



evaluation
associates

Te Huinga Kākākura
Mātauranga

'Reading and writing float on a sea of talk'

Julie Luxton

j.luxton@evaluate.co.nz

Supporting writing in content classes



Massey HS 24/05/23

Karakia timatanga

Tau mai te mauri o te wānanga,
Ki runga ki ēnei pūkenga,
Kia mātāmua ai, ko te ako kounga, a te tamaiti,
Ko ia ki mua, ko ia ki muri o ēnei kōrero,
Kia puta ai ia, ki te whaiao, ki te ao mārama!
Hui e, tāiki e!

*Bestow the life force of learning,
Upon these repositories,
So that aspiration of quality learning for our children is paramount,
And remains at the forefront of all of our works,
So that they may flourish and thrive,
For all eternity!*



Tāraia te mahara, ka tāraia ai te rākau.
Carve the mind before carving your path.



Session goals

- to build an understanding of key aspects of writing
- to share some approaches and strategies to support explicit writing teaching in mainstream classes



NCEA Literacy Co-requisite – Writing

Big Ideas

1. Learners write meaningful texts for different purposes and audiences.
2. Learners use written language conventions appropriately to support communication.



Learning – Writing Matrix

Writing

Big Idea 1: Learners write meaningful texts for different purposes and audiences.	Big Idea 2: Learners use written language conventions appropriately to support communication.
Significant Learning Learners: <ul style="list-style-type: none">• use strategies within a writing process to plan and create texts.• select content, text structure and language choices appropriate to purpose and audience.• select and use vocabulary that is specific to their topic, purpose and audience.• revise and edit their work.	Significant Learning: Learners: <ul style="list-style-type: none">• develop their expertise in sentence construction, grammar, punctuation, spelling, word choice.

<https://ncea.education.govt.nz/literacy-and-numeracy/literacy/learning>



Teaching Literacy

Effective Practices that Support NCEA Literacy

1. Promote a positive attitude to literacy
2. Provide many opportunities for ākonga to read and write
3. Connect reading and writing
4. Show how you read and write
5. Support ākonga to read critically across texts
6. Help ākonga build vocabulary knowledge
7. Scaffold writing by focusing on text structure
8. Scaffold writing by focusing on language
9. Use a writer's checklist
10. Give feedback on writing

<https://ncea.education.govt.nz/literacy-and-numeracy/literacy/teaching>



What do good writers do?

Good writers can:

- use **a range of text types** for different **purposes and audiences**
- demonstrate a personal style and voice
- **plan** an extended complex text
- **develop ideas and information** into a clear, **cohesive** piece of writing
- use language, including specialist vocabulary, creatively and accurately
- explore and develop abstract ideas
- synthesise information from a range of sources
- demonstrate depth of thought and the ability to sustain an argument or point of view
- select an appropriate layout and presentation to enhance the text
- **reshape, revise, and proofread** their own writing, keeping in mind the purpose and audience
- reflect on and critically evaluate their own writing and that of others

Penton & Kitchen (MOE, 2002) *Learning through Language*

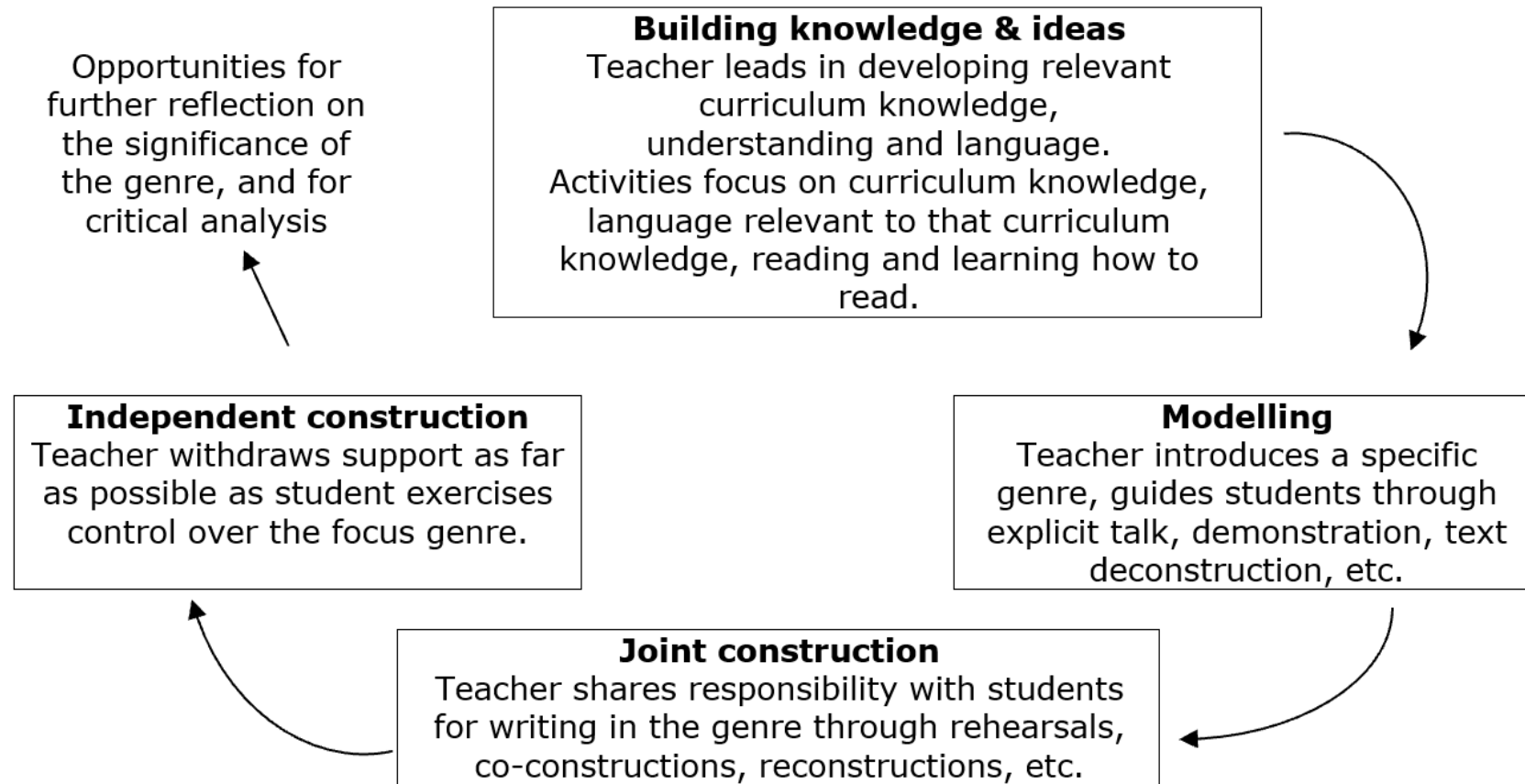


As writers develop their skills, they increasingly take responsibility for their own writing. The most skilled writers spend time considering the topic, thinking through ideas, writing the ideas in draft form, organising the structure of their text, and reviewing and revising their text until they are satisfied with it.

Penton & Kitchen (MOE 2002) *Learning through Language*



Apprenticeship model of teaching writing



adapted from 'Scaffolding – teaching and learning in language and literacy education' by Jennifer Hammond, PETA



Aspects of writing

- Process
- Fluency
- Structure
- Complexity
- Accuracy



Writing Process

1. Purpose and form – task / text type / form / audience
2. Criteria – what does 'good' look like?
3. Ideas
4. Words
5. Patterns and structures – from sentence to paragraph to longer texts
6. Edit and proofread
7. Present and publish

Andersen & Glenn (2021) *Secondary Literacy: A Teacher Handbook* p.86



WE WRITE

With purpose and audience in mind

1. Gather information
2. Plan
3. Draft
4. Edit and revise
Mix until well combined.
5. Present your work



Fluency

To build confidence in writing and provide opportunities for talking before writing.

- [quick writing](#) (See also [ELS](#) p.111)
- [pass-it-on writing](#)
- [think-pair-share](#)
- [4-3-2](#)
- [Say It!](#)
- [journal / reflective writing](#)
- [exit card](#) / [RIQ](#)*

*See also: <https://ditchthattextbook.com/10-ideas-for-digital-exit-tickets-and-some-analog-ones-too/>



Writing text types

- recount
- narrative
- response to text
- information text
- report
- explanation
- description
- persuasive text
- article (etc.)

Candidates will be required to produce two pieces of writing in response to stimulus material chosen from a range of options provided by NZQA. The two pieces will be of different text types, and one will be in a formal register. Text types may include (but are not limited to): letters, reports, articles, blog posts, profiles, descriptions, explanations, and opinions.

<https://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/Features-of-text-forms>



Writing Tasks CAA 2022

	Purpose – Text Type	Audience	Text Form
Write a letter of application	to inform and persuade	Aotearoa Adventures owner	letter
Write an article	to inform and give an opinion	local community	community newspaper
Explain your views	to explain, give an opinion and make recommendations	teachers, coaches and others supporting young people in sport	not given
Write a thank you message	to inform and give an opinion	‘Let’s Get Active’ campaign co-ordinator	email



Checklists

Checklist - Argument

Structure

Statement/thesis The introductory paragraph clearly states the topic/issue and the main points of the argument.	
Each paragraph deals with one key point/reason that is introduced in the topic sentence.	
Each topic sentence is supported by evidence and examples.	
The points and reasons are organised in a logical order, beginning with the most important.	
The conclusion summarises the main points and gives a strong final statement of the writer's opinion, or a recommendation.	

Check that the writing is not repetitive (e.g. position statement repeated many times)

Language

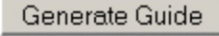
The timeless present tense is used (Our oceans are over fished).	
Verbs are used to express opinions (I think ____ are the best! We believe students should not be stopped from eating junk food).	
Passive verbs are used (The waters are over-fished).	
Conjunctions are used that: * introduce examples that support the main points/reasons (for example, these include, as shown by, for instance, such as); * add extra information to what has already been said (moreover, furthermore, another reason, in addition); * show cause and effect, (consequently, causes, leads to, brings about, results in, otherwise, since, if...then, unless) * introduce the other point of view (on the other hand).	
Points are carefully linked within and between paragraphs.	
Modality is used to show strength of feeling. Verbs (should, must, may).	



Writing an explanation - Learning intention guide

How to use this resource

This resource is designed so teachers can select the writing criteria they want to use for the focus of the assessment.

After selecting the criteria, and whether to have a student's or a teacher's, single click the  button to construct an assessment guide appropriate to the needs of the individual students, the groups, or the class.

Information for teachers

- This assessment guide could be used for either self- or peer-assessment purposes, or a combination of both.
- The guide from which the teacher selects the writing criteria to be assessed has more examples than the student's one. The fuller one is for teachers to use as a model to scaffold students' learning. The whole guide could be enlarged as a chart for sharing, and/or for working up other examples in other contexts.
- The student's guide only has examples for each language feature.
- Students should be familiar with how to self- and/or peer-assess before using this guide, and with the features of an explanation.
- Ideally, the assessment would be followed up with a teacher conference.
- The 'next time' section of the assessment guide is for students to set their next goals. This section could be glued into the student's work book as a record.
- When explaining to students how to complete the assessment task, teachers could include the following points:
 1. Use the assessment guide to help you plan and write your explanation.
 2. Write your explanation.
 3. When you have finished, use the guide to assess and reflect on your writing.

Please select the criteria to match your students' learning needs.

<https://arbs.nzcer.org.nz/writing-explanation-learning-intention-guide>



Learning intention guide – Writing an explanation (WL3712)		
Structure	The explanation begins with an introduction to the topic, e.g., The earth has a limited amount of water. The water keeps going around and around in what we call the "Water Cycle".	<input type="checkbox"/>
	A description of the parts of the topic follows the introduction, e.g., This cycle is made up of four main parts: evaporation, condensation, precipitation, and collection.	<input type="checkbox"/>
	Each part of the topic is written in a new paragraph.	<input type="checkbox"/>
	Each part is backed up by supporting information, giving the "how" or "why" details. There is also "when" and "where" information, e.g., The water cycle begins with evaporation. Evaporation is when the sun heats up the water in rivers, lakes or the ocean and turns it into vapour or steam. The vapour rises from the river, lake or ocean and goes into the air.	<input type="checkbox"/>
	The parts and paragraphs are in a logical order.	<input type="checkbox"/>
	The explanation ends with a summary.	<input type="checkbox"/>
	The summary includes the main points and makes an interesting comment, e.g., So while the water in this glass may have fallen from the sky as rain last week, the water itself has been around pretty much as long as the earth has!	<input type="checkbox"/>
	A variety of sentence beginnings and lengths have been used to make the explanation more interesting, e.g., Water vapour in the air gets cold and changes back into liquid, forming clouds. This is called condensation.	<input type="checkbox"/>
	The explanation has a list of references used.	<input type="checkbox"/>
	Technical words related to the topic are used, e.g., evaporation, condensation, precipitation	<input type="checkbox"/>
Language features	Cause and effect words are used to show how the parts of the topic relate to each other, e.g., if/then, because, since, so	<input type="checkbox"/>
	Time, relationship, or sequence words are used, e.g., firstly, following that, before	<input type="checkbox"/>
	Verbs are used, e.g., pour, changes, turns, falls	<input type="checkbox"/>
	The explanation is written in the present tense, e.g., Precipitation happens when so much water condenses that air cannot hold it anymore.	<input type="checkbox"/>
	The reader is able to clearly understand the explanation.	<input type="checkbox"/>

Source: 'The Water Cycle', <http://www.kidzone.ws/water/>
(Text altered/abridged)

Teacher ☐

Student ☐

Resource List

- [Learning intention guides](#)
- [Proofreading your writing - Learning intention guide](#)
- [Writing a report - Learning intention guide](#)
- [Writing a recount - Learning intention guide](#)
- [Writing instructions - Learning intention guide](#)
- [Writing an argument - Learning intention guide](#)
- [Editing your writing - Learning intention guide](#)

<https://arbs.nzcer.org.nz/writing-explanation-learning-intention-guide>



Paragraph reconstruction

Put these sentences in the correct order to make a paragraph which has the meaning structure shown below. Copy the diagram and write the letter of each sentence in the correct box.

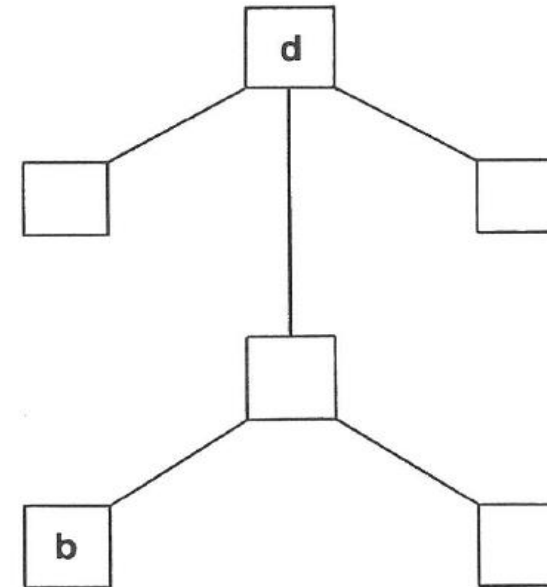
- a More people can read and write.
- b There are more schools but more pupils to fill them.
- c The farmers can grow much more food.
- d It seems that the developing nations have made great progress
- e There is more food but more mouths to eat it.
- f Real progress is prevented by population growth.

Main statement

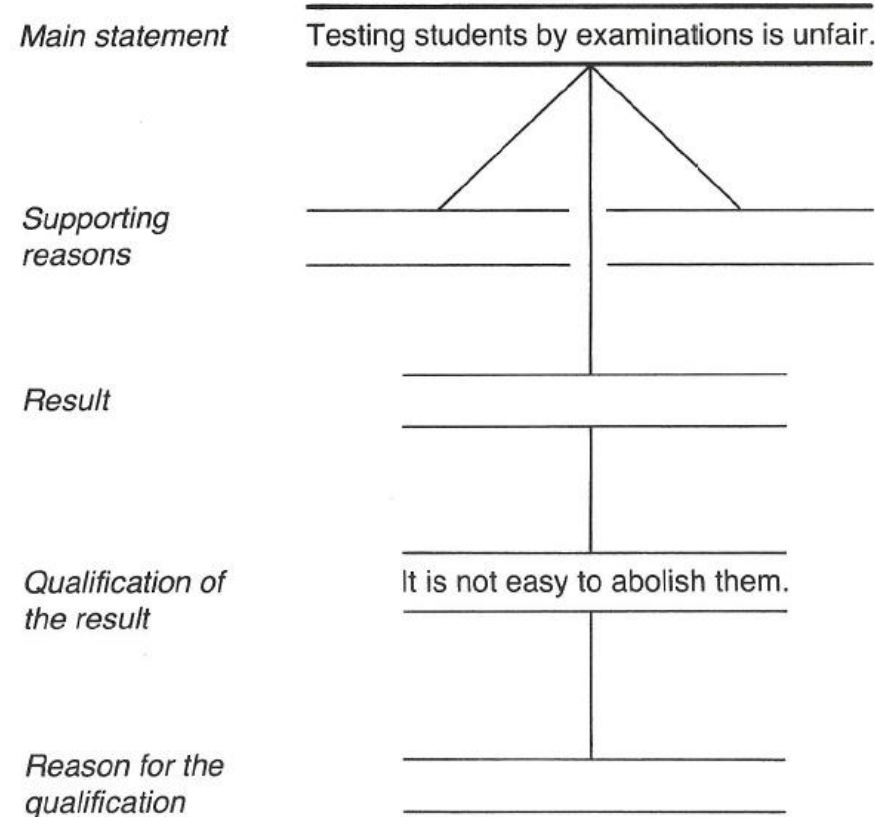
Supporting reasons

Qualification of the main statement

Reasons for the qualification



Copy the diagram and complete the gaps in this paragraph with statements of your own. The labels indicate the kind of statements required.

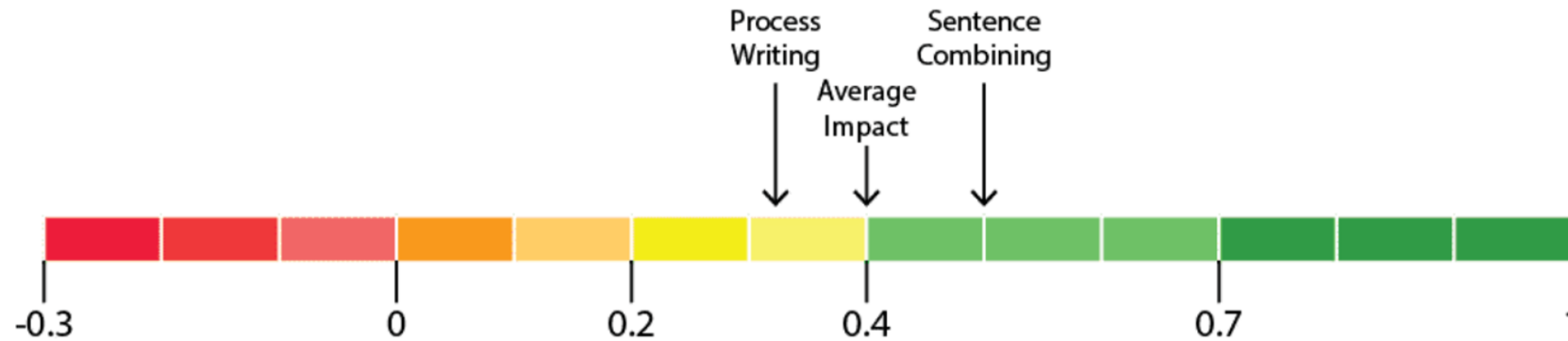


Now write the whole paragraph. Include connecting words where necessary.

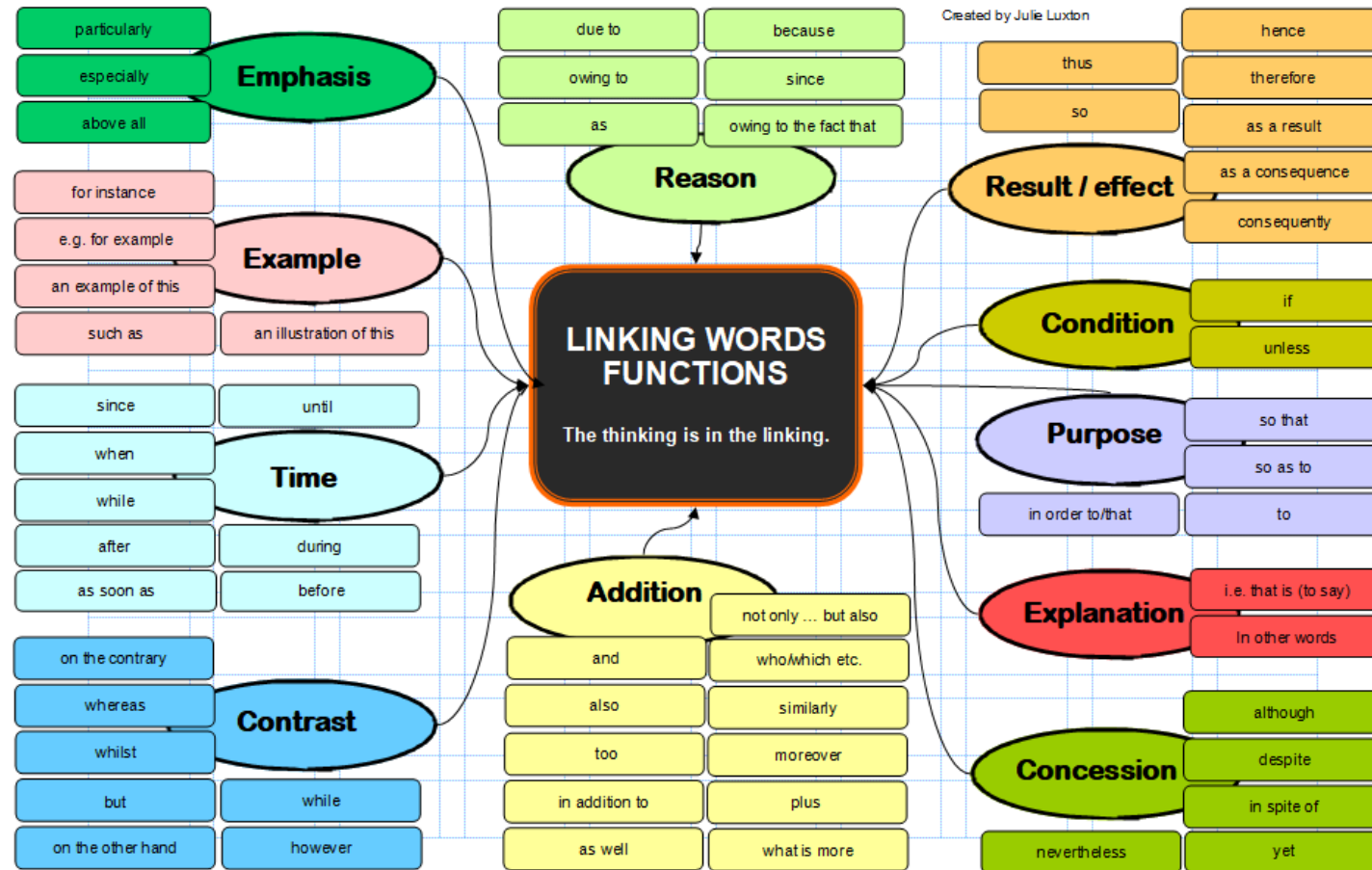


Complexity

Sentence combining is the process of joining two or more short, simple **sentences** to make one longer **sentence**. **Sentence combining** activities are generally regarded as an effective alternative to more traditional methods of teaching grammar (ES 0.5)



‘The thinking’s in the linking’



CONTRAST

Computers have provided many benefits, **but** they have also created the potential for disaster.

Computers have provided many benefits. **On the other hand**, they have created the potential for disaster.

Computers have provided many benefits. **However**, they have also created the potential for disaster. OR They have, **however**, created the potential for disaster as well.

While computers have provided many benefits, they have created the potential for disaster.

Whilst computers have provided many benefits, they have also created the potential for disaster.

Computers have not been 100% beneficial. **On the contrary**, they have created the potential for disaster.

Humans are capable of error **whereas** computers are not.





therefore	although	finally	in addition	however
thereby	in conclusion	moreover	in summary	another
never-the-less	similarly	on the other hand	furthermore	despite
such as	as a result	for instance	so	alternatively
initially	consequently	subsequently	to sum up	whereas

What the connective does	Examples
Adds more information	
Indicates that something is different	
Indicates the order of events.	
Indicates that something is the same	
Indicates a conclusion	
Indicates a reason	
Indicates an example	

EAP: Belonging Unit – US 30508 Writing

Highlight any of the words that you already use in your writing. In your draft try replacing them with some of the alternatives.



- a. Work in pairs.
- b. Use these connectives and conjunctions to join the ideas (if, while, although, because).
- c. The first one has been done for you.
- d. Remember
 - the connective/conjunction does not always go in the middle of the sentence.
 - you may need to add, leave out or change some words.

Example

Being bilingual improves the functions of the brain processes. These are attention, working memory, planning, and problem-solving.

Being bilingual improves the functions of the brain processes (These are) **such as** attention, working memory, planning, and problem-solving.

1. Bilingualism gives students a distinct advantage. It is not valued as much as it should be.

.....

2. There can be a number of difficulties for immigrant families. Children often only want to use the dominant language, English.

.....

3. Giving children access to more than one language is very popular among affluent parents. Lower-income immigrant children may benefit most of all.



Connectives cloze

EAP: Belonging Unit – US 30508 Writing

Write the missing words in the text below. Use the words from the box below.



another as a result for example to sum up firstly also



A problem in second language learning which has not had enough attention is the loss of first language when children are learning English. There are two main concerns.

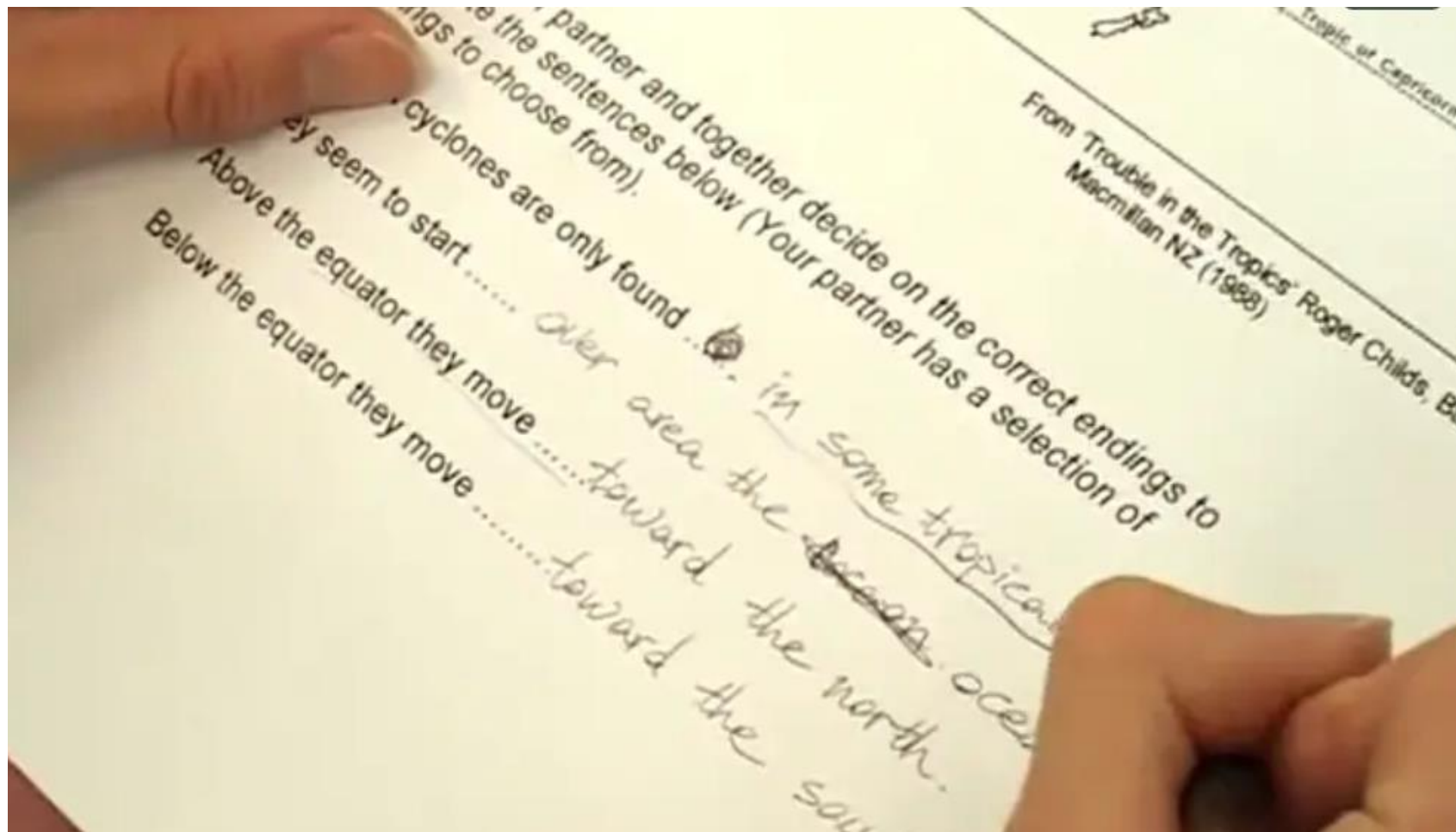
_____, few people realise what is really happening. Many people think that the reason for immigrant children's difficulties at school is that they refuse to learn English. They _____ believe that bilingual education is the main reason why this is happening. _____ bilingual education has lost a lot of public support over the last few years.

_____ concern is that researchers have found that young children who learn English are most at danger of losing their first language. _____, the children of immigrants who attend preschool will learn to use English there and will often continue to use it at home.

_____, it is important that these concerns are given the attention needed. It is especially important that immigrant parents and schools do all they can to help children use both languages.



Split information



Join each group of sentences into one sentence. You may omit words and make other changes. Each completed set of sentences should make a paragraph.

- a Energy cannot be created or destroyed.
- b Energy can be converted into other forms.
- c Energy transformation is never completely efficient.
- d Some energy is changed into unwanted forms.
- e A car engine converts part of the energy into mechanical power.
- f The energy is contained in the fuel.
- g Much of the energy is changed into heat.



Dictogloss

Dictogloss is a co-operative task where groups of two-four students try to recreate a text that the teacher has read to them. At the first reading the students just listen and then they take notes as the text is read once or twice more. By combining their knowledge, the students then try to recreate the written text (not word-for-word) by using full sentences while trying to retain the meaning and form of the original text.

Afterwards the students, with their teacher's help, identify similarities and differences between their text reconstruction and the original text. A dictogloss requires the students to use all four language modes and it helps the students to notice their own language gaps. It is particularly useful for providing a focus on grammar.



Dictogloss - Variations

- dictogloss negotiation
- dictogloss summaries
- scrambled sentence dictogloss
- elaboration dictogloss
- dictogloss opinion

Combining dictogloss and co-operative learning to promote language learning (Jacobs, 2003)



Accuracy

- Have students read their own texts aloud.
- Have students read and edit the writing of others. A specific task could be assigned e.g. rewrite any sentences which are too long, run-on or unclear.
- Highlighting errors for students to correct in their writing.
- Students correct a specified number of errors in a text provided by the teacher.
- Do now - error correction.



Karakia whakamutunga

Tēnei rā te whakairi ake i te kete o te wānanga,
Tōna mauri nō runga, nō Rangi, nō raro, nō Papa,
Tēnei te mauri o te mātauranga ka whakatakina ake,
Kia wātea ai ēnei pūkenga,
Hui e, tāiki e!

*May we close these discussions of learning,
Whose essence is derived from both divine and earthly sources,
The life force of knowledge is reaffirmed
to allow this gathering to finish,
Forever bound!*

