

## Writing Pillar Vanessa Hayes

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<https://www.youtube.com/watch?v=HSODMpBOlrY>

Narrator: According to the National Council of Teachers of English, writing and reading are related. Research has shown that when students receive writing instruction, their reading, fluency and comprehension improve. Collectively writing and the teaching of writing enhance not only students' comprehension and fluency when reading, but also their recognition and decoding of words and text, which contributes to their growth as readers. Explicit writing instruction includes cross-curricular instruction with informational readings, such as social studies or science, text, teacher modeling and choral reading to get baseline data on a particular genre of writing. Administering writing interim A through our state testing portal to serve as a pre-assessment is most informative. This is how we begin the intense scaffolding process for writing. After that, we spend the next several weeks heavily scaffolding the writing process, utilizing rigorous lessons that have been created with backwards planning. This is the planning organizer and strategy utilized in the writing process.

Reading contributes to learning how to write. Scientific evidence provides ample support for this vital contention. Elementary and secondary students become better writers by reading, as well as by analyzing text. Writing about materials students have read enhances their comprehension and retention. Writing can facilitate students' comprehension of text through the following. Fostering explicitness, promoting integration of information, creating a personal involvement with the text, encouraging thinking about ideas, facilitating new understandings. Students can begin using writing as a tool to support comprehension and learning. As early as first grade. Teachers should describe the writing activity and its purpose and demonstrate how to use it. For many writing activities such as summarization, students need additional guided practice. Attention should also be devoted to helping students learn to use the same writing activity across subjects.

Learning how to navigate the writing process is not something that happens immediately. It requires a gradual release of responsibility from teacher to students when learning how to plan, draft, revise, and edit their work. Students need to see teachers model these processes. Modeling by thinking out loud makes these processes visible and audible to students. Then as students practice how to these processes in whole group and small groups with guided support, students become equipped with the necessary knowledge to plan, draft, revise, and edit text effectively before post assessing. There is a second opportunity to give the same writing interim and use it as a teaching tool, making adjustments to compare scores in all three domains, conventions, evidence and elaboration and purpose and organization. When it is time to post, assess, to collect student data, track growth, and determine next steps. We administer the same genre writing in term B.