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# THE WRITING CODE

## Composition Patterns, Functional Rubrics, and Grading Practices

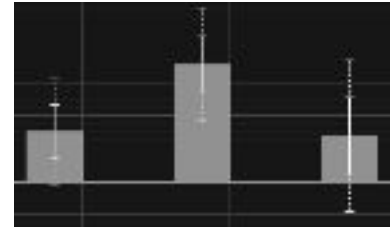
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### THESIS

<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>



