




Writing as Authoring- Pathways to a Process Centered Approach


Hunter Branch, Noelle Yoo, Madeline Burns,
Emma Wynekoop, and Dr. Justine Bruyère

Vanderbilt University, Peabody College
Department of Teaching and Learning

What is the authoring process?

A hand with fingers spread, wearing a purple sleeve, positioned on the left side of the slide.

Pre-writing activities
Shared/modeled writing activities
Solo Writing
Writing Conferences
Peer/Solo Editing
Revising
Publishing

A hand holding a red pencil, wearing a purple sleeve, positioned on the right side of the slide.

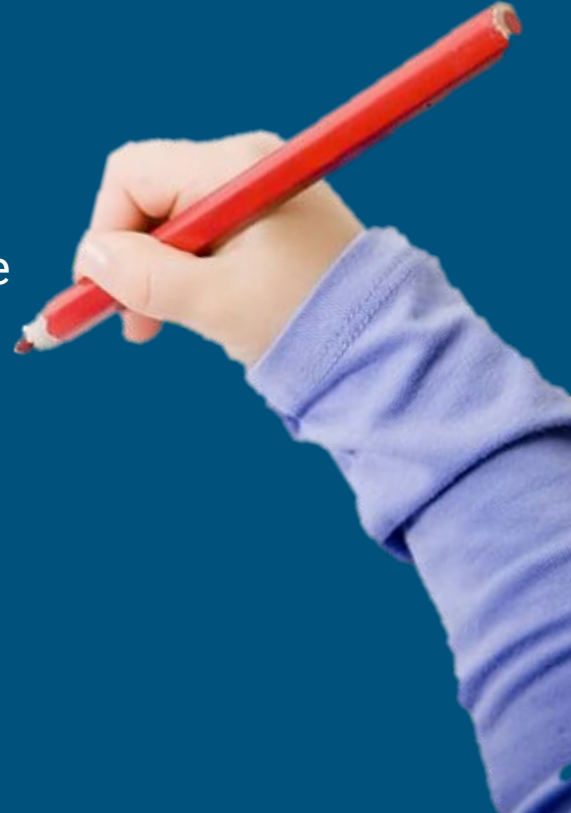
Let's talk about authoring

- Authoring is a messy and time consuming process. It is the role of teachers to prepare, challenge, encourage, and guide students through this process.
- Teachers have the power to help challenge students' perceptions of authoring:
 - Who is an author?
 - What can an author write about?
 - What are the different forms that authors' written work can take?



What do teachers need to do?

Teachers need to demystify authoring, by showing students what it looks like to take a piece of writing through the entirety of the process.

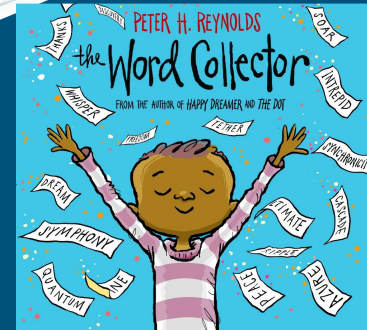


How can educators begin to demystify the process?

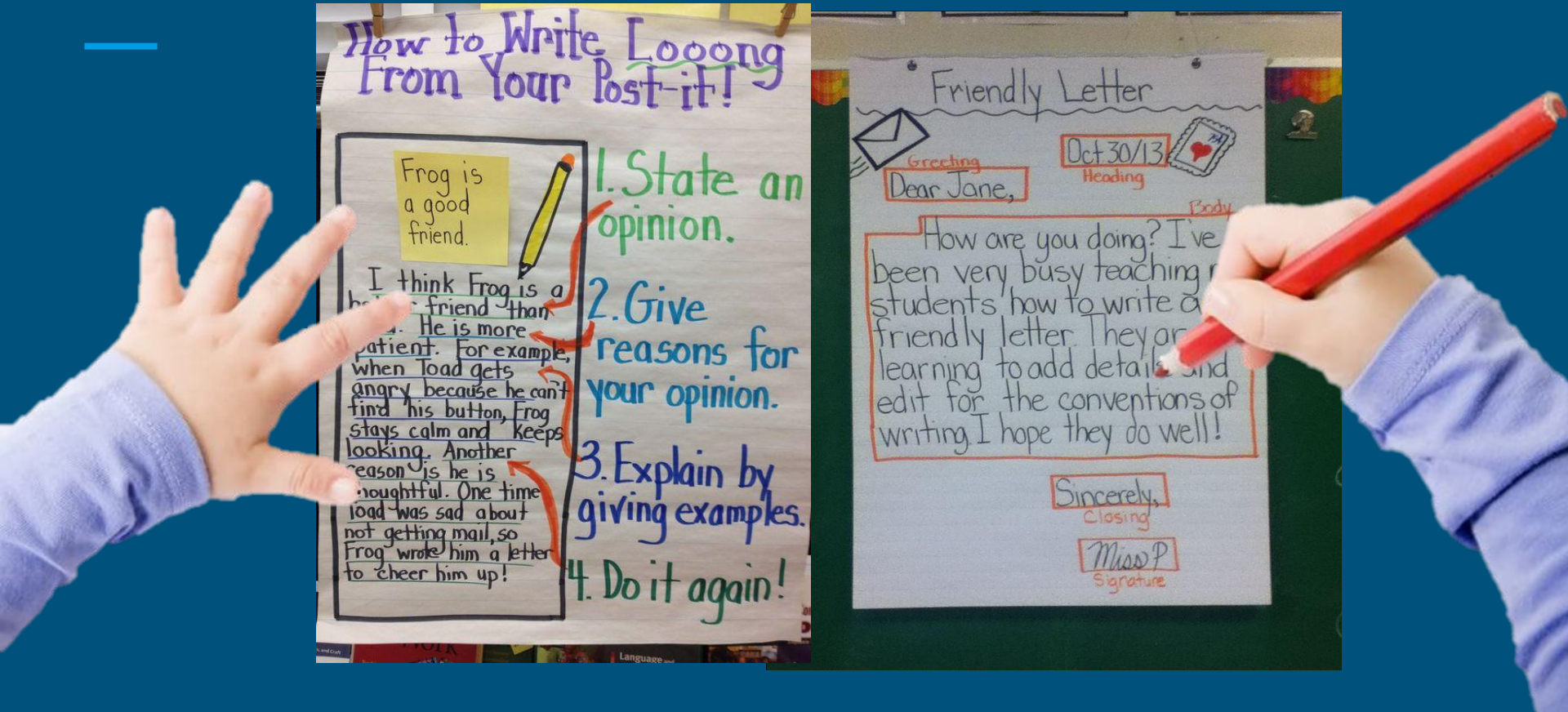
- How can teachers get the process started?
 - Tiny topic notebooks
 - Strong mentor texts
- What can students do if they get stuck along the way?
 - Find a mentor author that they connect with
 - Return to their tiny topic notebooks



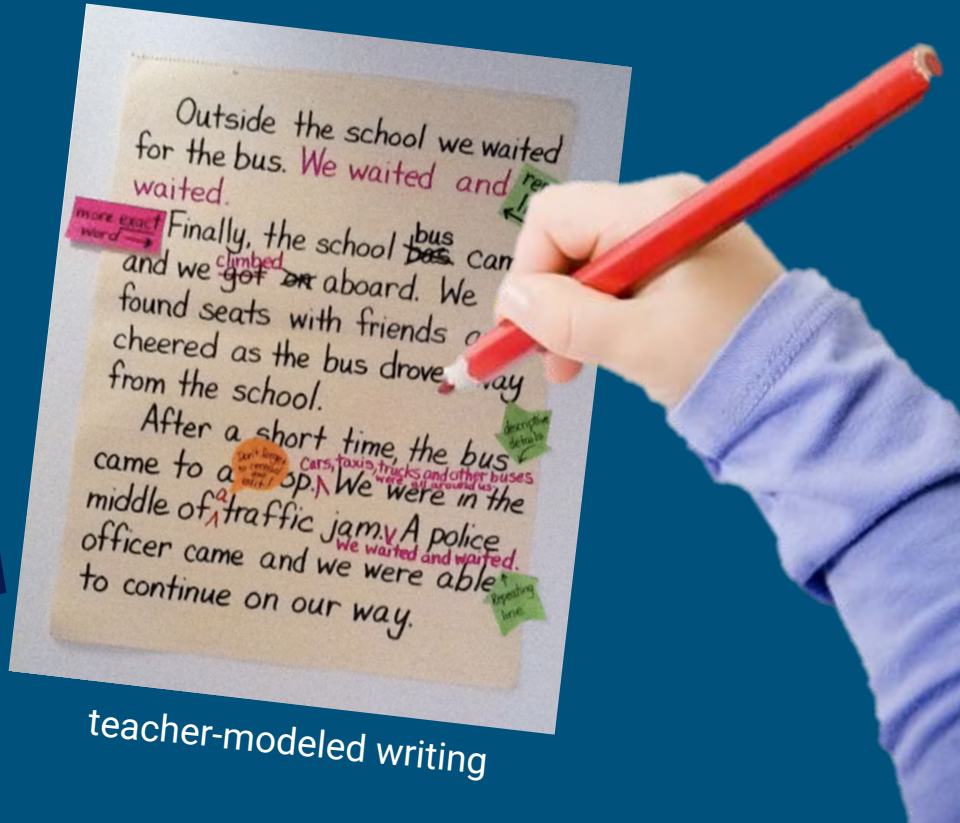
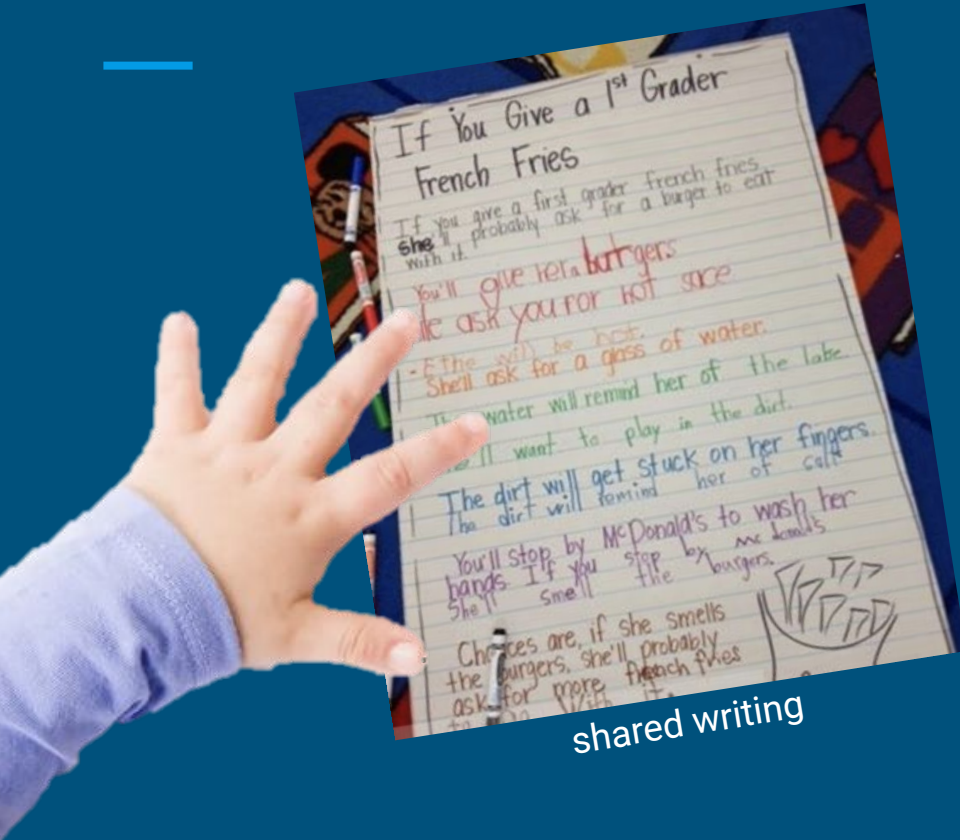
tiny topic notebooks



The negative effects of the “perfect” example





How can we engage students in process-centered writing instruction?



Why might teachers
confer with students
and set goals
throughout the
authoring process?



The purpose of conferring with students

- 
- To build independent, not dependent, authors
 - To teach students the self-reflective strategies characteristic of good authors
 - To show students they are capable of growing as authors
 - To provide feedback throughout the writing process
- 

“We are teaching the writer, not the writing.”

- Lucy Calkins
in *The Art of Teaching Writing* (1994)

Anderson (2000),
Graham & Harris (2016)


Part 1: What is the student doing is a author?

The student:


- Talks about their writing
- Sets the agenda and directs their learning

The teacher:

- Asks prompting questions
- Listens, observes, and shows interest
- Highlights the positives



"What are you doing today as an author?"



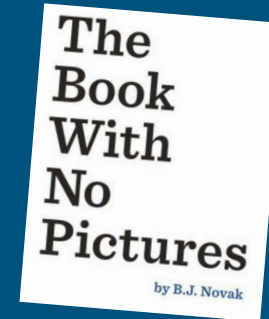
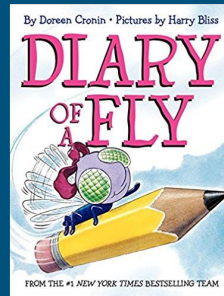
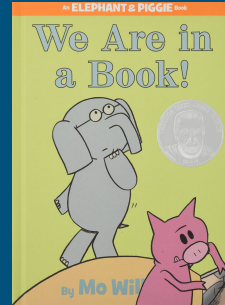
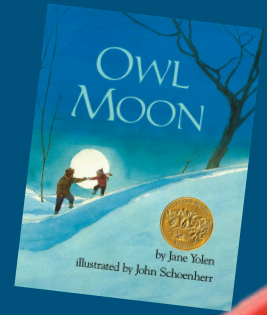
"How's it going?"

Anderson (2000)

Part 2: How can the student grow as an author?

Teaching points:

- Mentor text
- Mini-lesson
- Explicit teaching



Part 3: Setting goals and next steps

Student Name/ Date:	Check in/Observe: Ask open-ended questions (How's it going? What are you working on as a writer? Tell me about your writing.)	Compliment/Support: Name what the student is doing well (even if he/she isn't aware of it).	Teach: Use a demonstration text or mentor text to teach the student ONE new thing. Coach the student to try it out but not force them.	Next Steps: What will you be looking for students to be doing next time?
1. Jalen 9/5/18	Sketching his house, already has 4 memories and he says it's going well. Very proud of his story from yesterday	Picked a place where he has a lot of memories that are meaningful to him	Working on making his memories as specific as possible	Starting a sketch of a new place
Jenna 10/2/18	Writing about feeling anxious when she went to Egypt - doesn't want to share	Wrote included a lot of emotion w/ great use	What's a specific part of your trip you could write about? Technically	Will write about being nervous on the plane
Trinity 10/3/18	Not great - writing about her birthday	Not already written so much! used new emotion strategy to think of ideas	Can you remember a specific memory of your mom cooking that you comforted in on?	will continue thinking about a specific memory that has a lot of good details
4. Kadanian 10/3/18	- good writing about birthday	- I love how specific it is (specific memory) - whole next he's ever written!	- how did you feel on your birthday? (happy)	will add detail about feeling happy to make story more interesting

Anderson (2000)

Accountability


Kindergarten				
DEVELOPMENT				
Did I do it like a Kindergartener?		NOT YET	STARTING TO	YES!
	My story indicated who was there, what they did, and how the characters felt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I drew and wrote some details about what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

May be photocopied for classroom use. © 2014 by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project. Writing Pathways: Performance Assessments and Learning Progressions, Grades 4-8, Portsmouth, NH.

Grade 4				
DEVELOPMENT				
Did I do it like a fourth grader?		NOT YET	STARTING TO	YES!
	I added more to the heart of my story, including not only actions and dialogue but also thoughts and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I showed why characters did what they did by including their thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made some parts of the story go quickly and some slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I included precise and sometimes sensory details and used figurative language (simile, metaphor, and personification) to bring my story to life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

May be photocopied for classroom use. © 2014 by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project. Writing Pathways: Performance Assessments and Learning Progressions, Grades 4-8, Portsmouth, NH.

Animal Profile Rubric

I used at least 2 resources to research my biome.   	
I recorded at least 10 facts about my biome.   	
I created a name for my animal. 	
I created 6 structural adaptations for my animal.   	
I created 6 behavioral adaptations for my animal.   	
I drew an illustration of my animal and included labels. 	
I included at least two, five sentence paragraphs for my animal profile 	

How might allowing
time for *oral*
pre-writes and
exploration of topics
through the *arts* be
helpful?



What are oral pre-writes?



Talking about ideas.



Assuming the role of a character.

Why oral pre-writes?

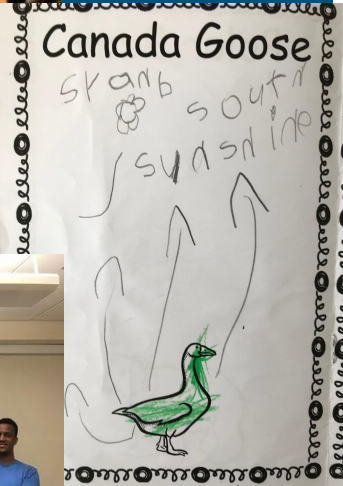
Beneficial *throughout* the writing process.

When students are...

- **Coming** up with a topic
- Struggling to **convey** thoughts and ideas to paper right away.
- Experiencing a **creative** slowdown



What does arts exploration look like?



textingstory.com
Agent DinkyPink Ms.

called me the other day and told me all about these animal adaptation projects your students created.

I was very impressed.

Yes, my students are SmArTEST 3rd graders I have ever met!

I think the FBI will need their help in solving a special case...

Do you think they will be for it?

TOP SECRET



February 8, 2019

ATTN: Secret Agents

You are among a select group chosen to carry out this rigorous assignment. Many species on our planet's biomes are becoming extinct and we need your help. Your mission, should you choose to accept it, is to develop new animal species prototypes to introduce into biomes to keep our wildlife alive and thriving.

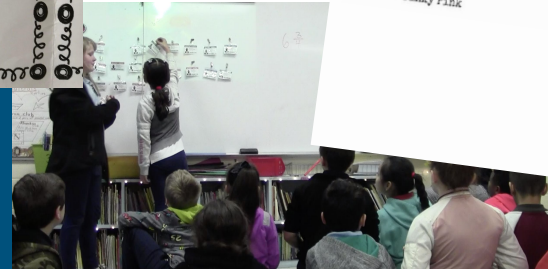
Located in a folder behind the iPad, you will find confidential images and information that will need a new species.

Additionally, behind your project agent badges, your badges should contain your secret code. During the SLS, your first task will be to check each other using your code.

Your cover is that you are 3rd graders making your animal adaptation projects. It is imperative that you do not share your ideas or information from this mission with ANYONE.

Good luck!

- Dinky Pink



Why arts exploration?

- Expands
- Affords access
- Encourages student choice
- Motivates engagement





From Caponera & Tomlinson

Why arts exploration?

Scientists have recently determined that it takes approximately 400 repetition to create a new synapse in the brain- unless it is done with play, in which case, it takes between 10-20 repetitions.

- Dr. Karen Purvis



A hand with fingers spread, wearing a purple sleeve, positioned on the left side of the image.A hand holding a red pencil, wearing a purple sleeve, positioned on the right side of the image.

How can teachers
provide students
with opportunities to
publish and celebrate
their authoring?

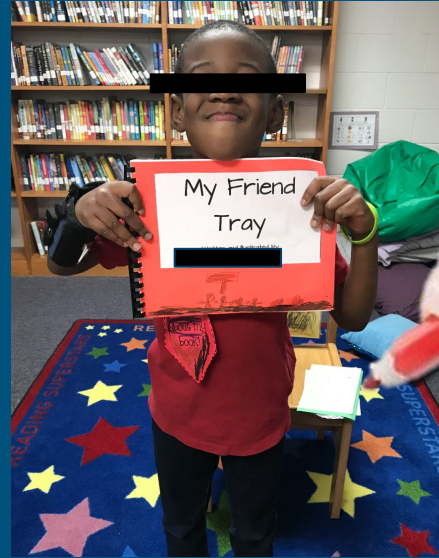
Publishing and Celebrating Authoring

Students feel proud of their authoring because it is something that is 100% theirs.



When students feel proud of what they write, they are eager to share it, so we need to provide them with opportunities to do so

Children instinctively want to write and share their work, but **we** are the ones limiting them by time, space, number of pages, the topic, etc.. It is important that we begin to acknowledge this and find ways to allow children to celebrate their work



(Routman, 2004)

(Graves)

Having students share their authoring...



(Routman, 2004)

- Motivates students to write because it provides students with a **purpose** for their writing
- Gives students the opportunity to **build confidence** in their writing, reading and even speaking abilities when sharing orally
- Helps establish a **sense of community** in both the classroom and larger school body
- Gives students the chance to share important **home-school connections** as well as learn new things about their peers, developing deeper, more **authentic relationships with classmates**



(Hall, 2014)

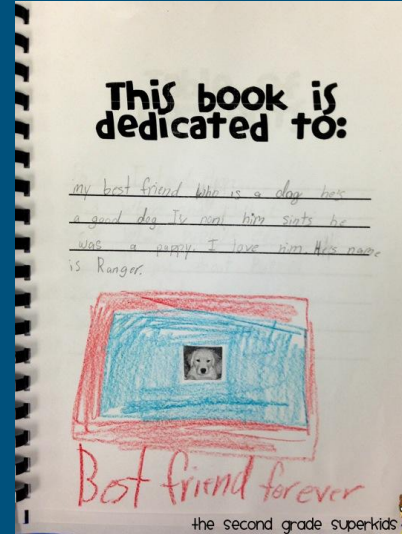
Ways to Publish Student Authorship



Handmade books



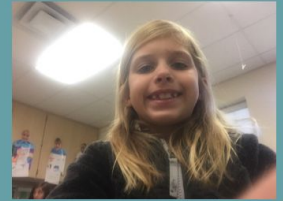
Electronic books



A student's personality gives their writing meaning

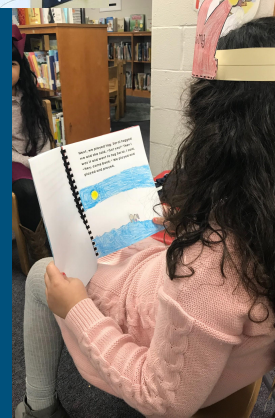
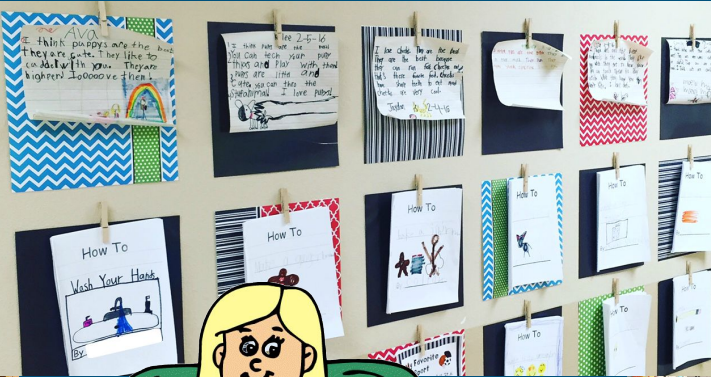
About the author

Hi, my name is Anna [redacted]
[redacted] I love animals they are so cool! I am 8 years old, this book was finished on November 20 2017. I hope that you enjoyed this beautiful book!

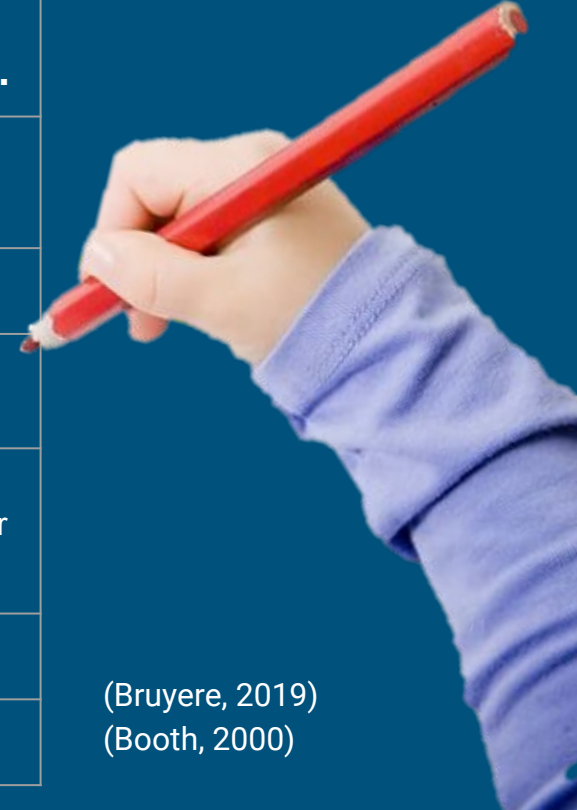



Celebrating the Sharing of Student Authorship

“By celebration, I mean affirming, congratulating, showcasing, noticing and making public the positive and specific actions and work learners have done or are attempting to do” (Routman, 2004).



“But, the students write all day long.”



Instead of W r i t i n g a s ...	Think of A u t h o r i n g a s ...
Answering a close ended question.	Using real life, a prompt, or a mentor text as inspiration.
Handwriting practice	Focused on process
Writing a test	Passion oriented, no single right answer.
Copying or recording what a teacher has said.	A creative and often difficult process. The ideas are author produced not copied.
Time sensitive	Time consuming
Teacher directed	Student directed

(Bruyere, 2019)
(Booth, 2000)

Why say authoring?

Is the distinction needed?



This presentation has been guided by the understanding that learning to write is both a process centered and socially constructed endeavor. Now, more than ever, teachers need to step to the side and listen for learning to happen, rather than delivering learning in a final way (Heathcote, 2002).





Questions?

Writing as Authoring- Pathways to a Process Centered Approach


Hunter Branch, Noelle Yoo, Madeline Burns,
Emma Wynekoop, and Dr. Justine Bruyère

Vanderbilt University, Peabody College
Department of Teaching and Learning

How might publishing
student work change the
way you share writing?

What is one thing you
can begin to incorporate
the remainder of this
school year?





Can you envision oral
pre-writes and arts
integration being applied
in your classroom
(formally and informally)?
How?

In what ways can arts
integration enrich
students' writing?

