# The Intersection of Reading and Writing: Introduction



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# **Vastness of the Topic**

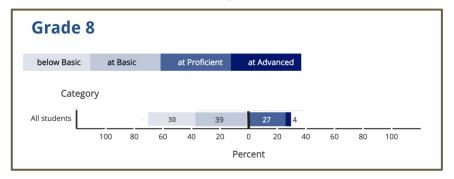


### **NAEP Scores**

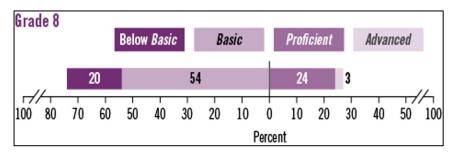




### Reading, 2022



### Writing, 2011



# Why Reading is Easier than Writing

- silhouette
- conscientious
- acquiesce
- mayonnaise

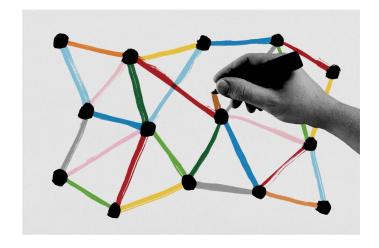


VS.



### Today, There Will be Connections Made Between

- Decoding & Encoding
- Language Comprehension
   & Writing Composition



# **Intersection Analogies**

# Reading and Spelling Correlations

### r = 0.7 correlation

Two Sides of the Same Coin (Ehri, 2000)

### r = 0.5 - 0.9 correlation

Does Spelling Still Matter? And if so, How Should it be taught? (Pan et al., 2021)



# **Analogies Referring to the Intersection**



**Perception of phonemes** 

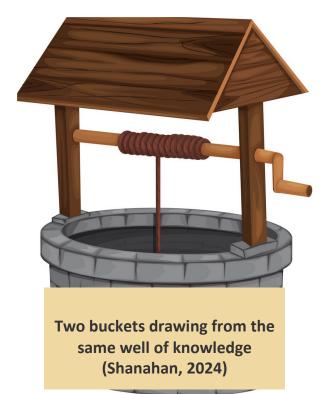
Pronounce GPCs

Understand words' meaning

Grammatical understanding for comprehension

Follow cohesive links in text

**Understand text structure** 





Representation of phonemes

**Recall GPCs** 

Use appropriate words

Create cohesive plots

Organize writing to support understanding

# **Analogies Referring to the Intersection**

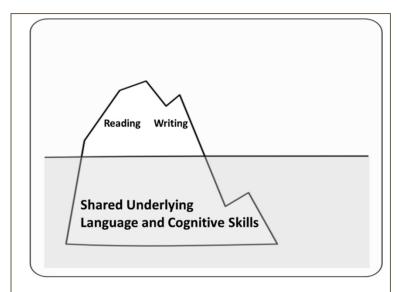
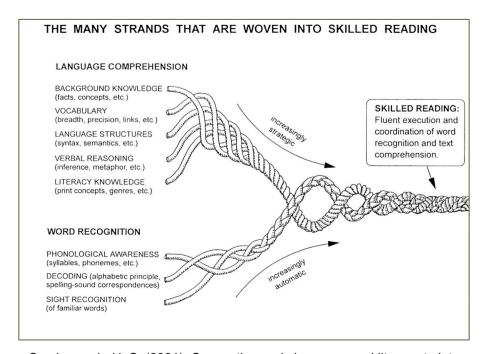


Figure 2. Heuristic Illustration of the Interactive and Dynamic Literacy Model: Reading and Writing Built on Common Language and Cognitive Skills

### **Theoretical Frameworks**

# Scarborough's Reading Rope...No Parallel!



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97-110). New York: Guilford Press.

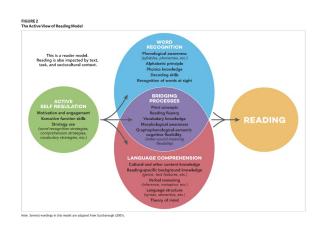
### Other Frameworks/Models...No Parallel (that I know of)

• The Reading Systems Framework (Stafura & Perfetti, 2017; based on Perfetti, 1999)

Complete View of Reading (CVR; Francis et al., 2018)

Componential Model of Reading (CMR; Joshi, 2019)

The Active View of Reading (Duke & Cartwright, 2021)



(Duke & Cartwright, 2021)

# Ehri's Phases of Word Reading and Spelling

Phase 1: Pre-Alphabetic	use of visual, non-alphabetic connections	DEOBO WINO, DEOBO DOM
Phase 2: Partial Alphabetic	use of partial letter-sound connections	2 RT (sorry)
Phase 3: Full Alphabetic	use of more complete grapho- phonemic connections within the words	BRDE
Phase 4: Consolidated Alphabetic	use of multi-letter units to make connections (affixes, syllables, roots)	LOVE

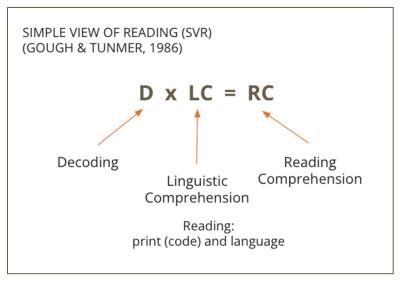
(Ehri, 2005)

(spelling samples: Miles, 2022)

# **Simple View Frameworks**

### Simple View of Reading

(Gough & Tunmer, 1986)



### Simple View of Writing

(Berninger et al., 2002)

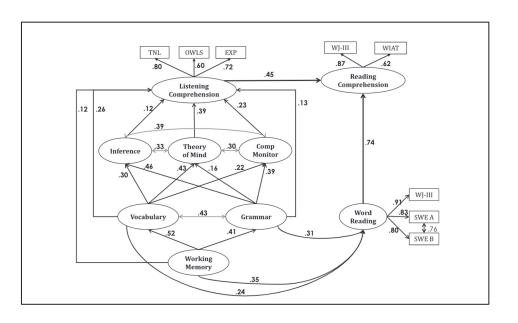


Image: The Writing For Pleasure Centre (2022)

Image: understandingreading.home.blog

### **Not-so-Simple Frameworks/Models**

Not-so-Simple Views of Reading: DIER (Kim, 2017)

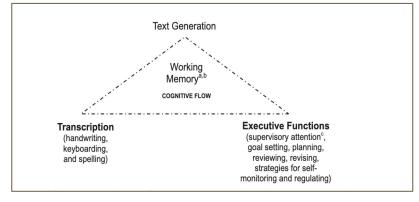


### Not-so-Simple View of Writing,

(Berninger & Amtmann, 2003; Berninger & Winn, 2006)



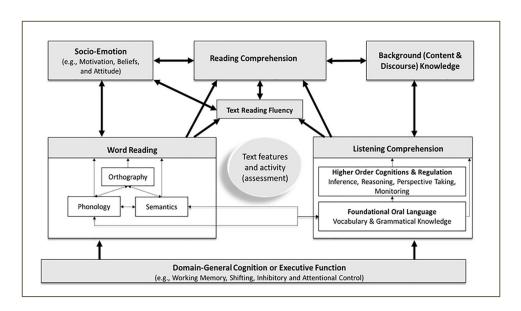
Above image: The Writing For Pleasure Centre (2022)



### **Direct and Indirect Effects Models**

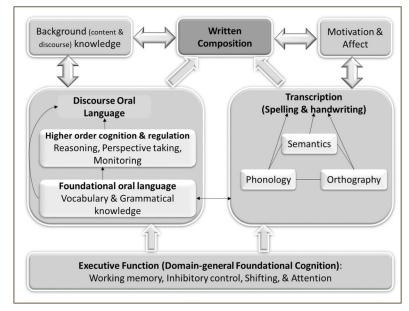
### DIER (Reading)

(Kim, 2017; Kim, 2020b)



### DIEW (Writing)

(Kim & Park, 2019)



### **DIE Model Connections** (color added for emphasis)

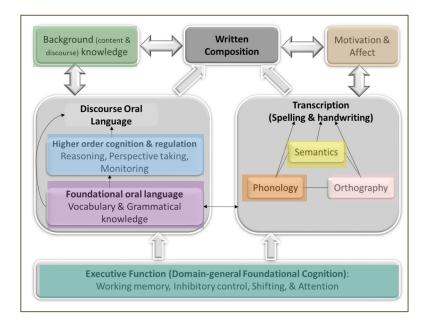
### DIER (Reading)

(Kim, 2017; Kim, 2020b)

#### Socio-Emotion **Background (Content & Reading Comprehension** (e.g., Motivation, Beliefs, Discourse) Knowledge and Attitude) **Text Reading Fluency Listening Comprehension Word Reading** Text features and activity **Higher Order Cognitions & Regulation** Orthography (assessment) Inference, Reasoning, Perspective Taking, Monitoring Semantics **Foundational Oral Language** Vocabulary & Grammatical Knowledge **Domain-General Cognition or Executive Function** (e.g., Working Memory, Shifting, Inhibitory and Attentional Control)

### DIEW (Writing)

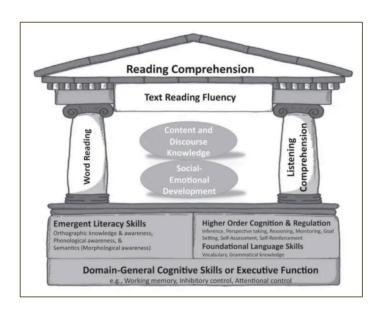
(Kim & Park, 2019)



### **Updated Direct and Indirect Effects Models**

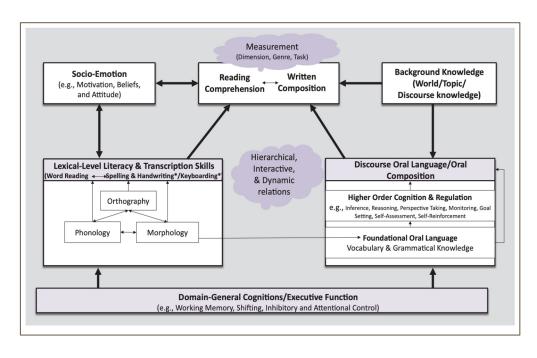
### **DIER**

(Kim, 2017; Kim, 2020c)



### **Expanded DIEW**

(Kim & Graham, 2022)



# Interactive Dynamic Literacy Model (color added for emphasis)

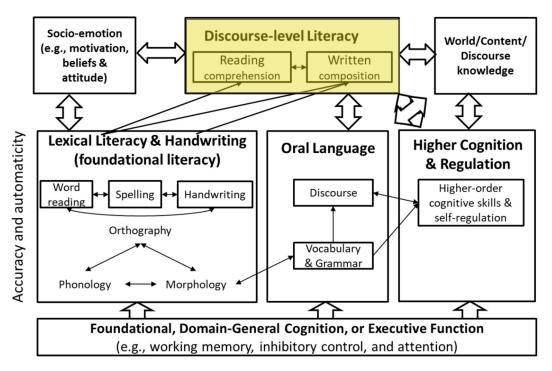
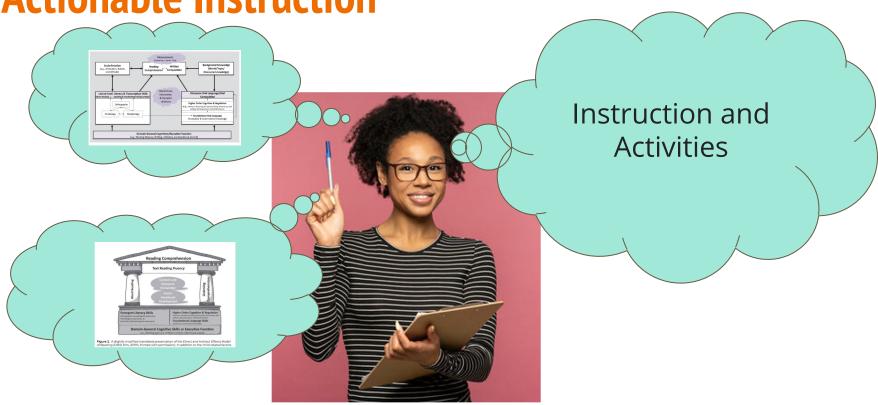
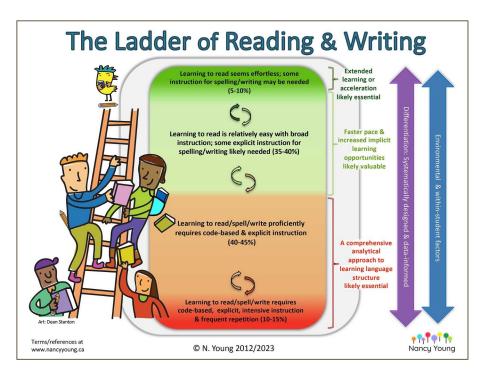


Figure 3. Interactive Dynamic Literacy Model

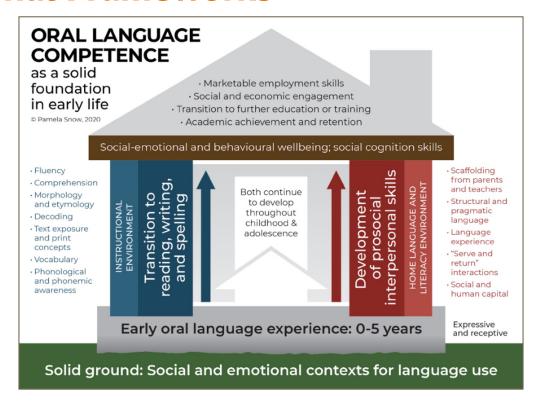
(Kim, 2020a)

**Actionable Instruction** 





used with Nancy Young's permission (Young, 2012, 2023)



(Snow, 2020)

PREPARING FOR INSTRUCTION CRITICAL UNDERSTANDINGS OF TEXT		What do you want students to know and understand after reading the text? What are the critical concepts an understandings—big ideas you want your students to acquire? What texts will support these understandings
PURPOSE FOR READING TEXT		What are the content instructional goals and objectives? What are the literacy instructional goals and objectives?
TEXT READING VOCABULARY	nd Activities	Which words will your students need to know? Which are worth knowing? Which ones will you intentionally target and directly teach? Which ones will you incidentally-on-purpose teach? How, when? Which words will you purposefully discuss and incorporate into expressive language activities? How and when will you teach and foster the use of independent word learning strategies?
LANGUAGE STRUCTURES (phrases, clauses, sentence comprehension)	od After Reading: Strategies a	Are there phrases, clauses, and sentence structures that may be difficult for your students? How and when will you directly teach sentence comprehension? How and when will you teach students to work with challenging sentences? How will you facilitate the integration of ideas within and between sentences, e.g., the use of cohesive ties and connectives? How and when will you teach students to work with these?
KNOWLEDGE  • Text structure  • Background knowledge	Before, During, and After Reading: Strategies and Activities  Buisoziuo Wuoisua epaduo D	How is the text organized? How and when will you directly teach students the purpose, features, and signal words of different genres? How will you teach students to use the structure to understand purpose? To organize and express their understanding?  What background knowledge is critical to understanding the text? How and when will you teach students to access and build their knowledge and integrate it with the text?
LEVELS OF UNDERSTANDING AND INFERENCE		How will you teach students to construct meaning at different levels of understanding, including the surface code, textbase, and mental model of text? How will you directly teach students to use inference to integrate ideas and connect background knowledge to the text? How will you support your students' deep comprehension of text?
EXPRESSION OF UNDERSTANDING		What strategies and activities will you use for students to demonstrate understanding at different levels during and after reading?  How will you support their oral and written expression of understanding?

The Reading Comprehension Blueprint by Nancy Lewis Hennessy.

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(Hennessy, 2021)

### **Research to Practice Article**



"Neglecting writing instruction is leaving money on the table. There is clear and consistent evidence that writing instruction has some of the largest impacts on reading comprehension and in education more broadly."

(Truckenmiller & Chandler, 2023)

# Reality sets in...

# **Assessment: 3x/Year**



# **Eventually evaluated on...**



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s 50000 suprised that I had made a snowman! And then I just got a cause of sticks and I at them an	the snow	v and just move it	round and
s 50000 suprised that I had made a snowman! And then I just got a cause of sticks and I at them an	I had	made a snowman!	I was
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	soria I 1	ADE A SNOWMAM!"	necause he
Wash T watching me and he huged me.	Wasn't	watching me and he	huged me.



Description The Amazing Sea Pig Introduction Hook - Question Do you think that all pigs live on land? Well, they don't. Deep down on the ocean floor are amazing creatures called "sea pigs." These animals are six-inch-long pinkish globs with pointed legs- Descriptions: sometimes up to seven pairs of them! They also have six whiplike growths on top of their bodies that look like antennae. And as if that Main Idea 1 weren't enough odd body parts, ten feeding tentacles surround their Appearance number?-Main Idea 2 - Some scientists say their fat appearance got them the name "sea pigs," but other scientists say it's because of how they eat. Sea pigs are "deposit feeders." That means they scrounge around the deep-sea ooze for food, just like land pigs scrounge around earth mud for food. The scientific name for sea pigs is actually "scotoplanes." What else is amazing about scotoplanes? They walk along the floor <sup>3</sup>4<sup>diet</sup> in the deepest, coldest, darkest part of the ocean, in search of rotting food. Hundreds of them might gather to dine on a whale carcass! Scotoplanes are the only sea creatures in the group called "sea cucumbers" that have legs to walk around on. They sure don't look like cucumbers to me. Then again, they don't look like pigs either! Leave the reader with a thought

### What is needed?

- sufficient time for reading & writing
- explicit, systematic instruction
- corrective feedback





# **Research to Practice Symposium**

# **Upcoming Presentation: Sonia Cabell**

- Early years lay a foundation for prevention of reading difficulties
- The early skills that predict reading also predict writing
- Engaging in early writing (spelling and composition) can provide an opportunity to support early skills that relate to both word recognition and language comprehension
- We can foster early skills through conversations that scaffold children's early writing



# **Upcoming Presentation: Devin Kearns**

- Student reading achievement improves when they learn strategies and patterns to help them read long words
- How to use data-based strategies for reading and writing polysyllabic words



# **Upcoming Presentation: Claude Goldenberg**

- Research on non-ELs literacy development provides a foundation for understanding literacy development among ELs, who are learning to understand, speak, read, and write in a new language all at once
- ELs (EBs, MLs) need what all students need to promote their English literacy development.
- The difference is that ELs need additional oral English language instruction to support their English literacy development



# **Upcoming Presentation: Nancy Hennessy**

- Roles as tools for learning
- The importance of a shared knowledge base
- Ways in which reading and writing complement
   & strengthen each other



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