control over reading and writing processes."

# *Analogy Work to Extend Knowledge*

- ❖ Teacher and child engage in analogy work after completing the story.
- ❖ Only use known words or word parts that come directly from the child's story.

*Video Clip: Diana and Albanie*

# *Analogies are more than just word families...*

“Writing the new words needed for writing interesting texts must become generative far beyond the limitations of word families.”

COT, p. 24

# *Using "Anchor Words"*

- ❖ Teach children to make associations between unknown words and known words with the same parts.
- ❖ Kids will learn word parts through anchor words just as they learn letters through the ABC book.
- ❖ Keep track of "anchor words" for each child and use both in reading and writing.

*Video Clip: Laura and Cameron*

# *Making the most of the cut-up story...*

“The task is focused on the assembling processes of composing rather than on the breaking down processes of writing.  
*This is not an optional extra put into the lesson framework for fun.*”

*COT, p. 29*

# *Teaching for acceleration through the cut-up story...*

- ❖ Children can work on identifying and locating newly learned words.
- ❖ They have the opportunity to monitor their work.
- ❖ The teacher can cut a word into parts for the child to re-construct (this should be a word worked on that day in writing).
- ❖ The child can work on phrasing in fluent reading.

*Video Clip: Dana and Haley*

*You've got the "Write Stuff" to teach for acceleration in writing if you always remember that...*



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