

11-2015

“Practicing What We Teach in Writing Methods: Crossover Strategies for Preparing Elementary and Secondary English Language Arts Teachers”

Kia Jane Richmond

Northern Michigan University, krichmon@nmu.edu

Allison Wynhoff Olsen

Montana State University-Bozeman, allison.wynhoffolsen@msu.montana.edu

Matthew Kilian McCurrie

Columbia College - Chicago

Maureen McDermott

Nova Southeastern University

Follow this and additional works at: http://commons.nmu.edu/facwork_conferencepresentations



Part of the [English Language and Literature Commons](#), and the [Secondary Education and Teaching Commons](#)

Recommended Citation

Richmond, Kia Jane, Matthew K. McCurrie, Allison Wynhoff Olsen, and Maureen McDermott. “Practicing What We Teach in Writing Methods: Crossover Strategies for Preparing Elementary and Secondary English Language Arts Teachers.” National Council of Teachers of English Annual Convention. Minneapolis, Minnesota. November 2015.



Practicing What We Teach in Writing Methods

Crossover Strategies for Preparing Elementary and Secondary English
Language Arts Teachers

Matthew Kilian McCurrie, Christy Doherty-McDowell
Kia Jane Richmond, Maureen McDermott, and
Allison Wynhoff Olsen



Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools

Graham and Perrin (2007)

11 Key Elements

1. Writing Strategies
2. Summarization
3. Collaborative Writing
4. Specific Product Goals
5. Word Processing
6. Sentence Combining
7. Prewriting
8. Inquiry Activities
9. Process Writing Approach
10. Study of Models
11. Writing for Content Learning

Cultivating the Writing Environment from Christy McDowell's EDE 4283 and EDM 4233 Classes

- **Writing Strategies**
- **Process Writing Approach**
- **Study of Models**

Elementary Methods

- **Who?**
 - EDE 4283: Elementary majors all subject
 - EDM 4233: Middle Level ELA majors
- **What?**
 - Teacher as writer
 - Reading like a writer



Teacher as Writer


Penny Kittle (2008) states, “Doing the writing taught me what to teach. It *was* that simple. I knew what my writers needed because I was inside the process of writing” (p. 9).

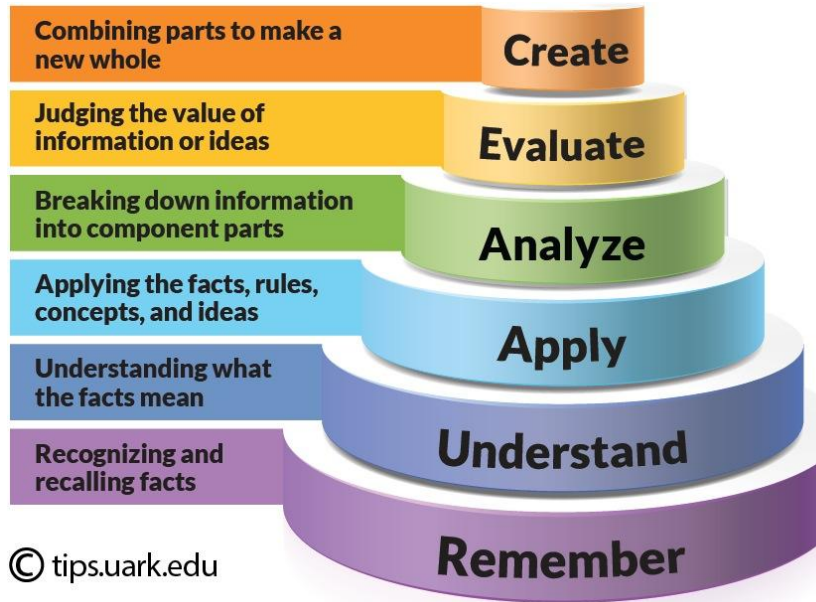
- Kelly Gallagher’s *Write Like This* (2011)
- writing genres, purposes, examples
- writing workshop + revision = lesson planning



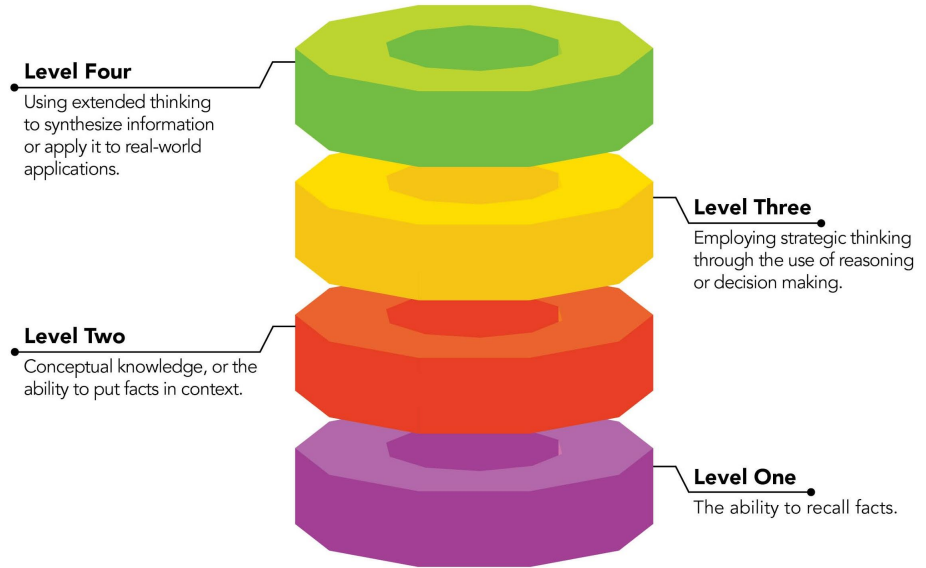
Reading Like a Writer

Katie Wood Ray (1999) writes, “If the writer knows what to look for, he or she can learn a lot from looking closely at another craftperson’s work” (p. 13).

- mentor texts
 - analysis + evaluation + emulation = writing
 - Bloom’s Taxonomy
 - Webb’s Depth of Knowledge
 - Graham and Perrin (2007) agree noting, “Students are encouraged to analyze [models] and to emulate the critical elements, patterns, and forms embodied in the models in their own writing.
- 



© tips.uark.edu



Annotated Bibliography Assignment

Immersion into mentor texts with a critical eye.

Components include:

- **citation**
 - **summary**
 - **6 + 1 Writing Trait exemplified**
 - **Writing strategy**
- 

Flourney, V. (1985). *The Patchwork Quilt*. Dial Books for Young Readers.

This book is a fictional children's book about a little girl named Tanya who loves listening to her grandmother talk about the quilt she is making from pieces of colorful fabric from the family clothes. The quilt ends up being a family heirloom that represents each person and the important events of their lives together. When Grandma becomes ill, Tanya decides to finish the masterpiece herself, and soon the rest of the family pitches in to help by completing the squares and stitches. This book would be good to teach ideas. This book would be good to show students that it starts out with a very generalized idea about what a quilt is, and then it goes into specific details about what makes it a patchwork quilt and how each patch is important. This book is all about the patchwork quilt, what all goes into making a quilt, and family. It would be neat to fill out a "brainstorming web" for this book to show the students how to organize their ideas before writing. A writing strategy that can be used using this book is word choice because this book uses a very rich vocabulary for example anxious, restlessly, murmured, etc.

JUDITH VIORST

illustrated by Robin Preiss Glasner
Illustrator & Color Artist



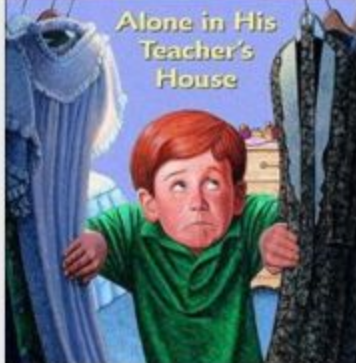
super-completely and totally the
messiest!

Viorst, Judith, Super-Completely and Totally the Messiest. New York: Atheneum Books for Young Readers, 2000. Print. Sophie is by far the messiest person in the family according to the narrator, her older sister in this fictional book. A writing trait that can be taught is word choice because it's written from the older sisters perspective. A writing technique that could be taught is repetitions because there is an entire page where the first phrase for each sentence is 'unless she's a nurse who'

Pinned from
amazon.com

d/vmnTBqBseNzZRW6Aejkz4-CSlew_AUvRMf6QIA/ from.

Author of *Henry Wiggle* and *Mr. Waterhouse Hawkins*
MARVIN REDPOST



from Barnes & Noble

Alone in His Teacher's House (Marvin Redpost Series #4)

Sachar, Louis. Marvin Redpost: Alone in his Teacher's House. New York: Random House Inc., 1994. Print. Marvin Redpost is in charge of watching his teacher's dog while she's away, but it is more stressful than he had thought it would be in this fictional chapter book. A writing trait that could be taught is word choice because it is full of descriptive words such as 'whined' and 'nuzzled'. A writing technique that could be taught is dialogue because there are so many



from Barnes & Noble

Vacation under the Volcano (Magic Tree House Series #13)

Osborne, Mary P. Vacation Under the Volcano. New York: Scholastic Inc., 1998. Print. Jack and Annie are taken back to Pompeii by the magic tree house in this historical fiction book. A writing trait that could be taught is presentation because things that Jack and Annie read and write are put into a different font than the normal story. A writing technique that could be taught is compare/contrast. Students could compare and contrast what is in the book with what actually happened in Pompeii.

Pinned from
barnesandnoble.com

Mrs. Piggle-Wiggle

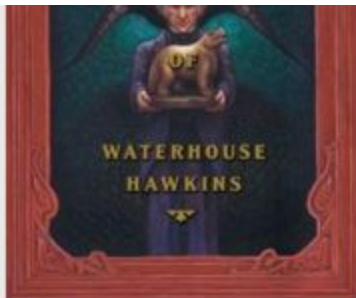


Betty MacDonald

from Barnes & Noble

Mrs. Piggle-Wiggle

MacDonald, Betty. Mrs. Piggle-Wiggle. New York: Scholastic Inc., 1947. Print. Mrs. Piggle-Wiggle seems to have a cure for everything and all of the neighborhood children love her. This is a fictional chapter book. A writing trait that could be taught is word choice because the book was written back in the 40's so the children could compare the language here to what we use today. A writing technique that could be taught is how to use hyphenated



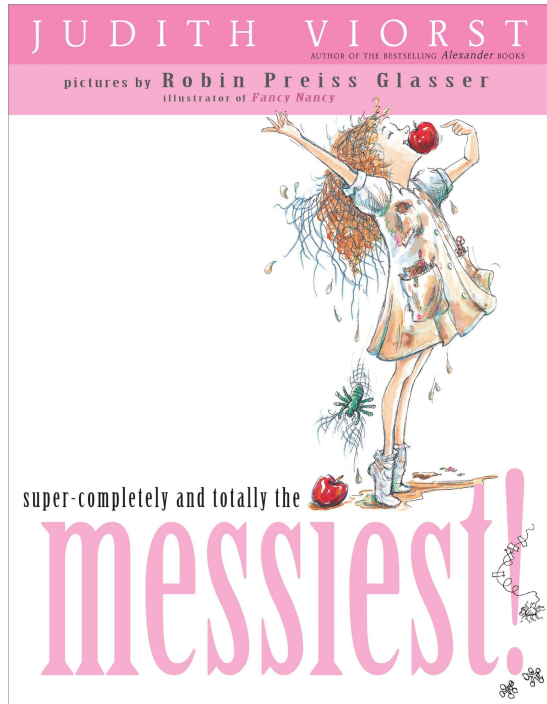
from Barnes & Noble

Dinosaurs of Waterhouse Hawkins: An Illuminating History of Mr. Waterhouse...

Kerley, Barbara, Selznick, Brian. The Dinosaurs of Waterhouse Hawkins. New York: Scholastic, 2001. Print. This historical picture book tells the story of the life of Waterhouse Hawkins and his love for dinosaurs. A writing trait that could be taught is presentation because even two page spreads of just pictures help to give the writing meaning. A writing technique that could be taught is proper use of sentence fragments.

Pinned from
barnesandnoble.com





Viorst, Judith. *Super-Completely and Totally the Messiest*. New York: Athenum Books for Young Readers, 2000. Print.

Sophie is by far the messiest person in the family according to the narrator, her older sister in this fictional book. A writing trait that can be taught is word choice because it's written from the older sister's perspective. A writing technique that could be taught is repetition because there is an entire page where the first phrase for each sentence is "unless she's a nurse who..."

Benefits of the Annotated Bibliography

- Future resource
- Critical literacy
- Brainstorming
- CBL
- Opportunities to write
- Metacognition





Two Strategies from Kia Jane Richmond's EN 309 Class *Writing Next* Elements in Research Project and Team Chapter Presentation

- **Writing Strategies**
- **Process Writing Approach**
- **Summarization**
- **Collaborative Writing**

Two Strategies from Kia Jane Richmond's EN 309 class

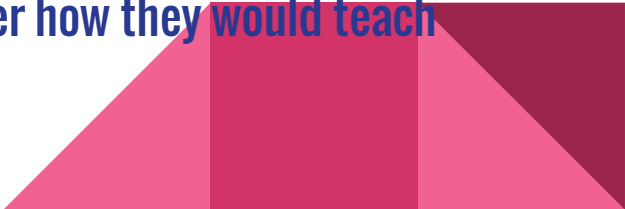
- EN 309: Elementary and Secondary ELA Ed majors and minors
- Christine Tulley (2013) found that the majority of Ohio's methods instructors
 1. teach the writing process (88.2%)
 2. teach commenting strategies for student papers (70.6%)
 3. focus on product research papers (70.6%)” (p. 42, 44).
- Students in EN 309 at NMU complete an individual research project on issue related to teaching writing.
- Given time in class to prewrite/draft, the complete peer response using 6+1 Traits of Writing chart; teacher does response using same chart
- Revisions are made before final drafts are turned in with portfolio at end of term.

Two Strategies from Kia Jane Richmond's EN 309 class

- The *Writing Next* researchers found that “explicit teacher training was a major factor in the success of the process writing approach” (20, emphasis mine).
- Goal in EN 309: By walking preservice teachers through the writing process, while simultaneously reading/discussing texts such as Nancie Atwell's *In the Middle: A Lifetime of Learning about Writing, Reading, and Adolescents* (2014), they develop the skills they need as teachers and writers.



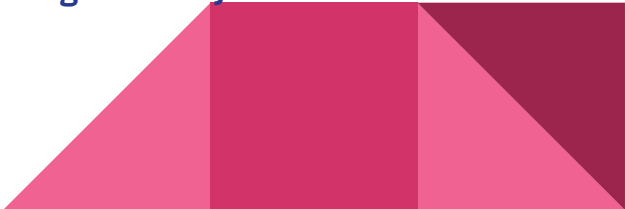
Two Strategies from Kia Jane Richmond's EN 309 class

- Students research writing and the arts, writing as therapy, teaching writing to K-12 students with special needs, writing across the K-12 curriculum, etc.
 - Choice in format: essay (7-10 pages), or create a web page, blog, wiki, Prezi, Powerpoint, or multigenre project.
 - Students experience writing as process while studying effective writing instruction
 - Through collaboration in peer response session, students reflect on their own writing and discuss with peers how reading other students' drafts affects their choices as writers.
 - Students reflect on process of writing and revising; consider how they would teach writing in K-12 classrooms.
- 

Two Strategies from Kia Jane Richmond's EN 309 class

Response for Research project - EN 309

6+1 Traits** Peer response

- **Idea/Content:** No paper has value without ideas. Ideas should be presented clearly and developed fully with reasons, examples and support from a text. Insightful development of interesting ideas makes a paper great.
 - **Organization:** Writing should be organized logically and be easy to follow.
 - **Word Choice:** Precise and effective word choice adds clarity to writing.
 - **Sentence Fluency:** Sentences should be varied and effective in sound and in purpose. When read aloud, a paper should sound fluent and even rhythmic. Short, stilted sentences impair readability.
 - **Voice:** This is the personality and conviction of the writer showing through the words.
 - **Conventions:** Spelling, mechanics, usage, agreement are all conventions of writing. Too many errors in conventions impair readability.
- 

Two Strategies from Kia Jane Richmond's EN 309 class

- Students collaborate in teams (3-5 each) on teaching/presenting specific chapters from Mary Ehrenworth's book, *Looking to Write: Students Writing Through the Visual Arts*.

POETRY & PICASSO; AMERICAN LANDSCAPE & AESTHETIC EXPERIENCE;
SHORT STORIES & CULTURAL PERSPECTIVES; MYTHOLOGY & PEDAGOGY OF DESIRE

- Encouraged to use visual aids: Given class time to collaborate on structure, summarization, and visual aids.
- Students teaching each other (SSGP - student small group presentation model- by Halley, Heiserman, Felix, & Eshleman, 2013) helps “promote student confidence, enhance critical thinking skills, and provide an opportunity to work as part of a team” (p. 2).
- Teams show film clips, display artwork, assign writing, and even arrange a “gallery walk” (Daniels & Steineke, 2011, p. 115).
- Most teaching demos include writing activities (reflective or creative) in response to artwork/artifacts.

Two Strategies from Kia Jane Richmond's EN 309 class

- Important point: Students do teaching of chapters after we have discussed lesson planning and students have constructed/ received feedback on first lesson plans. Having that prior knowledge feeds into students' choices about how they design their presentations.
- Benefits: students enjoy the research project; report how much they learned about the process of writing, revising, and responding to writing; their own writing improves.
- One student notes: "Getting up in front of a college class, especially when teaching for the first time, is scary and constitutes a big risk for many people."
- Benefit: students report increased confidence in teaching and leadership skills from team chapter presentations.

Bibliography

Atwell, N. (2014). *In the middle: A lifetime of learning about writing, reading, and adolescents* (Third ed.). Portsmouth, NH: Heinemann.

Daniels, H., & Steineke, N. (2011). *Texts and lessons for content-area reading*. Portsmouth, NH: Heinemann.

Edmentum. (2014). [Graph illustration of Webb's Depth of Knowledge.] *Four Levels of Depth of Knowledge.* Retrieved from blog.edmentum.com/four-levels-depth-knowledge.

Ehrenworth, M. (2003). *Looking to write: Students writing through the visual arts*. Portsmouth, NH: Heinemann.

Gallagher, K. (2011.) *Write like this*. Portland: Stenhouse.

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools - A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Halley, J., Heiserman, C., Felix, V., & Eshleman, A. (2013). Students teaching students: A method for collaborative learning. *Learning Communities Research and Practice*, 1(3), Article 7. Retrieved November 10, 2015, from <http://washingtoncenter.evergreen.edu/lcrjournal/vol1/iss3/7>

Bibliography

Kittle, P. (2008). *Write beside them*. Portsmouth: Heinemann.

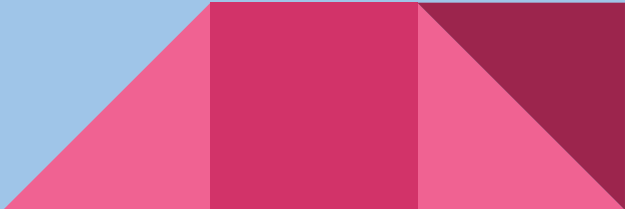
Ray, K. W. (1999). *Wondrous words*. Urbana: NCTE.

Tulley, C. E. (2013). What are preservice teachers taught about the teaching of writing? : A survey of Ohio's undergraduate writing methods courses. *Teaching/Writing: The Journal of Writing Teacher Education*, 2(1), Article 9. Retrieved November 14, 2015, from <http://scholarworks.wmich.edu/wte/vol2/iss1/9>.

University of Arkansas. (2013). [Graph illustration of Bloom's Taxonomy]. *Teaching Innovation and Pedagogical Support*. Retrieved from tips.uark.edu/using-blooms-taxonomy/

Focusing on **service-learning and reflections** from Allison Wynhoff Olsen's ENGL 339/445 year-long course, Montana State University

□ **Program Objective:** Build reciprocal relationships and dialogic opportunities between pre-service ELA students, high school students, and in-service ELA teachers over time.



Service-Learning as Relational

- “**Students** must begin to understand their role *within the community*, rather than seeing themselves as outsiders *giving to* a community in need. This experience helps to develop the reciprocal relationship between student and community.”
- “service as an **opportunity for change**”
- “Unlike charity, which suggests that one party is active (the giver) while the other is dormant (the receiver), **change requires action from all community members.**”

Signature Assignments & *Writing Next* Strategies

Assignment Making/Analysis

- Collaborative Writing

Annotated Bibliographies

- Summarization

(Online) Service Learning

- Word Processing
- Sentence Combining
- Process Writing Approach
- Study of Models



Writing Assignment

9th Grade A Picture's Worth 1000 Words (or in this case, 100 or so)

Reference pp. 36-38 of the *Image Grammar* text for guidance.

Using the techniques we reviewed today, choose one of the following pictures and write up to 150 words about the person without directly describing him/her. We can all see the picture, so tell us, from your imagination, what we don't see. Be creative by using the techniques for adding details implementing at least one of each technique:

- Specific, active verbs
- Specific nouns
- Participle
- Absolute
- Adjective(s) out of order
- Appositive
- Prepositional phrase



Teacher Example




Fulton radiates competitive nerd-rage, silent and stealthy. He leaves people speechless when they are around him, god-like as though he might release the rage and rip everyone to shreds with his superior intellect. He wears wire rim glasses that remind me of Harry Potter's, pushing them up on his nose every few minutes, sniffing as he does. He fearlessly serves as captain of the Science Olympiad, conjuring up the answers to physics equations to the likes of Stephen Hawking. I worked for the school newspaper last year and tried to interview Fulton about his astonishing intellect. He simply replied with a shrug, eyes half-closed, arms crossed apathetically. I never felt so insignificant.

Annotated Bibliographies


Each course text requires an entry in your annotated bibliography

Format: An alphabetized reference list containing **three parts**:

- A full text citation (in MLA or APA)
 - An extended annotation (1-2 paragraphs)
 - A paragraph of “use”—how you may take/have taken up this source in teaching
- 

S-L in local HS Classrooms

- **It was an eye-opener because I was actually responsible for someone other than myself in something that accounts for so much.** It was such a great way to get our hands on some real papers and unveil some of the instances and questions that we may not think of or come across in our (mostly) hypothetical work here on campus.


 - What I really **appreciate and admire** is how much you **knew your students** -- and how you used that information to their **benefit** rather than against them.
- 

I'm glad that my feedback helped – sometimes I'm never sure how much I should say because **I don't want it to be overwhelming, but I also want to be helpful.** And I wouldn't discount your own editing skills, though; **we** are always our own worst critics. Revising and editing are both pretty tough processes, but obviously you're better than you think you are. Your final paper proved that.

Thank you for your encouragement, too. It's nice to know that someone **whom I have not met trusted my feedback enough to take it to heart and put it into action.**



□ I was very nervous going into the classroom. We went through the handout in class with the students and I felt like **I got eaten alive** with all their questions. I was sweating very hard because these questions were something **I as an English major should have been able to answer**. These questions went something like this, “isn’t the subjective clause in that sentence functioning adjectively?”



Online Service-Learning in Rural Classrooms

Edmodo: HS Seniors in a large, rural district

Wiki/Google Drive: MS students in rural MT

Word Processing

Sentence Combining

Process Writing Approach

Study of Models



Online Service Learning: EDMODO

- Admin Group
- Collaboration Group 1
- Collaboration Group 2
- Collaboration Group 3
- Collaboration Group 4
- Collaboration Group 5
- Collaboration Group 6
- Collaboration Group 7
- Collaboration Group 8
- College Preparation and Planning
- Group Resources
- MSU Mentors
- Reading Resources
- Writing Resources
- Create a Small Group
- Dr. Wynhoff Olsen's Higher Education g...

Search posts, groups, users, apps and more

Posts | Folders | Members 86 | Group Settings

Note | Assignment | Quiz | Poll | Snapshot

Type your note here...

Assignment Center

Track your classroom's progress on assignments and quizzes with ease.

[Add Assignments](#)

Group Posts | Filter posts by

Savana R. to | Pin Post

CHS and MSU Reading and Writing Collaboration

Research Paper Paragraph 1

researchparagraphs.docx
DOCX File

Like • Reply • Share • Follow

Nov 18, 2015

Type a reply...

Jonathan M. to | Pin Post

CHS and MSU Reading and Writing Collaboration

Here's my paragraph.

- Calendar
- Tools
- Grid
- Office
- 30
- Search

One MSU Mentor's Concern

Students,

I am concerned by these outlines. Nearly all of you have no specific answer as to what outside resources you would use or information you would seek, hardly any of you list what direct quotations you will include, and most of your interview questions and responses are incomplete or extremely limited. **I do not believe that this outline was a light suggestion,** and taking it seriously would have made your final draft writing process EXTREMELY easier.

Please **think about WHY you are creating a piece of literary journalism.** It is not for me and XX to comment on or for Mrs. Teacher to grade, although respecting our time is appreciated. Completing these pieces (with effort) should be something you take pride in. This is an extremely unique assignment that I have never heard of being taught in high school (or college, for that matter). **You have a special opportunity to create a piece of writing that, in my opinion, is worthy of publication. Honestly, your topics are amazing. I can truly see them being in magazines or online journals. Perhaps this assignment will serve as the sample of writing that you submit for a scholarship or for admission to a college. Perhaps it will stand as the piece of writing that you are most proud to have your name associated with.**

Even if none of these are the case, all of you are writing about family members and people who are close with. **If nothing else, represent their story in a way that you feel it deserves to be told.**



There is something magical about students talking about writing and thinking about it deeply enough to disagree and argue with a mentor!

In collaboration group one, my student posted a paragraph for his research paper which was more of a regurgitation of a product review than actual research and analysis.

XXX commented with some great feedback and suggestions. My student disagreed with some of his feedback and said so in a reply, XXX responded, my student disagreed again, and then XXX messaged me about how hard to push. As I was reading the interaction between the two, my student came into my room with concerns about the interaction and his paper. I was able to talk to him about the feedback that he had received and about his paper. Based on XXX's feedback, my student has a better understanding of what a research paper should look like and include.

Thanks for taking me on this awesome journey,



Select References

Giles, D. E., Jr. & Eyler, J. (1994). Theoretical roots of service-learning in John Dewey: Toward a theory of service-learning. *Michigan Journal of Community Service Learning*, 1(1), 77-95.

□ Kinloch, V. & Smagorinsky, P., Eds. (2014). *Service-Learning in literacy education: Possibilities for teaching and learning*. Charlotte, NC: Information Age Publishing.

