THE WrITING CODE

Composition Patterns, Functional Rubrics, and Grading Patterns

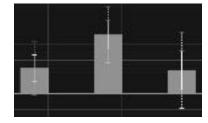
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THESIS

https://tinyurl.com/WritingCodeWHWN

21st century students benefit from scaffolded, graphically impacting writing instruction; teachers can best meet these needs with progressive rubrics that require coding and reflective inquiry.



Composition Patterns

Instruction of skills in isolation is ineffective; instead, students need to learn they are capable of using a variety of patterns related to writing (narrative, persuasive, informational, etc.).

Functional Rubrics

Passive rubrics do not assess student gains; thus, students must be asked to perform a task related to the rubric in order for teachers to assess performance in relation to targeted skills.

Grading Practices

Grades should reflect acquisition and performance of targeted skills, not ambiguous "quality" of writing. Scaffolded rubrics actively target skills; metacognitive reflection ensures transference.

Works Referenced

- Anderson, Jeff. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop.* Portland, Me.: Stenhouse, 2005. Print.
- Kittle, Penny. Write beside Them: Risk, Voice, and Clarity in High School Writing. Portsmouth, NH: Heinemann, 2008. Print.
- Noden, Harry R. *Image Grammar: Using Grammatical Structures to Teach Writing*. Portsmouth, NH: Heinemann, 1999. Print.
- Ray, Katie Wood. *Wondrous Words: Writers and Writing in the Elementary Classroom*. Urbana, IL: National Council of Teachers of English, 1999. Print.

Good-E-Bag

The following link and QR code will lead you to a document containing links to examples from the presentation: http://tinyurl.com/WritingCodeGB



What does it take	or a student's writing to improve?					

What feedback would you provide?

No matter how hard I tried, I couldn't come up with a single idea. I stared listlessly at the thin piece of paper before me. My pencil tapped a restless tattoo on the desktop as the blue, printed lines on the sheet blurred together into a single mass. I blinked once to separate them again, and they realigned into straight rows marching across the stark white background. I felt like they were mocking me for not having even touched the pencil to the paper for the centuries I had sat there, except to quickly scrawl my name- *Peggy Smith*- in the top corner.