

APPENDIX

TABLE 1

Recommendations from *Teaching Elementary School Students to Become Effective Writers* and *The Connections to the First Author Writing Curriculum*

Graham, Bollinger, Booth Olson, D’Aoust, MacArthur, McCutchen, & Ollinghouse, 2012

RECOMMENDATIONS	FIRST AUTHOR WRITING CURRICULUM
<p>RECOMMENDATION 1 Provide daily time for students to write.</p>	<p>Is designed for daily instruction that provides repetition with variety, fosters student independence and supports gains in writing, as well as speaking and listening.</p>
<p>RECOMMENDATION 2 Teach students to use the writing process for a variety of purposes.</p>	<ul style="list-style-type: none"> • Teaches students strategies for planning, composing, revising, and sharing. • Uses principles of strategy instruction to teach students explicit skills used by skilled writers and systematically guide students toward independence over time. • Provides explicit instruction in a range of text types used across curricular areas through teacher models and collaborative writing. • Provides students with instructional scaffolds that support them in composing a variety of genres.
<p>RECOMMENDATION 3 Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.</p>	<ul style="list-style-type: none"> • Supports students in fluent construction of text by offering them multiple modalities (e.g., traditional tools such as pencils and pens, alphabet boards, standard keyboards, alternative keyboards) to communicate in writing with ease • Includes First Author Lessons that provide models and strategies for spelling and writing in sentences.
<p>RECOMMENDATION 4 Create an engaged community of writers.</p>	<ul style="list-style-type: none"> • Emphasizes a process-based approach where everyone is viewed as an author and a writing community is created in every classroom. • Facilitates intrinsic motivation to write through student choice (e.g., self-selected topics) and by creating an environment where students write for authentic purposes, collaborate and share that writing with others, and publish their written work. • Fosters engaging and authentic purpose for writing and sharing

COLLEGE AND CAREER READINESS STANDARDS

CCSS FOR WRITING	EXAMPLES OF APPLICATION IN THE <i>FIRST AUTHOR WRITING CURRICULUM</i>
Text Types and Purposes	<p>Provides beginning writers with opportunities to write opinion texts (e.g., reader response and topic response), informative / explanatory texts, and narrative texts (real and imagined) of increasing sophistication. For example, students are taught to:</p> <ul style="list-style-type: none"> • Use more sophisticated text structures and content • List reasons • Use linking words and phrases • Include facts and details
Production and Distribution of Writing	<ul style="list-style-type: none"> • Offers research and writing projects to engage in procedural, “how-to” writing. • Provides lessons that offer students models and strategies for producing clear and cohesive writing. • Affords the opportunity for students to create text via technology (e.g., First Author Writing Software mirrors a process-based writing environment).
Research to Build and Present Knowledge	<p>Build knowledge of a topic through research projects:</p> <ul style="list-style-type: none"> • Draw information from students’ personal experiences • Collect information from multiple sources (print and media) • Draw evidence from literary and expository text.
Range of Writing	<ul style="list-style-type: none"> • Write daily for both short and extended time periods. • Write across disciplines and for a range of audiences.

**CCSS FOR SPEAKING
AND LISTENING**

**EXAMPLES OF APPLICATION
IN THE *FIRST AUTHOR WRITING CURRICULUM***

**Comprehension
and Collaboration**

- First Author Lessons provide repeated opportunities to participate in collaborative discussions with a range of partners (e.g., peers, educational staff, and family and community members).
- Author’s Chair and Lesson Time facilitate development of agreed-upon rules for discussions through lessons that explicitly target communication skills.
- Targets development of a range of communicative functions (initiating, asking and answering questions, making statements and comments)
- Affords students authentic experiences to communicate about specific topics (e.g., the author’s writing topic), link comments to the previous speaker’s remarks, and maintain that topic across multiple exchanges using appropriate elaboration and detail.

**Presentation
of Knowledge
and Ideas**

- All components of the curriculum (Lesson Time, Writing Time, and Author’s Chair) support students in reporting on topics or text, telling stories, and / or recounting experiences.
- During classroom interactions, students have repeated opportunities to speak in sentences specific to the task and use formal and informal forms of discourse.
- Offers students accommodations that add an auditory component (i.e., text reader) and visual displays (i.e., photo images) that enhance the student’s writing topic.

CCSS FOR LANGUAGE

**EXAMPLES OF APPLICATION
IN THE *FIRST AUTHOR WRITING CURRICULUM***

**Conventions
of Standard English**

- Provides repeated opportunities for students to demonstrate knowledge of the conventions of grammar across writing and speaking.
- Explicit instruction provides students authentic experiences to demonstrate knowledge of the conventions of standard English (capitalization, punctuation, and spelling) when writing.

**Knowledge
of Language**

Offers students opportunities to use basic knowledge of language and its conventions across modalities (speaking, listening, reading or writing).

**Vocabulary Acquisition
and Use**

- Affords students the ability to gain an understanding of different word meanings and relationships.
- Provides opportunities for students during explicit instruction to use academic and domain specific words across different contexts.

REFERENCES

- Cali, K.S., & Sturm, J. M. (2014). Formative assessment of beginning writers: The Developmental Writing Scale and Text Type Diversity Measure. Orlando, FL: American Speech-Language and Hearing Association Annual Conference.
- Calkins, L., Ehrenworth, M. & Lehman, C. (2012). *Pathways to the Common Core: Accelerating achievement*. Heineman, Portsmouth, NH.
- CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.
- The Center for Literacy & Disability Studies, University of North Carolina–Chapel Hill. Retrieved December 15, 2014 from <http://www.med.unc.edu/ahs/clds/products/available-for-purchase>
- Common Core State Standards Initiative (2010). *Common core state standards for English language arts & literacy in history / social studies, science, and technical subjects*. Washington, DC: National Governors Association Center for Best Practices and the Council of Chief State School Officers.
- Council for Exceptional Children (2012). Policy Manual; Section Four; Part 3; Page L-9.
- Cunningham, P., Cunningham, J., Hall, D. & Moore, S. (2005). *Writing the Four-Blocks Way*. Carson-Dellosa Publishing Company, Inc., Greensboro, NC.
- Erickson, K. (2014). *Start-to-Finish CORE Curriculum: A comprehensive literacy curriculum for struggling readers*. Don Johnston Incorporated, Volo, IL.
- Graham, S. (2006). Strategy instruction and the teaching of writing. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (187-207). New York: Guilford.
- Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.
- Graham, S. Kiuahara, S. A., McKeown, D., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, Vol 104(4), 879-896.

- 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.
- Halliday, M., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Harris, K. R., & Graham, S. (1996). *Making the writing process work: Strategies for composition and self-regulation*. Cambridge, MA: Brookline Books.
- Joseph, L. M. & Conrad (2009), Teaching students with intellectual or developmental disabilities to write: A review of the literature, *Research in Developmental Disabilities*, 30, 1–19.
- Nelson, N. W. (2010). *Language and literacy disorders: Infancy through adolescence*. Boston, MA: Allyn & Bacon.
- Nelson, N. W., Bahr, C. M., & Van Meter, A.M. (2004). *The writing lab approach to language instruction and intervention*. Baltimore, MD: Paul H. Brookes.
- Newkirk, T. (1987). The non-narrative writing of young children. *Research in the Teaching of English*, 21(2), 121-144.
- Ninio, A. & Bruner, J. (1978). The achievement and antecedents of labeling. *Journal of Child Language*, 5(1), 1-15.
- Sturm, J.S. (2012a). Issue Editor Forward: Access to writing for students with diverse disabilities. *Topics in Language Disorders*, 32(4), 293-296.
- Sturm, J.S. (2012b). An enriched Writers' Workshop for beginning writers with developmental disabilities. *Topics in Language Disorders*, 32(4), 335-360.
- Sturm, J.S., Cali, K., Nelson, N.W., Staskowski, M. (2012). The developmental writing scale: A new progress monitoring tool for beginning writers. *Topics in Language Disorders*, 32(4), 297-318.
- Sulzby, E., Barnhart, J., & Hieshima, J. (1989). *Forms of writing and re-reading from writing: A preliminary report* (Technical Report No. 20). Berkeley, CA: National Center for the Study of Writing and Literacy. Retrieved November 15, 2010 from <http://www.nwp.org/cs/public/print/resource/606>.
- Troia, G. (2014). *Evidence-based practices for writing instruction* (Document No. IC-5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configuration/>