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How Writing Enhances Reading (and How Technology can Help)

Jules Csillag, BA, MS, CCC-SLP
Speech-Language Pathologist, Learning Specialist, & Teacher of
Students with Speech and Language Disabilities (TSSLD)
email: itsjulesteaches@gmail.com (Please feel free to email me with questions, comments, etc.)

About these slides



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the interactives (for privacy and copyright
reasons)

Agenda



- Overview of examples of common mistakes and research of writing to support reading (on 3 levels)
- Benefits of using technology, with multiple, interactive examples
 - Google's Voice Typing
 - WordQ II
 - Google Drawings for outlining
 - Google Docs or Forms for sentence structure
 - Google Docs or Forms for paragraph/essay structure
 - Ginger, Grammarly
- corrections of common mistakes
- Q&A




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What we talk about when we talk about writing

Why Writing is Important

- Informative writing teaches others
- Persuasive writing changes the world
- Narrative writing creates empathy and understanding



Why Writing is Important



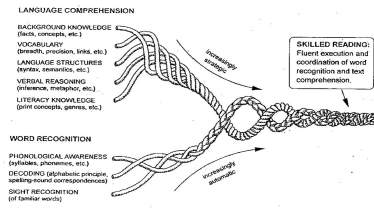
- Writing increases motivation (King, 2001)
- Writing is therapeutic (Wapner, 2008)
- Writing “is a way of thinking” and leads to better “thinking and communicating” (Ciotti, 2014, 2015)

Reading is...



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The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

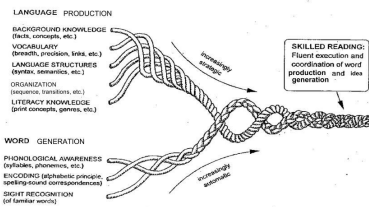


Writing is...



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The Many Strands that are Woven into Skilled Writing
(Clallag, 2016, adapted from Scarborough, 2001)



Speaking the same language



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- Encoding
- Writing Fluency
- Writing Structure
- Writing Mechanics

- UDL
- Accessibility

Teaching Writing *is* Rocket Science



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Writing is...Encoding

- Encoding: turning sounds into symbols
- closely related to decoding (turning symbols into sounds)

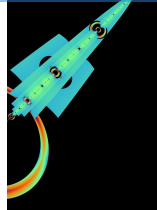


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Writing is...Writing Fluency

Often not clearly defined, but some measures have included:

- composing rate, i.e. the number of words written per minute obtained through dividing the text quantity by the time spent writing.
- holistic scoring of the text (Ballator, Farnum & Kaplan, 1999)
- number of words and t-units (Elola, 2006)
- number of correctly spelled words written
- number of sentences written
- number of letter sequences (Rosenthal, 2007)

Source: [Abdel Latif, 2008](#)

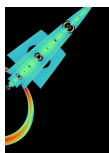


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Writing is...

Writing fluency refers to a student's ability to get their thoughts on a page in writing

This can be impacted by dysgraphia (a difficulty in writing, which can be linguistic, attentional and/or physical in nature)

I use a more holistic version or ideas per time limit. It's about quality not quantity, but there is often a quantity minimum in order to reach a certain level of quality

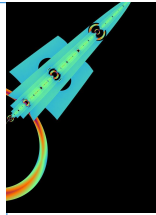


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Writing is...Writing Structure

Writing Structure refers to the organization of the text.

It includes:

- sentence structure
- paragraph structure
- overall text structure

The planning and revising stages are crucial for writing structure.

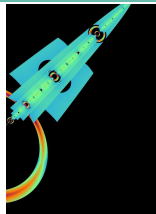


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Writing is...Writing Mechanics

Writing Mechanics refer to the grammar of a written text.

It includes:

- capitals
- words (omitted/doubled)
- punctuation

Writing mechanics are what we look for in the Editing phase.

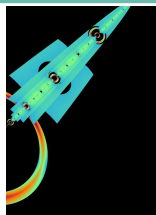


Image source

Best practices for each



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Best practices for each



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- **Encoding:**

a combination of explicit, multi-sensory, hierarchical encoding instruction (Orton-Gillingham) (Joshi et al, 2012)

and

authentic opportunities to write meaningfully and with assistive technology (to continue to work on writing structure while developing encoding skill) (Peterson-Karlan, 2011; Graham & Perin, 2007)

Best practices for each



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- **Writing Fluency**

Under-studied, but there is research to suggest that dictation can support these students and that there is nothing wrong or detrimental about using these accommodations

(Peterson-Karlan, 2011)

Best practices for each



● Writing Structure:

Self-Regulated Strategy Development (SRSD)

A multi-step framework for writing instruction. Key tenets include:

- formative assessment of CONTENT and PROCESS
- providing explicit instruction about structure (by providing models, a mnemonic to help generalization, scaffolds to student writing)

**A plethora of research links at thinkersd.com/research

Best practices for each



● Writing Structure:

Self-Regulated Strategy Development (SRSD)

A multi-step framework for writing instruction. Key tenets include:

- using scoring to help students hone in on different elements of their writing and become self-regulators
- having students develop self-talk phrases to help them become self-regulators
- explicitly teaching generalization and authentic uses to help them apply strategies

Best practices for each



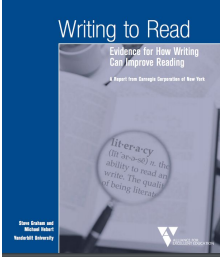
● Writing Mechanics:

- must be embedded in writing instruction (vs. a separate "grammar lesson")
- all interventions studied but traditional grammar instruction proved statistically significant (Graham, Kirschner, Harris, 2012)
- "teachers found the explicitness, the use of discussion and the emphasis on playful experimentation to be the most salient features"

Writing to Read

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[Click to read](#)



Writing to Read

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Writing Skill	Reading Skill
Teaching text structure or sentence construction skills	Improved reading comprehension
Teaching spelling and sentence construction skills	Improves reading fluency
Teaching spelling skills	Improves word reading skills

Image adapted from Figure 7.1, Differentiated Reading Instruction

Writing to Read

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“Shifting readers’ focus to ‘reading like a writer’ strengthens their understanding of both meaning and how texts are built,” writes Dr. Wallis (2015). Therefore, our reading instruction must focus “both on the precise meaning of what the author is saying and why the author might have constructed the sentence in this particular fashion. That practice will in turn support students’ ability to unpack meaning from syntactically complex sentences they encounter in future reading” (Freeman Field, 2010).

Source: Differentiated Reading Instruction

How Technology Can Help



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SAMR:

- What is truly transformative: Can the assignment go on without it?
- SAMR is often helped by collaboration



Image Source

How Can Technology Help?



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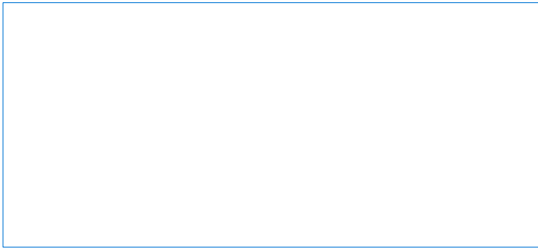
SAMR:

I would add that higher levels of SAMR are achieved when a student produces work that is in line with their intellect and/or their frustration is demonstrably reduced



Image source

Google/Tech Tools for Differentiation!



Encoding assistance IRL



Without Speech-to-Text

With Speech-to-Text

No Homework

kids at some schools should not have Homework on weekends because it's not fun, homework that is boring: math Reading writing ,there just really boring!, it's also really boring because it takes up a lot of time when you can do something fun instead. Cause of homework even after the school day you still basically have school !!! Teachers also want you to be smart because of homework but it doesn't make you too smart if doesn't do anything at all because it's always really short!! so we shouldn't have homework because it doesn't do anything!!

Encoding assistance



Google Docs
-> Voice Dictation

Live Example!



Encoding Assistance IRL



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"Hey, this is better than Siri!"

Jack, 10th grade

Encode/Fluency Support



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How is this support writing/reading?

- Reaches students with Specific Learning Disability with impairment in writing (dysgraphia, the motor or linguistic model)
- You can use it to demonstrate homophones (Play Stump Google! Discuss "how does Google know?")

Encoding/Fluency Assistance



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Word prediction increases "transcription accuracy, and may increase compositional quality."

BUT "increases in word fluency when using word prediction contribute, in part, to compositional quality but not to the effect that organization or use of detail does, for example, so be mindful of not assuming word prediction or dictation, alone, will improve the quality of a student's writing," so we must also explicitly teach writing (and reading, of course) to help students improve. (Peterson-Karlan, 2011)

Encoding/Fluency Assistance



Word prediction

Co: Writer (youtube example)

Read & Write Google aka Texthelp (youtube example)

WordQ II (they have videos, too)

Encoding/Fluency Assistance



How does this support writing/reading?

- reduced anxiety + increased writing fluency = increased confidence!
- all students benefit from being provided choices of words; pushes them to work harder

Writing Structure



Outlining

- helps organize ideas
- it's easier to notice if you don't have anything to say (and easier to change here than during revision)
- don't write too much (unmotivating, pointless)

Google Drawings for Outlining



SRSD mnemonics to love:

- TREE for younger students
- TBEAR for older students (you'll see this in Docs & Forms)

Google Drawings for Outlining



How does this support reading/writing?

- students with organizational difficulties are given structure for their thoughts (-> impacts reading, too)
- students with language-based or writing-based difficulties are given a model
- increases engagement by letting students personalize

Google Docs & Forms for writing structure



- Provide models
- Provide scaffolds (cloze/fill-in-the-blank)
- Example from *Wonder*

Google Docs for Writing Structure



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How this supports reading/writing:

- helps students with organization (& therefore text structure knowledge)
- with time, students can make their own (increasing metacognition/self-monitoring)
- students can personalize their Docs with their own self-talk statements

Google Forms for writing



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- cues/prompts along the way
- one example for TBEAR for *Wonder*

But where do the answers go?!

Google Forms for writing



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In action: Writing a persuasive letter

- Formative Assessment (text structure)
- Model with labels
- Students do Research
- Write with Google Docs, or Advanced: Forms & Form Publisher

Google Forms for writing



In action: Writing a persuasive letter

[Google Form & Form Publisher](#)

[How to set it up in Google Docs](#)

[How to use Forms & Form Publisher](#)

Google Forms for writing



How this is supports reading/writing:

- students who need it can use the template
- by using the template regularly, they will learn the structure
- with time/for advanced students: students can create their own templates!

Google Docs for Writing Mechanics



- [Ginger](#)
- [Grammarly](#)

Google Docs for Writing Mechanics



How this supports reading/writing:

- not all students need to use it, but those who need it can benefit (academically and emotionally)
- as with the encoding, students can think about *how* the apps know what is grammatically incorrect (builds metacognition!)

What will you take with you?



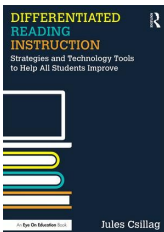
Be Brave!

List 1-3 tools that you will use tomorrow!

(or Turn & Talk)



(Shameless) Plug!



Routledge, May 2016
You can pre-order it on [Amazon](#) or through [Routledge](#), the publisher.

Chapter 7 all about Writing to Read

Thank You!



PLEASE FILL OUT THE FEEDBACK FORM

- tinyurl.com/ERwriting2016



To contact me:
Jules Csillag, BA, MS, CCC-SLP
email: itsjuleteaches@gmail.com
(Please feel free to email me with questions, comments, etc.)

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