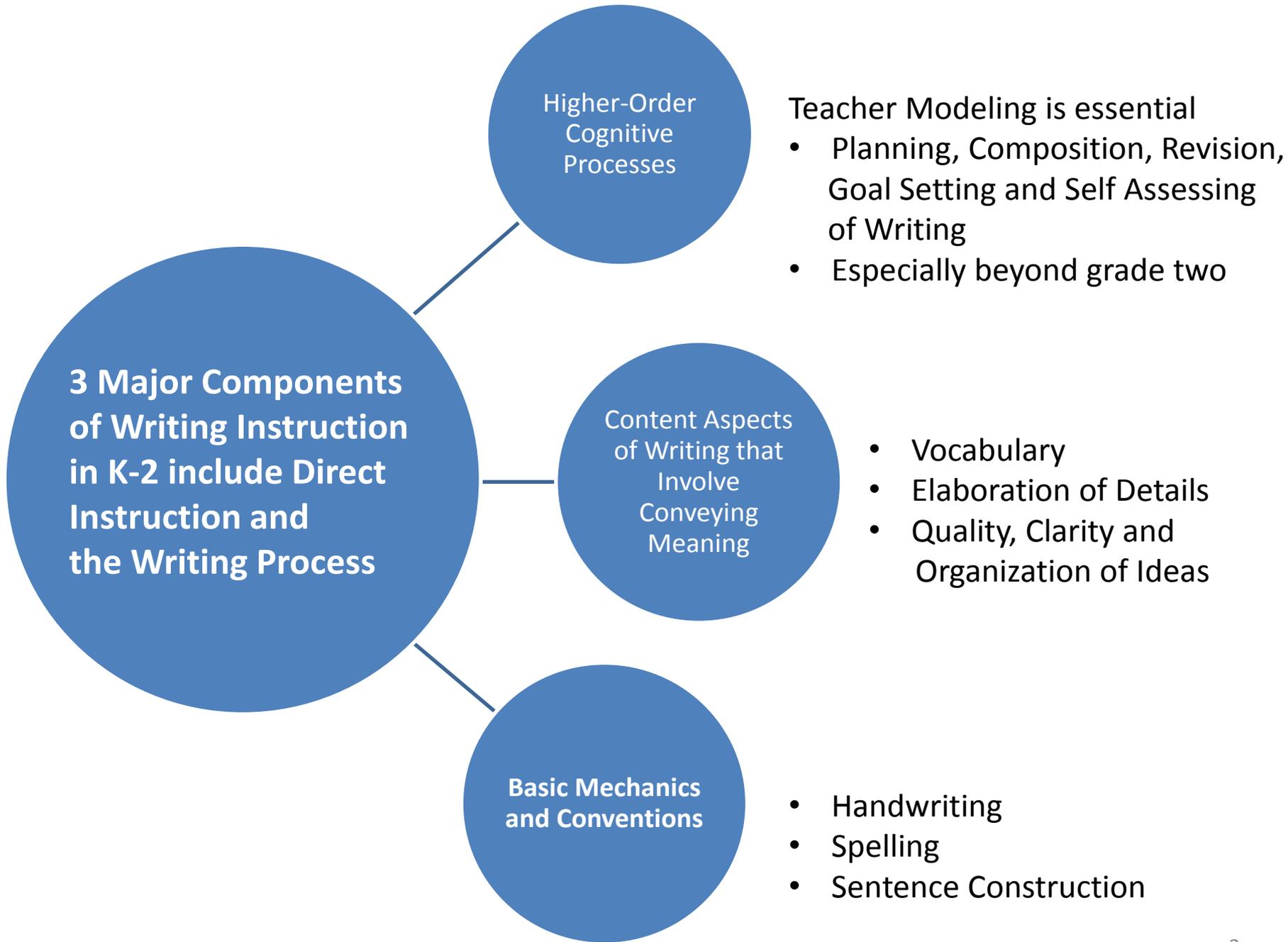




Writing:
Narrative, Informational & Argument

Today's Work

- Identify and explain current research for writing
- Clarify the K-5 Foundational Writing Standards
- Examine the components of K-5 Written Expressive Language
 - Summarize
 - Argument
 - Informational/Expository
 - Narrative



Research shows ...

- “handwriting, spelling, and composition separable processes but when all these component processes are adequately developed they work in concert in the functional writing system.”

(Berninger & Richards, 2002)

Transcription includes handwriting, spelling,
and keyboarding

Written Language

- The longest time to develop
- The most demanding of literacy tasks



Still more...

“Students who fail to develop some or all of the basic skills and processes in the early years will have a much harder time keeping up with their peers in more complex writing tasks.”

...”Foundational skills set the stage for writing achievement in the higher grades.”

-Steve Graham

It All Starts Here Fixing Our National Writing Crisis From the Foundation Saperstein Associates White Paper/January 2013

Rationale

When children automatize correct letter formation early in writing development, their spelling and composition skills are likely to be stronger.

Berninger & Wolf, 2009

“There are considerable returns for such a small investment of time as students’ sentence writing skills, the amount they write, and the quality of their writing all improve along with their handwriting”

- From the article we read earlier: *Want to Improve Children’s Writing? Don’t Neglect Their Handwriting*

Research

Spelling and Handwriting affect judgments of Quality

Papers with spelling errors and/or poor handwriting are judged more harshly than papers without errors, even if the content is equivalent. (Graham and Perin's Meta-analysis, 2007)

Length and quality of written compositions are strongly related to spelling (Abott, Berninger, & Fayon, 2010; Aram, 2005)

Improving handwriting automaticity and/or spelling improves text generation and composition quality
Graham et al., 2000; Graham, Harris, & Chorzempa, 2002; Jones & Christensen (1999)

Spelling is more difficult than
reading because...

we must encode or generate from
memory all the letters that
correspond to the spoken word.

Where can the Writing
Foundation Skills of
handwriting, spelling and
sentence construction be
found?

In the Language Standard



What does the Research say?

Writing Next - 2006

- ✓ enhances how well students **comprehend** it
- ✓ not only improves how well students write, it also enhances students' **ability to read a text** accurately, fluently, and with comprehension
- ✓ tool for **improving** both **reading** and content **learning**

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Instructional Shifts to Support Students in Literacy Acquisition

Shift 4

Text-Based Answers

- Students have rich and rigorous conversations **dependent on a common text**
- Teachers insist that classroom experiences stay **deeply connected** to the **text on the page**
- Students develop habits for making **evidentiary arguments** both in **conversation and writing** to assess comprehension

Instructional Shifts to Support Students in Literacy Acquisition

Shift 5

Writing from Sources

- Writing emphasizes the **use of evidence** to inform or make an argument
- Students develop skills through **written arguments** that respond to the ideas, events, facts, and arguments presented in the **texts they read**

Written & Expressive Language

Mechanics

- 
1. Sentence structure
 2. Paragraph structure
 3. Spelling
 4. Handwriting

Composition/Creativity

1. Oral language
2. World knowledge
3. Visual Imagery
4. Inner dialogue

Capitalization & Punctuation

Well

The cat fell into the *well*.

Are you feeling *well*?

Well! I am not pleased.

Sentence Combinations and Manipulations

Help students construct more complex and sophisticated sentences. (Hint: Use sentences from their reading selections.)

Bats can zigzag fast.

Bats can chase bugs.

Bats have hooked claws on their toes.

Bats have hooked claws on their thumbs.

Written & Expressive Language

Mechanics

1. Sentence structure
2. Paragraph structure
3. Spelling
4. Handwriting

Composition/Creativity

1. Oral language 
2. World knowledge
3. Visual Imagery
4. Inner dialogue

Oral Language

- **Develop background knowledge**
(words, phrases, discussion, explanation)
- **Model oral language skill**
(practice orally helps to organize thoughts)
- **Planning**
(concept map, graphic organizer, text structure)

Organizational Framework for...

- **Summarizing**
- Argument/Opinion/ Persuasive
- Informative
- Narrative

TEXT STRUCTURE

Summarization Operations

consisting of...

1. Identifying and selecting the main information from the text
2. Deleting trivial information
3. Deleting redundant information
4. Organizing and writing a summary of the main and supporting information

Writing to Read:
Evidence for How Writing Can Improve Reading
(Graham & Hebert, 2010)

The Lion and the Mouse

The tall savanna grass fluttered in the slight breeze as a great lion slept. While he slept, something ran across his paw. The lion awoke to see a small mouse nibbling on a seed of grass.

The lion scooped up the mouse in his paw and opened his fierce-looking mouth. Before the lion could eat it, the mouse cried, “Please, let me go. I will be glad to return the favor someday.”

The lion roared with laughter at this thought. But because he was still sleepy and not very hungry, the lion let the mouse go.

Later that afternoon, the lion awoke and felt hungry. He went to look for food. Soon, he was caught in a net. He tried to get free, but the lion could not break the ropes. The lion roared. The mouse heard him and ran to see what was the matter.

Seeing the great lion caught helplessly in the net, the small mouse said, “I am glad that I can now return the favor.” Then the mouse gnawed the ropes and the lion was soon free.

“I may be meek, but even I can be of help to the mighty,” said the mouse. And the lion and the mouse were forever friends.

Summarizing

WHO

Character

WHEN

Setting

WHERE

WHAT

Action & Outcome

WHY

Story Summary

Who?

This story is about _____.

When?

Where?

It takes place _____ and _____.

What?

Why?

_____ because _____.

Summary Template

Summary Template

1. List the main ideas in phrase form.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. Write an introductory sentence that states the topic of the summary.

3. Turn the main ideas into sentences using your own words. You can combine some of the main ideas into one sentence.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

4. Add transition words from the list below or from the transition poster.

first, next, finally, before, after, during, later, also, another, in addition, in conclusion, to
sum up, similarly, however, on the contrary, most important, for example, as a result,
therefore

5. Proofread and edit your summary.

Organizational Framework for...

- Summarizing
- **Argument/Opinion/ Persuasive**
- Informative
- Narrative

TEXT STRUCTURE

Argument (Opinion) Summary

The best book our class has read is _____
_____. I liked it because _____.
I especially liked the part where _____.
I believe that everybody should read it.

Writing an opinion (argument)

State opinion.	1 PERSUASIVE
Give reason.	1 PERSUASIVE
Give example.	1 PERSUASIVE
Give another reason.	1 PERSUASIVE
Give example.	1 PERSUASIVE
Give most important reason.	1 PERSUASIVE
Give example.	1 PERSUASIVE
Restate opinion.	1 PERSUASIVE

Position-Reason

Why a point or idea should be supported; what's wrong with an idea

Accordingly	It is contended	Therefore
As illustrated by	It is evident that	Thesis
Because	It will be argued that	This contradicts the fact that
Consequently	Must take into account	This must be counterbalanced by
For instance	Since	This view is supported by
For this reason	The claim is limited due to	Turn more attention to
In conclusion	The implication is	What is critical
In order for	The position is	What is more central is
It can be established	The strengths of	

Effective Instruction for Middle School Students with Reading Difficulties: *The Reading Teacher's Sourcebook*

Authors: Carolyn Denton, Deanna Bryan, Jade Wexler, Deborah Reed, and Sharon Vaughn

There are several reasons why young teenagers should not sail out to sea without an experienced sailor on board.



By: Winslow Homer

Opinion/Argument Paragraph (Theme: Sailing Safety)

Intro: There are several reasons why young teenagers should not sail out to sea without an experienced sailor on board.

First of all, green sailors lack awareness of weather conditions.

Secondly, they may not know how to navigate well.

Thirdly, they may panic if the boat goes out of control.

In conclusion, it is important that sailors are well-prepared before they head into the open waters.

Organizational Framework for...

- Summarizing
- Argument/Opinion/ Persuasive
- **Informative**
- Narrative

TEXT STRUCTURE

Feathery Homes

Did you know that there is a kind of bird that can sew? This bird, called the tailorbird, uses its beak as a needle. It sews leaves together in the shape of a cup. Then it lines the cup with straw and lays its eggs there.

Each species builds its own special kind of nest. The most common materials used for nests are grasses, twigs, and feathers. A bird must weave these materials into a nest. Imagine building a house without cement or nails to hold it together!

A weaverbird builds a nest that looks like a basket. The nest is shaped like a pear with a hole in the middle. The hole is the door of the nest.

The ovenbird makes a nest that is very solid. The nest is made of mud. Like a sculptor, the ovenbird molds the mud into the shape of an oven and then lets it dry in the sun. The sun bakes the mud, making it very hard.

Not all birds make their homes in branches. Some birds build their nests on the ground, while others bury their eggs under the ground. And some birds do not build nests at all. For example, a bird called the fairy tern lays its eggs right on a branch. It tiptoes on the branch and balances its eggs very carefully so they won't fall. So, when you look for nests and eggs in the branches of trees and bushes, remember that some nests may be right under your feet.

Organizational Framework for...

- Summarizing
- Argument/Opinion/ Persuasive
- Informative
- **Narrative**

TEXT STRUCTURE

The Camel Dances

The camel had her heart set on becoming a ballet dancer.

"To make every movement a thing of grace and beauty," said the Camel. "That is my one and only desire."

Again and again she practiced her pirouettes, her relevés, and her arabesques. She repeated the five basic positions a hundred times each day. She worked for long months under the hot desert sun. Her feet were blistered, and her body ached with fatigue, but not once did she think of stopping.

At last the Camel said, "Now I am a dancer." She announced a recital and danced before an invited group of friends and critics. When her dance was over, she made a deep bow. There was no applause.

"I must tell you frankly," said a member of the audience, "as a critic and a spokesman for this group, that you are lumpy and humpy. You are baggy and bumpy. You are, like the rest of us, simply a camel. You are not and never will be a ballet dancer!"

Chuckling and laughing, the audience moved away across the sand.

"How very wrong they are!" said the Camel. "I have worked hard. There can be no doubt that I am a splendid dancer. I will dance and dance just for myself."

That is what she did. It gave her many years of pleasure.

Satisfaction will come to those who please themselves

Narrative Paragraph

1. State the event
2. State what happens *first*
3. State what happens *next*
4. State what happens *then*
5. State what happens *finally* (resolution)
6. Restate the event or conclusion

Thank You!



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