# Using Scribo in English Language Lessons

A Pedagogical Guide

## Contents

# INTRODUCTION

This guide aims to support teachers who are new to using Scribo as part of their English Language (EL) lessons.

Soon personal devices will be ubiquitous in Singapore classrooms. However, the use of technology will not, by default, lead to better learning outcomes. Instead, as argued by Fullan and Langworthy (2014), we need to rethink our pedagogies to capitalise on the technology to bring about deep learning.

That is the thrust of this guide - to suggest ways we can rethink EL lessons to capitalise on Scribo to bring about desired learning outcomes. In particular, students can benefit from instantaneous feedback to work on improving their drafts, thus nurturing more independent writers. Teachers, too, benefit from the timely feedback reports as rich sources of evidence of where learners are. They can then plan on how to commend the class or help them close the learning gaps. You will find details of lesson ideas from p. 8 onwards.

Importantly, before we get lost in the "How to", let us begin with the principles of good EL teaching:

- the importance of feedback to learning (pp. 3-4)
- the writing process cycle (pp. 5-7)

These are incorporated into general pedagogical principles (p. 8) based on Zimmerman's 3-phase model for Self-Regulated Learning**.  Hence, we have also organised suggested lesson planning round the before-during-after writing task (pp. 9-13). We also suggest some other possible class activities.

Finally, we feature examples of lessons using Scribo.(p. 20 onwards).

We hope this sets you off to a relatively smooth start to an enriching time experimenting with the use of Scribo in a more intentional way.

Dr Tay Hui Yong & Ms Sandra Teng

Reference
Fullan, M., & Langworthy, M. (2014) *A rich seam: How new pedagogies find deep learning.* London: Pearson. Retrieved March 2, 2014, from http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf [Google Scholar]
**https://www.researchgate.net/figure/Phases-and-Subprocesses-of-Self-Regulation-Source-Zimmerman-2002-p-67_fig1_274311342

## What is Feedback?

Compare these two definitions:

- "Feedback is information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (Hattie & Timperley, 2007, p. 102)
- "Any information about a performance that a learner can use to improve that performance or grow in the general domain of the performance" (Smith & Lipnevich, 2018, p. 591)

See how over the last 10 years, our understanding of feedback has moved from one-directional information transmission from teacher to student, to one that highlights the importance of facilitating student use of the feedback.

**Why feedback?**

- Link to Assessment for Learning (AfL)

The term "Assessment for Learning" is ubiquitous in ministry and school documents yet there seems to be a lack of clarity among teachers on what it means and how it is to be practised. On its part, MOE has defined it as central to classroom instruction as it is "part of everyday practice by students, teachers and peers that <u>seeks, reflects upon and responds to information</u> from dialogue, demonstration and observation in ways that enhance ongoing learning" (Klenowski, 2009, p.264). As seen from the highlighted part, a key part of AfL is formative feedback. In fact, providing rich and meaningful feedback has been a key recommendation by MOE for the past ten years.

- Research on feedback

You probably may have heard about John Hattie's work on the efficacy of various school interventions (https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/). He found that feedback was such an important influence on learning that he wrote a whole book on it: https://visible-learning.org/2018/06/visible-learning-feedback-hattie/. In it, he explains the different considerations teachers need to take, including the culture necessary to support student use of the feedback.

**How best to engage students in feedback?**

It is not to be assumed that once feedback has been given to students, it will naturally result in improved performance. It depends on the quality and timeliness of the feedback as well as the students' response at 3 levels: the affective, cognitive and behavioural. In short, students will engage in feedback that

- They value because it contributes to their self-esteem and self-efficacy;
- They understand the feedback and they know what they need to do to improve;
- They have opportunities to make use of the feedback soon after receiving it.
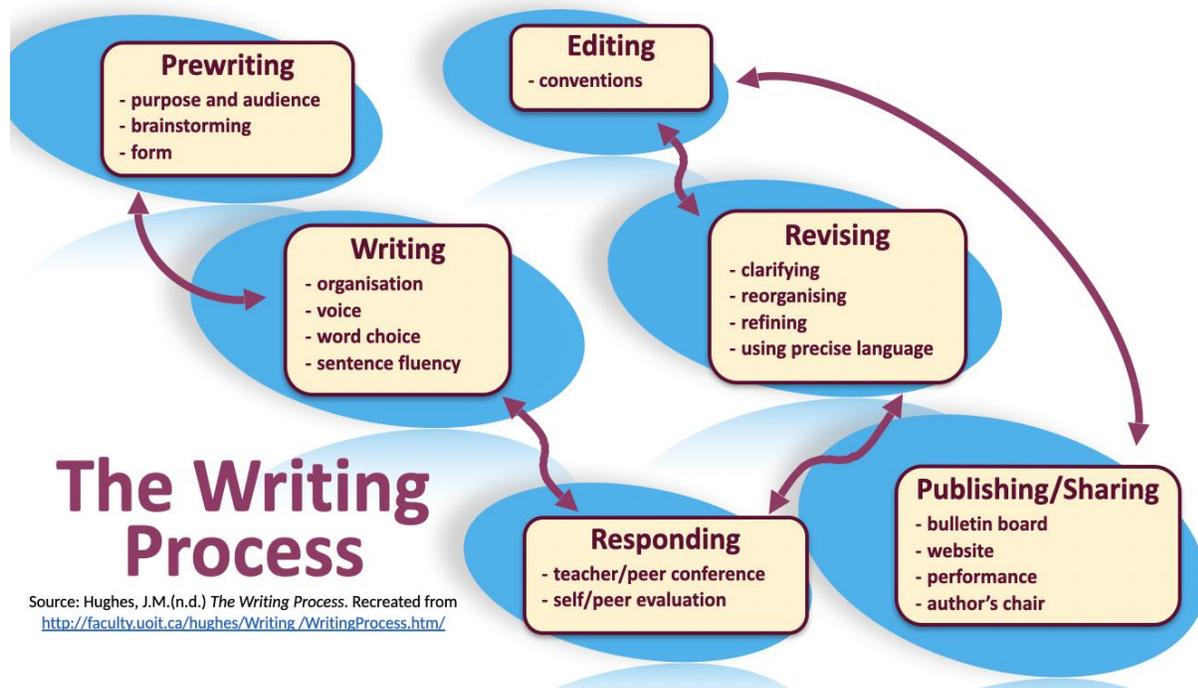
**Implications**

The principles mentioned above may mean considerable rethinking of lesson design, both before and after feedback is given. The following sections will explore this specifically in relation to writing and how Scribo can increase student engagement with feedback.

**References**

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement Potential of the concept, state of the evidence. Review of Educational Research, 74, 59-109.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*, 81–112. https://doi.org/10.3102/003465430298487.

Klenowski, V. (2009). Assessment for learning revisited: An Asia-Pacific perspective*. Assessment in Education: Principles, Policy & Practice, 16*(3)*,* pp. 263-268.

Lipnevich, A. A., & Smith, J. K. (Eds.). (2018). *The Cambridge handbook of instructional feedback.* Cambridge: Cambridge University Press.

Van der Kleij, F. M., & Lipnevich, A. A. (2020). Student perceptions of assessment feedback: a critical scoping review and call for research. *Educational Assessment, Evaluation and Accountability*, 1-29. https://link.springer.com/article/10.1007/s11092-020-09331-x

# The Writing Process Cycle (WPC)

**Prewriting**
- purpose and audience
- brainstorming
- form

**Editing**
- conventions

**Writing**
- organisation
- voice
- word choice
- sentence fluency

**Revising**
- clarifying
- reorganising
- refining
- using precise language

## The Writing Process

Source: Hughes, J.M.(n.d.) *The Writing Process*. Recreated from
http://faculty.uoit.ca/hughes/Writing /WritingProcess.htm/

**Responding**
- teacher/peer conference
- self/peer evaluation

**Publishing/Sharing**
- bulletin board
- website
- performance
- author's chair

Don Murray assigns, broadly, three stages to the writing process: prewriting, writing, rewriting.  These stages, also illustrated in Hughes' six phases, do not flow in a linear or 'lock-step' fashion, but in a more dynamic, fluid way. What is clear is that all writers move through these stages.

Prewriting: It takes up 85% of the time. Here, writers find their subject, audience, form. They mull, take notes, brainstorm, outline, journal…

Writing: Writers commit their thoughts and ideas to paper (computer). This is fast, rough writing (and should be treated as such). Until writers put their ideas down in writing, they won't know what works and what doesn't.

Rewriting: This takes up the last 14% of time, and several cycles. With evaluation/feedback from self, peer, teacher (or AI), writers rethink their subject, audience, form for meaning, clarity, effect. This may mean more research, reorganising/reshaping the flow, adding details, removing dead words, sharpening word choice, editing (spelling, mechanics).

**Implications**

- teach process (ct. teach product); facilitate the process of discovery
- allow time and space for prewriting
- expect drafts to be rough and imperfect
- provide multiple points of feedback and responses
- teach strategies for revising and editing

Some things research has to say about writing (mapped against EL2020 Syllabus)

- Positive, motivating, safe classroom environment (STP)
- Writing often and for different purposes (range of texts)
- Teach process:
    - clearly defined writing goals (CLLIPS: contextualisation, learner-centredness)
    - opportunities collect and organise ideas -- prewriting (CLLIPS: process orientation)
    - peer dialogue and collaboration to plan, draft, revise, edit writing (CLLIPS: learning-focused interaction, integration)
    - feedback on what and how the writer is progressing -- responding (ACoLADE: facilitating AfL)
- Explicit teaching:
    - handwriting, keyboarding, spelling (W&R LO1, LO2)
    - sentence construction (G LO1-3)
    - strategies in the stages of the writing process cycle: planning, drafting, responding, revising, editing, publishing (W&R LO3-5)
    - characteristics of specific types of writing to apply them (range of texts, G LO4)
- Use of 21st century digital tools, viz. word processor, and advancing technology, can improve writing

**References**

Graham, S., & Harris, K. R. (2016). A Path to Better Writing. *The Reading Teacher, 69*(4), 359-365. doi:10.1002/trt:1432

Murray, D. M. (2011). Teach Writing as a Process Not Product. In 1031444315 790784374 V. Villanueva & 1031444316 790784374 K. L. Arola (Eds.), *Cross-talk in comp theory: A reader* (pp. 3-6). Urbana, IL: National Council of Teachers of English.

## Some Pedagogical Principles in use of Scribo:

Process orientation (vs. product orientation) that seeks improvement through appropriate, timely and multifaceted feedback

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**Performance Phase**

**(For students)**

· Strengthen students' agency as writers who must make judgements and claim ownership of writing:

a. errors likely require the teacher to help students unlearn, learn, relearn (with Scribo analytics)

b. mistakes/slips require the writer to fix with careful reading (with Scribo and teacher feedback and teaching of skills in re-reading)

c. stylistic licence requires writer to be able to defend choice made

**(For teachers)**

Shift attention and time beyond marking every grammatical/mechanical errors (let Scribo do the first cut) to providing feedback on content (development of story ideas/argument), organisation (sequencing and shape) and word to help students decide on meaningful rewriting/revising

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**Forethought Phase**

· Targeted, focused writing goals are clearly communicated:
e.g. focus on mechanics and conventions; focus on sentence construction; story development (content)
→ set up writing activities: task, writing plans, scaffolding (e.g. students identify their individual writing goals for the task)
→ turn on/off specific writing checks (less is more)
→ create feedback tags
using terms taught in class -- e.g. 'effective use of simile/metaphor'

· Use of demonstration: what Scribo feedback looks like or how it can be used

· Model learning together with students: how to use Scribo, what Scribo feedback means

· Students must make explicit what feedback they are transferring from last piece of work

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**Self-Reflection Phase**

· Plan opportunities for peers to give feedback and for student to evaluate whether to follow up on peer feedback
. Plan for opportunities for student to judge own work against checklist of success criteria or rubrics
. Allow students time to process / make sense of feedback
. Plan explicit teaching based on analysis of data from class report and sampling of individual pieces of writing

· Make explicit what students must do as follow-up to next piece of work

# Plan for Teaching Writing Incorporating Scribo

## BEFORE WRITING TASK

### Designing the writing experience

- Have students experience the whole writing process cycle:
    - prewriting activities: journaling, free-writing, pair writing, group brainstorming, ideas generating, planning...
    - writing (drafting) -- not terminal
    - responding: peer, teacher, Scribo
    - re-writing: to revise and to edit
    - publishing: final submission to teacher, author's chair

### Setting up Scribo: Task -- type of writing (informative, imaginative, persuasive), key words

- For Prewriting
    - Stimulus, prompt to generate ideas
    - Writing plan to help organise ideas generated
    - Scaffolding assigned to and differentiated for low/mid/high-support students (writing goals, sentence stems, etc)

- For Writing (drafting): Recommendation for workflow
    - Determine how students experience their drafting process: novice writers or first-time users might do better with only a few basic writing checks turned on at the start (e.g. spelling, vocabulary)
    - Provide a deadline for students to "hand-in" their first draft (possibly having undergone a few versions with edits informed by Scribo writing checks): This will allow the teacher to run the class report for data to inform the next steps.

- For Revising (for second/final submission):

- Create feedback tags, especially for content, or those peculiar to your class or school: terms or notation that students are familiar with
    - feedback on idea development
    - feedback on arrangement and flow of discourse
    - feedback on clarity of thought
    - feedback on effect on audience
- Create/input the rubric peculiar to your task, class, or school that is intended for AfL.
    - This can be used by the teacher to score area(s) a student can work on.
    - It can also be used by the writer, when the teacher "hands back" his writing, to score his own writing to inform his revision.

- For Editing (for second/final submission)
    - turn on all writing features if the students are ready for them

**Explicit teaching**
- Language features of type of text e.g. narrative (time, place cohesives)
- Grammar and spelling rules
- Keyboarding (especially for younger students or students with dyslexia)

**Preparing student writers for feedback**
- Set expectations:
    - Ensure a safe and positive classroom environment
    - **Privilege process, not product**: In an ideal world, a writer spends 85% of the time in prewriting mode, discovering what he wants or needs to say. Drafting, that is committing those ideas on paper, takes up 1% of his time. That's because he knows drafting is not terminal -- he expects himself to return to it to re-read and rewrite his first draft. In reality, and perhaps

more so in our classroom context, students' first draft could well be prewriting, perhaps a kind of lead writing, that is still trying to discover itself. Student writers need to know that, and know a draft is not terminal.

- Demonstrate use of Scribo with a prepared writing sample to introduce the interface: class discussion
    - run writing check
    - examine writing features and what they mean
    - explain how versions are created: to resist the urge to run check after every small edits
    - show how to 'hand-in' their drafts before the deadline
- Pre-teach targeted Scribo writing feature terms
    - Example: [Se] "Sentences" tells the writer if he has written mostly simple sentences, compound sentences, complex sentences, compound-complex sentences or fragments. It also picks up long sentences. (Opportunity to teach or review sentence construction and to discuss correctness, appropriateness and effect of different constructions.)
- Explain workflow during writing process: (suggested)
    - Prewriting activities: in class or online (stimulus, writing plan, scaffolding)
    - Writing (drafting): flesh out ideas from writing plan
        - Run writing check: make sense of feedback, attend to feedback, run writing check with significant changes made
    - Before handing-in first draft, (deadline)
        - Print report
        - Reflect, in writing, the process you took, what you learned about writing, about yourself as a writer… (this could be done in a separate journal or exit card)
        - "Hand in"
    - Teacher analyses class report and gives individual feedback to plan class feedback and follow-up activities
        - Teacher enacts follow-up activities
        - Teacher hands back writing to students

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- Student makes sense of teacher's feedback with class feedback and activities
    - Reflect, in writing, areas he thinks he has done well in, areas he needs to work on
    - Revise draft based on all the feedback, running checks to do further edits
- Before handing-in final copy, (deadline)
    - Print latest report
    - Score own writing with rubric (optional)
    - Reflect: exit card question

## DURING WRITING (what students do)

**How student writers can / should use feedback**

- listen to completed draft using <read text> function
    - take note of slips/mistakes heard to make edits
    - listen for fluency/flow of language and ideas
    - make changes to improve how a word, phrase, sentence sounds
- run writing check after completing draft:
    - own the writing by seeking to understand the feedback before deciding to accept or reject it (with a kind of curious scepticism of both the technology and own understanding of language and grammar)
    - review features marked GREEN; attend to features marked RED, followed by ORANGE
- reflect on actions taken in rewriting revising/editing e.g. teacher-prepared exit card (metacognition)
- download latest report (for the purpose of tracking growth) before submitting the first draft to the teacher with the <hand in> function

## AFTER STUDENTS 'HAND-IN' DRAFT (what teachers do)

**Making sense of data and how to plan class discussion**

- prioritise against learning outcome of writing task
- make use of samples pulled out on Scribo for particular language targets: to plan teaching and/or practice (e.g., sentence combining)
- use anonymised scripts for class discussion

**Providing targeted feedback (individual) -- including affirmations for what is done right**

- use tags; create tags (based on learning outcomes, or framework and terms used and taught)
- use comments
    - avoid deficit model of feedback
    - avoid 'correcting' for students
    - ask questions to prompt thinking
- use rubrics (Scribo or customised)

## POST-ANALYSIS OF DRAFTS (what teachers and students do)

**Giving global feedback (class)**

- based on analysis of Scribo report

**Teach/re-teach items**

- targeted language/grammar items that are new or erroneously applied by students
- differentiated instructions and activities

**Have students respond to feedback (global and individual teacher feedback) for next steps**

- write reflection on global (class) and individual (online) feedback: writing goals, and what actions to take (had taken)
- re-write: revising and editing for final submission

# Plan for differentiated learning

MOE glossary defines Differentiated Instruction as "A teacher's **planned and adaptive response** to meet the **diverse learning needs** of all students in order to **maximise their progress** in learning."

Though the terms Differentiated Instruction (DI) and Differentiated Learning are often used interchangeably (e.g., Heuber, 2010), I prefer the latter term because the "instruction" in the former may limit our thinking that it is all about what the teacher does as part of teaching. As a consequence, we may end up with reducing differentiation to a buffet of lesson plans (e.g., tiered tasks or RAFT [Role, Audience, Format, Topic] assignments). Or worse, DI is seen as a way to manage, not leverage, the diversity in class.

However, the principles for lesson planning remain the same: (1) clarity of success criteria; (2) diagnosis of learning needs against success criteria; and (3) the following table suggests how you can make use of affordances in Scribo to plan for differentiated learning.

| Clarity of success criteria | Diagnosis of learning needs | Planning to maximise student progress against success criteria |
|---|---|---|
| Task fulfilment: Meeting word and paragraph targets | Class report: to identify students writing below word or paragraph targets >> examine individual writing:<br>● incomplete work<br>● copying task<br>● statements with minimal development<br>● single paragraph text<br><br>Learning needs:<br>➔ motivation?<br>➔ understanding of task demands? (reading skills? identifying main idea, selecting details, etc.) | Gamify it: set word and paragraph targets (motivation)<br><br>Explicit teaching of reading skills and strategies<br><br>Journaling <u>regularly</u> and <u>frequently</u> to practise and increase fluency and amount<br><br>Set up Writing Plan in Scribo<br><br>Explicit teaching of what a paragraph is (see Scribo feedback): |

| | | |
|---|---|---|
| | ➔ strategies for elaboration, explaining, expanding an idea?<br>➔ conceptual understanding of paragraph and paragraphing? | scaffold with resources like https://youtu.be/JQRoAiVyR0k Use mentor texts to explicitly teach paragraphing in narrative, information, exposition. |
| Task fulfilment: type of text and keywords | ● wrong P.A.C.C.<br>● no/few keywords used (if this has been set up as a success criteria)<br><br>Learning needs:<br>➔ misunderstand task?<br>➔ limited range of writing variety and experiences (learned to "write" from memorised pieces from past)? | Provide scaffold: to identify P.A.C.C.<br><br>Journal: write often and in bite sizes<br><br>Gamify it: set targets for using, for example, at least 5 of 7 keywords set. (Note: explicit teaching of word forms might be necessary: noun form into verb form etc) |
| Sentences and Cohesives | ● fragments<br>● long sentences<br><br>Learning needs:<br>➔ conceptual understanding of what a sentence is?<br>➔ limited range and knowledge of cohesives | Explicit teaching of what a sentence is:<br>- types of sentences (grammatical construction: simple, compound, complex, compound-complex, fragment)<br>- types of sentences (purpose: declarative, imperative, interrogative, exclamatory)<br><br>Explicit teaching of cohesive using Scribo Cohesive Explorer<br><br>Examine fragments identified by Scribo for rewriting |

| | | |
|---|---|---|
| | | Examine long sentences for run-on sentences, comma splice<br><br>Practice: using Scribo samples<br>- rephrasing vs. paraphrasing<br>- sentence combining using appropriate cohesive devices |
| Grammar and Spelling | ● student not attending to Scribo feedback (one version)<br><br>Learning needs:<br>➔ motivation?<br>➔ can't understand feedback: grammar terms, explanation?<br>➔ mistrust of feedback: only want teacher feedback? | Explicitly teach writing process cycle<br><br>Explicitly teach grammar items: mini-conference to set learning goals (keep to one or two grammar/language items)<br><br>Encourage student agency and metacognition: e.g., 3-2-1<br>　3 specific GS feedback you understand<br>　2 items/areas of feedback you don't understand<br>　1 feedback you can immediately work on to improve your writing |

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# Accommodations for students with dyslexia (using Scribo in an inclusive classroom)

Dyslexia Association of Singapore (2019) defines dyslexia as

> a type of specific learning difficulty identifiable as a developmental difficulty of language learning and cognition. It is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Typically people oversimplify the issue of merely reversal of letters (i.e., confusing b and d etc). Actually, the challenges faced by dyslexic learners encompass a whole host of issues: from slow visual and auditory processing in combination with attention, sequencing, and timing difficulties, left–right confusions, to poor short-term memory.

Hence, typing a text can be a hurdle to some dyslexic children. It can place a heavy burden on their short term memory as they negotiate the keyboard, trying to locate the correct letters.

As such, here are things that teachers need to be mindful of and some suggested accommodations;

| Challenges to learners with dyslexia | Accommodations |
|---|---|
| Keyboarding skills (see explanation above) | using speech-to-text app |
| Reading text | Using the immersive reader function in Scribo (reads it aloud for students to check) |
| Difficulty with visual processing - <br> - serif font eg Times Roman <br> - how closely placed fonts are | Advising students to enlarge |
| Executive functions (i.e., may find it difficult to self-organise, sequence) | Communicate instructions clearly (preferably orally rather than in written text- but if need be, instructions should be a list, with highlighted headings etc) |

# Resources for students

(Note to teachers: There is a wealth of resources in SLS on grammar and vocabulary to support students' learning. Below are additional resources, some more suited to advanced learners. Explicit teaching and monitoring of understanding are still necessary and helpful.)

- [Pa] Paragraph
    - (Website) https://k12.thoughtfullearning.com/lessonplan/writing-narrative-paragraph
    - (Website) https://theeditorsblog.net/2011/03/15/writing-basics-the-paragraph/
    - (Website) https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html
    - (Website) https://writingcenter.unc.edu/tips-and-tools/paragraphs/

- [Se] Sentence fragments
    - (Video) https://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english/fragments-and-run-ons/v/recognizing-fragments-syntax-khan-academy
    - (Website) https://www.chompchomp.com/terms/fragment.htm
    - (Website) https://writingcenter.unc.edu/tips-and-tools/fragments-and-run-ons/
    - (Website) http://guidetogrammar.org/grammar/fragments.htm
    - (Practice) http://guidetogrammar.org/grammar/quizzes/niu/niu6.htm

- [Co] Cohesive Explorer
    - (Video) https://www.youtube.com/watch?v=CQBcWXO_oVQ
    - (Website) https://englishpost.org/types-cohesive-devices/

- [Vo] Vocabulary

    - (Website) https://vocabulary.com

    - (Website) https://learnenglish.britishcouncil.org/vocabulary

- [GS] grammar items (e.g. determiner, parts of speech…)

    - (Website) https://learnenglish.britishcouncil.org/grammar

    - (Website) https://www.englishgrammar101.com

- [Pv] active and passive voice

    - (Website) https://learnenglish.britishcouncil.org/english-grammar-reference/active-and-passive-voice

    - (Website) https://advice.writing.utoronto.ca/revising/passive-voice/

# Primary School – Scribo Pilot Lesson Plan

## SEQUENCING LEARNING: AN EXAMPLE

S T P
- Activate learning
- Support self-directed learning
- Monitor & provide feedback
- Facilitate collaborative learning

The Writing Process

|  | PREWRITING | WRITING | RESPONDING | REVISING | EDITING | PUBLISHING |

They are not the same:
https://www.teachwrite.org/post/2017/10/24/editing-revision-polish-up-your-writing

**CLASS**

TR: runs writing check to identify gaps in understanding.

TR: global feedback: re-teach item(s), plug gaps, etc.

**GROUP**

Peer talk and dialogue as rehearsal for writing

Peer Feedback: Listening to writing -- for ideas/content summary -- for clarity of language (exercises in say-back, nutshelling)

TR: mini-conference with individual writers

**INDIVIDUAL**

Writing Prompts: pictures, heuristics, thinking routines, journaling, listing, etc

Thoughtful re-reading with prompts to guide

Draft 1: writing task

Writing plan and/or scaffolding

rehearsing – drafting – revising (repeat)

Draft 2: Ss revise writing in response to feedback from peer, teacher, Scribo

Draft 3: edit based on language feedback

Final submission E.g. teacher grading, author's chair, JGSV/SfBA

Ss could be responding to Scribo feedback and writing multiple drafts (versions) – self-directed
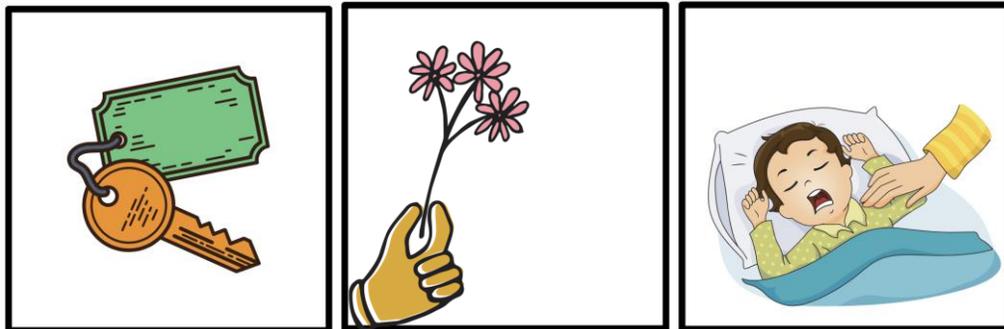
Writing is recursive.

scribo

## WRITING PRACTICE:

(See handout)

Write a composition of at least 150 words about **gratitude**.

The pictures are provided to help you think about the topic.

Your composition should be based on one or more of these pictures.



Consider the following points when you plan your composition:

- Why was there a need to show gratitude?
- How did you show your gratitude?

You may use the points in any order and include other relevant points as well.

Key words: grateful, gratitude, thankful

Set up <mark>Writing Activity</mark> in SCRIBO:

**Activity Title**: Composition Practice

**Question or Prompt**: *Input the whole question with picture prompts*

**Key Words**: gratitude, grateful, thankful (etc)

**Writing Stimulus**: *See prewriting*

**Word limit**: 150

**Number of paragraphs**: 5

**Select Word List**: *leave blank* or choose English

**Practice or Assessment:** Practice

**Type of Writing**: Imaginative

**Writing Level**: Intermediate

*Set up your class details…*

**Marking**: *Input teaching (AfL) rubric OR choose to use Scribo rubric*

**Student Experience:**

Select "Detailed Writing Check" (for first-time student experience, turn on only a few checks, e.g. GS and Vo)

Set up Writing Plan (Narrative? Recount? Essay?) and/or Scaffold

| | |
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| **PREWRITING:**<br>E.M. Forster: How do I know what I think until I see what I say?<br>(Suggested activities)<br>**(I) WRITING TO WRITE** (Pen and paper: in writing journal or writing folder)<br>● Select one of the three pictures: Use 5W1H (or See-Think-Wonder or other thinking routines) to write about the picture.<br>● Answer the question: How might this picture be connected to the topic on gratitude?<br>● Freewrite on the title: Gratitude<br>Or,<br><br>**(II) JOURNALING & USE OF TALK**<br>(Values of the writing classroom: BE KIND. BE BRAVE. BE PRESENT.)<br>1. In your journals, write a list of 5 to 7 things or people you are grateful for. [Teacher to check Students' understanding: What is a list? (demonstrate if necessary)]<br><br>2. Now, re-read your list. Draw a star beside the word(s) or item that you like the most, or one that you are most interested in. Copy the word as a title. Based on that title, you will do a 5-minute silent, individual quick write about the word you have chosen. In this quick write, you don't have to worry about correct spelling, or correct grammar. Write down your thoughts as they come to you. You might be invited later to read aloud what you have written.<br><br><br>3. [After quick write] Re-read what you have written: As you read,<br>○ Underline a word, or a phrase, or a sentence you like the sound of (favourite word, phrase or sentence)<br>○ Draw a star to a word, phrase or sentence that surprised you (you didn't expect you thought of that)<br>○ Draw a circle around a word, phrase or sentence you would like to think about more.<br><br>4. In groups of 3 (triads), take turns to share by reading aloud what you have underlined, starred and circled. (Do not show or exchange your writing to read with your eyes.) Listeners, practice | Set this up as stimulus in SCRIBO<br><br><br>This could be a quick prewriting strategy for exams.<br><br><br><br>Ideally, prewriting is best done in a journal and handwritten. To track Students' process, they might use a separate Google Doc or Words.<br><br>Encourage fluency (ct. accuracy)<br>(Volume will come with more practice in journaling like this.)<br><br><br><br><br><br>Thoughtful re-reading: to draw out ideas, words from students themselves -- ideas they might or might not use in the assignment<br><br><br><br>Use of talk and dialogue |

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| active listening. Do not comment or ask questions at this stage. Be sure to thank your partners for sharing their writing.<br><br>Teacher leads debrief:<br>● What was your experience of making a list and then writing or expanding on one of the items on your list? What was difficult about it? What was easy?<br>● What was your experience of listening to someone read what he or she had just written? How does that help you think about your own ideas?<br><br>……………………………………..<br>ALTERNATIVE prewriting activities:<br>● Freewriting & looping (nutshelling)<br>● Guided imagery<br>● Other heuristics… | Some students might struggle to write beyond a sentence. If this is the case, it might be better that the teacher collects the writing and provides positive encouragement in the journals to give the writer some assurance. |
| **Set up SCRIBO Writing Plan (and/or Scaffolding):**<br>Narrative, Recount or Exposition? | Use of Writing Plan and Scaffold to support writing: high to low support differentiation<br>(customise instructions) |

4

**WRITING (First draft -- set deadline)**

**Students write their first draft**

Teacher to run Scribo Report to plan feedback:



For example,

A good place to begin might be Vocabulary:
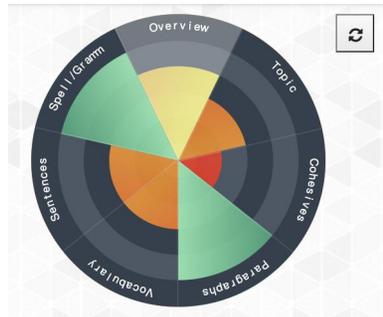
Discuss word cloud of most commonly used words [cp. Tier 1, 2, 3 words? (Beck & McKeown) -- e.g. strong verbs, precise words, emotive language **https://www.readingrockets.org/article/choosing-words-teach**]

Sentences:

Use examples (pulled up by Scribo from Students' essays) to discuss the different sentence structures and their uses and effects. Possible follow-up lessons: sentence combining; use of coordinating or subordinating conjunctions; "What is a sentence?" → Might then need to teach grammar vocabulary (tier 2): phrase, dependent/independent clause, direct/indirect object, transitive/intransitive verbs...

Writers can continue to rehearse, draft, revise (based on Scirbo feedback) until deadline <Hand-in>

Run Writing Check after students have submitted <hand-in> on Scribo.

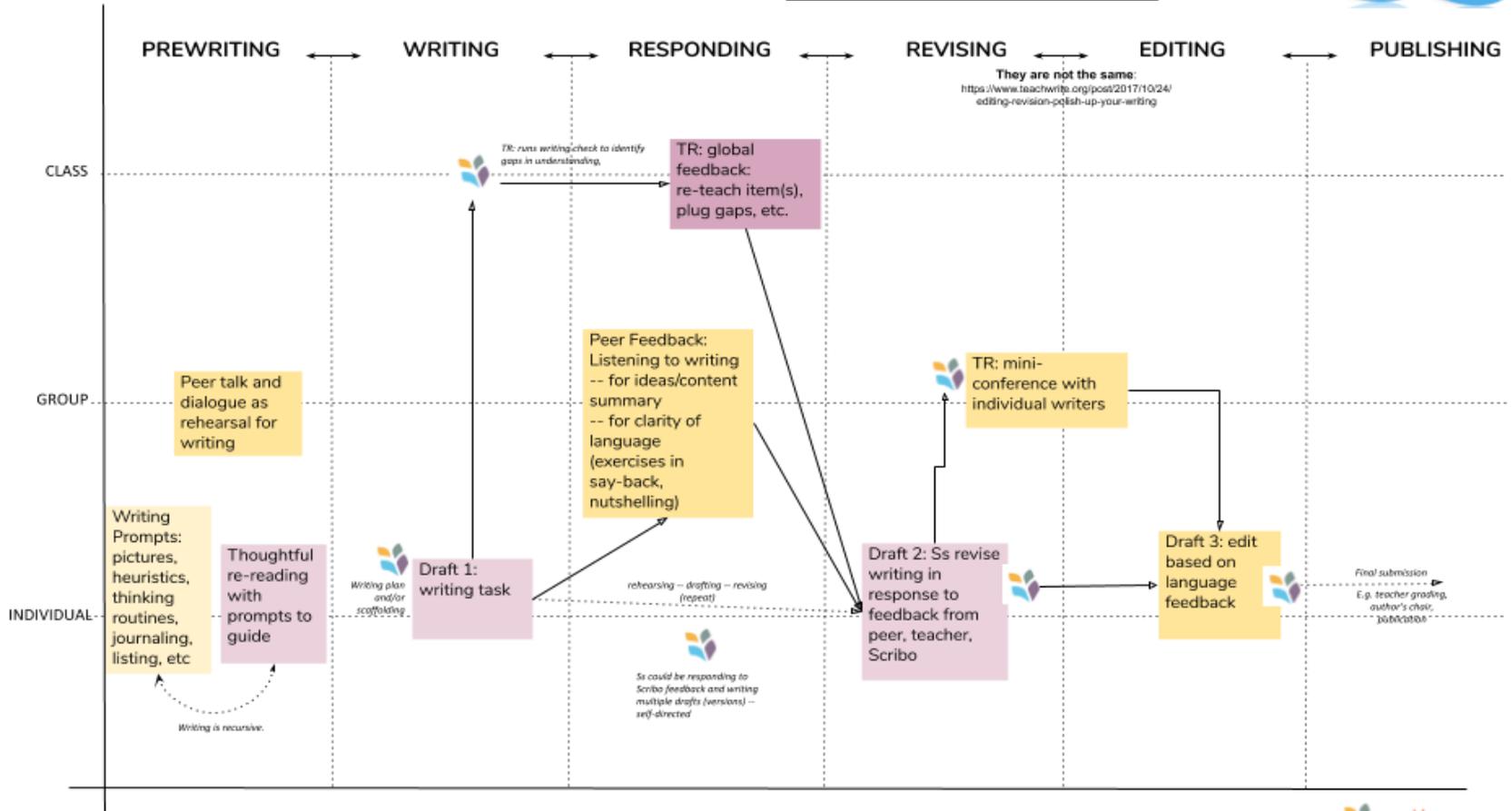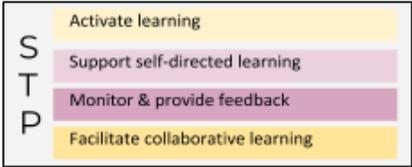| | |
|---|---|
| **RESPONDING**<br><br>Type of text and purpose: Personal (reflective) recount? Narrative? Exposition?<br>Refer to<br><br><br>Suggestions for narrative writing<br>Examine exemplars:<br><br>   (a) View and plot the story of "My Shoes" https://www.youtube.com/watch?v=_bXjf9257YQ<br><br>   (b) Student exemplars (anonymised on SCRIBO): What makes this writing good?<br>      ○ Using 6 Traits of Writing (rubric) https://www.thoughtco.com/six-traits-of-writing-2081681<br>      ○ Reading with a writer's eye (RwWE): For Narrative writing, "...narratives [ ] develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences." (McKeough, 2013)<br><br>Reference:<br>McKeough, A. (2013). A Developmental Approach to Teaching Narrative Composition. In Best Practices in Writing Instruction (2nd ed., pp. 73-112). New York, NY: The Guilford Press.<br><br><br>   (c) Teacher Feedback (individual) in SCRIBO:<br>      ○ Give the essay a read once through (Scribo Report indicates average read time: e.g. 2 minutes)<br>      ○ Prioritise aspects of writing that was taught or discussed in class to then prompt student to consider revision moves: e.g.<br>         ■ "I like how you have vividly described the emergency ward scene." (vocabulary)<br>         ■ "How is it that a doctor should address the child ("I"), who is a stranger to the patient, to update her on his condition?" (Ideas development)<br>      ○ Create tags: e.g. 6 traits<br>      ○ What to avoid:<br>         ■ deficit model of feedback<br>         ■ correcting for the student | Teacher use SCRIBO REPORT to identify key areas to respond to in class |

# Secondary School – Scribo Pilot Lesson Plan



**SEQUENCING LEARNING: AN EXAMPLE**

| S T P | Activate learning |
| --- | --- |
| | Support self-directed learning |
| | Monitor & provide feedback |
| | Facilitate collaborative learning |

The Writing Process

PREWRITING ⟷ WRITING ⟷ RESPONDING ⟷ REVISING ⟷ EDITING ⟷ PUBLISHING

They are not the same:
https://www.teachwrite.org/post/2017/10/24/editing-revision-polish-up-your-writing

**CLASS**

TR: runs writing check to identify gaps in understanding.

TR: global feedback: re-teach item(s), plug gaps, etc.

**GROUP**

Peer talk and dialogue as rehearsal for writing

Peer Feedback: Listening to writing
-- for ideas/content summary
-- for clarity of language (exercises in say-back, nutshelling)

TR: mini-conference with individual writers

**INDIVIDUAL**

Writing Prompts: pictures, heuristics, thinking routines, journaling, listing, etc

Thoughtful re-reading with prompts to guide

Writing is recursive.

Writing plan and/or scaffolding

Draft 1: writing task

rehearsing – drafting – revising (repeat)

Ss could be responding to Scribo feedback and writing multiple drafts (versions) -- self-directed

Draft 2: Ss revise writing in response to feedback from peer, teacher, Scribo

Draft 3: edit based on language feedback

Final submission
E.g. teacher grading, author's chair, publication

scribo

# WRITING PRACTICE

Continuous Writing

**Who is the person who has made the most positive impact on your life? Describe this individual's personality and state what he/she has done to influence your life.**

OR,

Guided Writing (see PDF for full task with stimulus text)



**Guided Writing**

Read the text below about a nominee for Singaporean of the Year 2019, and complete the task on the next page.

When Mr Sarabjeet Singh was six years old and frolicking in a swimming pool, two Chinese girls asked him where his top was.

"I wore my hair long in keeping with the teachings of Sikhism and they had mistaken me for a girl," Mr Singh, now 35, told The Straits Times.

"If only I had explained myself instead of angrily swimming away," he added, saying the incident was a missed opportunity.

Today, the president of the Young Sikh Association (YSA) heads a YSA initiative called Cultural Community Conversations, which invites non-Sikhs to Sikh temples to help them understand Sikh religion and culture.

In September, Mr Singh and the YSA earned kudos when, instead of lashing out, they invited an Instagram influencer to the Central Sikh Temple after she had posted online that two men with turbans were "obstructions" to her view at the Singapore Grand Prix. The influencer said the visit to the temple helped her better understand other religious practices.

The success of that visit kick-started Cultural Community Conversations.

"I have come to realise that many of these incidents are caused not by malicious intent, but by ignorance. I knew her comments could have been made by any of my former students," said Mr Singh, who used to teach geography and now works at the Education Ministry.

So far, a group from the Republic of Singapore Air Force, some teachers, as well as nearly 400 residents living near the Central Sikh Temple have either attended or set up meetings with the YSA.

"Many of those who live in the area tell me they thought the Central Sikh Temple was a mosque. The (influencer) incident has allowed more people to admit they don't know much about Sikhism and Sikhs," Mr Singh said.

Cultural Community Conversations is structured as informally as possible so people have greater liberty to steer discussions, an open approach much like the YSA's work with Sikh groups in universities. YSA encourages Sikh students to take non-Sikh friends to temples.

Adapted from https://www.straitstimes.com/singapore/connecting-people-from-different-ethnic-groups

**The article on the previous page features Sarabjeet Singh, a nominee for Singaporean of the Year 2019. You recently had the privilege to meet him. Your teacher has asked you to give a talk to the class to share your learning with them.**

**Write your talk. You should include the following details:**

●**Who Mr Singh is and what his contributions are**
●**What lessons on racial harmony you have learnt from him**
●**Why it is important to have racial harmony in Singapore**
●**What advice you would give to your classmates on building racial harmony**

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| **PREWRITING**<br><br>E.M. Forster: *How do I know what I think until I see what I say?*<br><br><br>Suggested activities:<br><br><br>**(I) WRITING TO WRITE** (Pen and paper: in writing journal or writing folder)<br><br>    <u>For Continuous Writing Task</u>:<br><br>        ● Think of a person who has been a huge influence in your life. Write name (or relationship) of the person as a title in Scribo<br>        ● Make of list of 5 to 7 traits or qualities of this person<br>        ● Choose one trait or quality from your list and write it as the next title<br>        ● Now, quick-write on this title: Relax. Don't worry about grammar rules or spelling. Write in continuous prose. Set yourself 8 minutes for this quick-write. Try not to stop writing during the 8 minutes and stop when the time is up. (You are practicing fluency in writing, not accuracy.)<br>        ● Re-read what you have written: Choose one word, or one phrase, or one sentence that resonates with you. Copy it as your next title.<br>        ● This time, quick-write on this new title. Another 8 minutes.<br>        ● You may choose to do another round of quick-write to help you get your writing engine going!<br>        ● Re-read everything you've written and take note of the following:<br>            ○ Which might be one sentence or phrase or idea that best represents what you want to say about this person?<br>            ○ Which is your favourite word or phrase or sentence? (One that sounds great to you when you say it out loud.)<br>            ○ Which is one word or phrase or idea that you are unsure or unclear about still? (Something you think is important for you to find out more about.)<br>        ● Having thoughtfully re-read your quick-write, answer this question in writing: How does writing like this help or not help you write? | <br><br><br><br><br><br><br><br><br>Idea generation<br><br><br><br><br>Practice in fluency<br><br><br><br><br>Thoughtful re-reading<br><br><br><br><br><br><br><br><br><br><br><br><br>Practice in metacognition |

For Guided Writing Task

Writing muscle warm-up routine:

1. Read the visual text once through.
2. Read the text a second time. This time you are going to apply the **S-P-W thinking routine** (Sentence-Phrase-Word) as you re-read the text:
   a. **SENTENCE**: Identify one sentence from the text that is meaningful to you, one that helped you gain a deeper understanding of the text. Copy this sentence out by typing it out. Leaving some lines below.
   b. **PHRASE**: Identify one phrase from the text that moved, engaged, provoked you, or was in some way meaningful to you. Type this phrase out under the sentence. Also leaving some lines below. *(A phrase is a group of words that stands as a single unit of thought. For example, "my soccer boots" or "during the week" or "eating a snack" or "pen from the shop".)*
   c. **WORD**: Identify one word from the text that captured your attention or struck you as powerful. Type this word out under your selected phrase.
3. Now, go back to your selected <u>sentence</u>. Under the sentence, write why and how this sentence is meaningful to you.
4. Under your selected <u>phrase</u>, write why you particularly chose it.
5. Finally, do the same thing for your selected <u>word</u>.

Or,

**(II) JOURNALING & USE OF TALK**

(Values of the writing classroom: BE KIND. BE BRAVE. BE PRESENT.)

1. Think of a person who has been a huge influence in your life. Type-write the name of the person at the top of the page. Make a list of 5 to 7 traits or qualities about this person. [TR to check SS understanding: What is a list? (demonstrate if necessary) What is a trait or personal quality? (allow students to give examples)]

S-P-W routine
http://www.rcsthinkfromthemiddle.com/sentence-phrase-word.html

Ideally, prewriting is best done in a journal and handwritten.

Classroom climate

2. Now, re-read your list. Bold/underline one of the words that resonates with you the most. Write the word as a title. Based on that title, we will do an 8-minute quick write about the person we had in mind at the start of this exercise. In this quick write, you do not have to worry about correct spelling, or correct grammar. Write as if you are thinking out loud about this person and this trait or quality. To give you a heads-up, you will be reading aloud what you have written to someone else later.

3. In groups of 3 (triads), take turns to <u>read aloud</u> what you have written to each other. (Do not show or exchange your writing to read with your eyes. Do not explain what you have written. Read exactly what you have written -- everyone understands it is a piece of raw writing.) Listeners, practice active listening -- 'read' with your ears. Do not comment or ask questions at this stage. Be sure to thank your partners for sharing their quick write.

Teacher leads debrief:

● What was your experience of reading aloud your quick write to your partners in your triad? What was difficult about it? What was easy?
● What was your experience of listening to someone read what he or she had just written?

…………………………………………..

ALTERNATIVE prewriting activities:

● Freewriting & looping ([nutshelling](nutshelling))
● Guided imagery
● Other heuristics…

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| Use of talk and dialogue | |
| At this stage, avoid any judgment on correctness or quality of the writing. | |
| Practice in metacognition | |

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| **Set up SCRIBO Writing Plan (and/or Scaffolding):**<br><br>Suggestion:<br><br><br>Continuous Writing: use 'Recount' (customise headers)<br><br>  I.    Orientation: Explain the context (who, what, when, where) of your relationship with this person<br>  II.   Describe this person<br> III.  Encounter or experience 1<br> IV.  Encounter or experience 2<br>  V.   Insights/Reflection: Include your reflections on the positive difference this person has made in your life<br><br><br>Guided Writing: Talk: use 'Essay' (customise headers)<br><br>  I.    Introduction:<br>    ● Opening greeting: attention grabber<br>    ● Summary of your speech: what is it about?<br>    ● Speaker's credibility (ethos): what puts you in the position to talk about this?<br><br><br>  II.   Body:<br>    A.  Who is Mr Singh is and what are some of his contributions<br>    B.  What lessons on racial harmony have you learnt from him<br>    C.  Why is it important to have racial harmony in Singapore<br><br><br> III.  Conclusion:<br>    ● Closer or call to action: What advice would you give to your classmates on building racial harmony | Use of Writing Plan and Scaffold to support writing: high to low support differentiation<br>(customise instructions) |

**WRITING (First draft -- set deadline)**

Students write their first draft

Teacher to run Scribo Report to plan feedback:

For example,

A good place to begin might be Vocabulary:
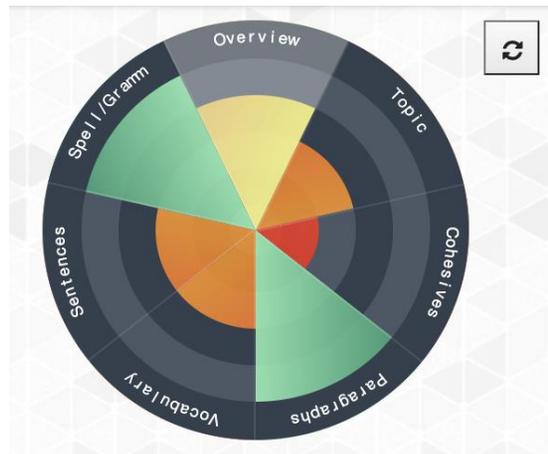
Discuss word cloud of most commonly used words [cp. Tier 1, 2, 3 words? (Beck & McKeown) -- e.g. strong verbs, precise words, emotive language https://www.readingrockets.org/article/choosing-words-teach]

Sentences:

Use examples (pulled up by Scribo from Ss essays) to discuss the different sentence structures and their uses and effects. Possible follow-up lessons: sentence combining; use of coordinating or subordinating conjunctions; "What is a sentence?" → Might then need to teach grammar vocabulary (tier 2): phrase, dependent/independent clause, direct/indirect object, transitive/intransitive verbs...

Writers can continue to rehearse, draft, revise (based on Scirbo feedback) until deadline <Hand-in>

Run Writing Check after students have submitted <hand-in> on Scribo.

## RESPONDING

Type of text and purpose: Informative Writing

"Informative writing from sources includes all four [ ] functions [i.e. record, report, summary, analysis] in that there are times when writing focuses on particular events (report) or after (record) they have occurred or on development of generalizations (summary) or analysis of ideas or events based on ideas gleaned from a source text. … The instructional value of these distinctions in terms of purpose or use is that each one represents a different level of complexity and challenge." (Newell et al., 2013, p. 145)

Newell, G. E., VanDerHeide, J., & Wilson, M. (2013). Best Practices in Teaching Informative Writing from Sources. In *Best Practices in Writing Instruction* (2nd ed., pp. 141–165). The Guilford Press.

Some recommendations for responding to writing:

(A) **PEER-FEEDBACK: "Say-Back"**
Get into pairs: **A** & **B** (seated facing each other)
You will be working with your draft: based on SCRIBO feedback (e.g., Pa assessed Orange-Red), select one or two paragraphs you'd like feedback on.

**A** read out loud the selected paragraphs, invite feedback from B: "Say back to me in your own words what you hear me getting at."
**B** says back the main idea he/she actually hears. Then invite A to confirm or modify the statement: "I think that is what you are saying. Is that right?"
**A** replies to the say-back: "Yes that is what I'm saying." Or "No, what I meant to say it…"

Teacher-led debrief:

- What is your experience of hearing the say-back on what you have written?
- How might you go forward to revise your writing (for meaning, for clarity…)?

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Give students the vocabulary (tier 2) to be cognizant of what they are doing when they write exposition (informative writing).

Peer-feedback
Use of talk

Practice in metacognition

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| (B) **STUDENT EXEMPLARS** (anonymised on SCRIBO): What makes this writing good? Co-construct with class, the criteria for what makes good writing (or what makes a good introductory paragraph, etc)<br>    ○ Purpose, Audience, Context, Culture (PACC)<br>    ○ Purpose, Audience, Clarity, Unity, Coherence<br>E.g. Having run class report in SCRIBO, go to Paragraphs to examine samples in Introduction. Use co-constructed criteria for a good introduction to discuss samples. (Manage student emotions. Focus on growth.)<br><br><br><br>(C) **TEACHER FEEDBACK** (individual) in SCRIBO:<br>    ○ Give the essay a read once through (Scribo Report indicates average read time: e.g., 2 minutes)<br>    ○ Prioritise aspects of writing that was taught or discussed in class to then prompt student to consider revision moves: e.g.<br>        (i) "I like how you have vividly described the emergency ward scene." (vocabulary)<br>        (ii) "How is it that a doctor should address the child ("I"), who is a stranger to the patient, to update her on his condition?" (Ideas development)<br>    ○ Create tags: e.g., purpose, audience, clarity, unity, coherence<br>    ○ What to avoid:<br>        (i) deficit model of feedback<br>        (ii) correcting for the student<br><br>*Might teachers want to have student writers do a written reflection on their process thus far and how they might proceed to revise their drafts?* | PACC |

**REVISING**

Using feedback from peers, teacher and Scribo, Ss revise their drafts.

# S.T.A.R.(T) Revising

| Substitute | Take things out | Add | Rearrange | Think |
|---|---|---|---|---|
| Replace:<br><br>● Overused words<br>● Weak verbs with strong verbs<br>● Weak adjectives with strong ones<br>● Common nouns with proper nouns<br>● 'Dead' words | Take out:<br><br>● Unnecessary repetition<br>● Unimportant or irrelevant words<br>● Parts that might belong in other pieces | Add<br><br>● Details<br>● Description<br>● New information<br>● Figurative language<br>● Clarification of meaning<br>● Expanded ideas | Rearrange:<br><br>● The sequence to provide desired effect<br>● The order for a more logical flow | Your decisions must be guided by PURPOSE, AUDIENCE, CULTURE, CONTEXT (PACC) |

http://writing.umn.edu/mwp/summer/2010/2010%20images/2010%20demos/sandbergS.pdf

https://www.youtube.com/watch?v=Mg3z2dh1qes

Teacher to monitor Ss progress over each draft: how are students using feedback

Teacher to provide individual feedback on Scribo at this stage

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| **EDITING**<br><br>Make the distinction between editing and revising:<br><br>https://www.teachwrite.org/post/2017/10/24/editing-revision-polish-up-your-writing | |
| **PUBLISHING**<br><br>Kelly Gallagher: *Writing is never done. It is just due.* | |