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# The Intersection of Reading and Writing: Introduction

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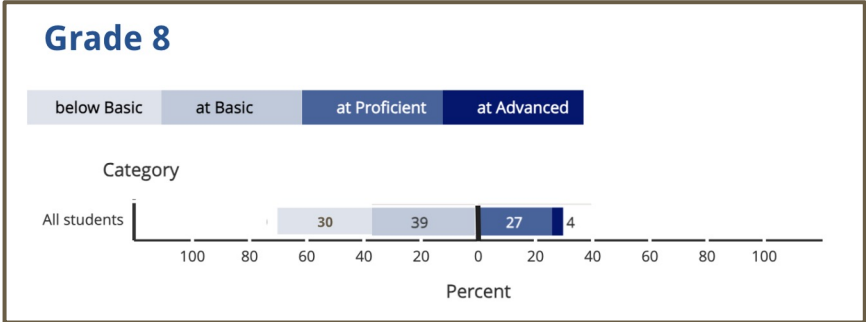
# Vastness of the Topic



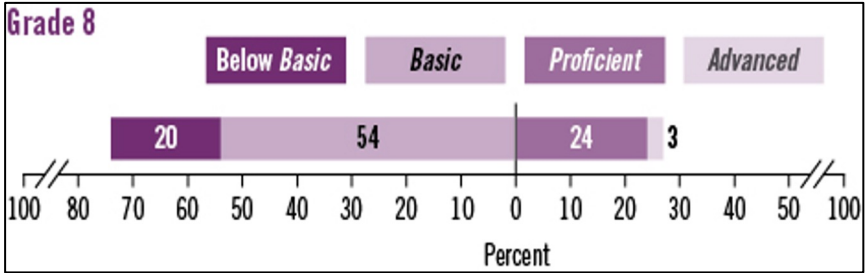
# NAEP Scores



## Reading, 2022



## Writing, 2011



# Why Reading is Easier than Writing

- silhouette
- conscientious
- acquiesce
- mayonnaise

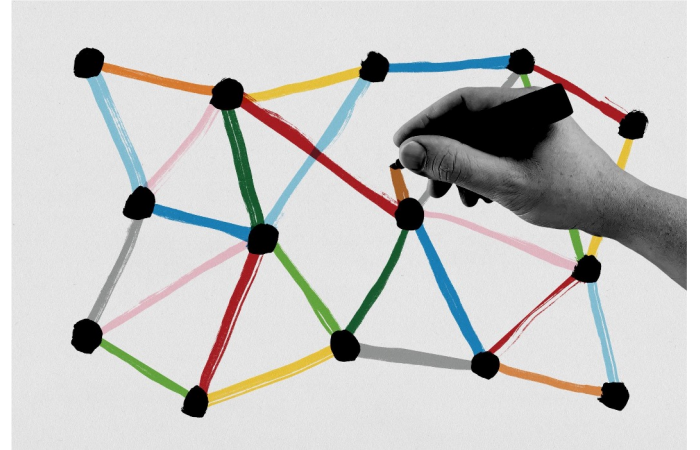


VS.



# 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

Reading



Perception of phonemes

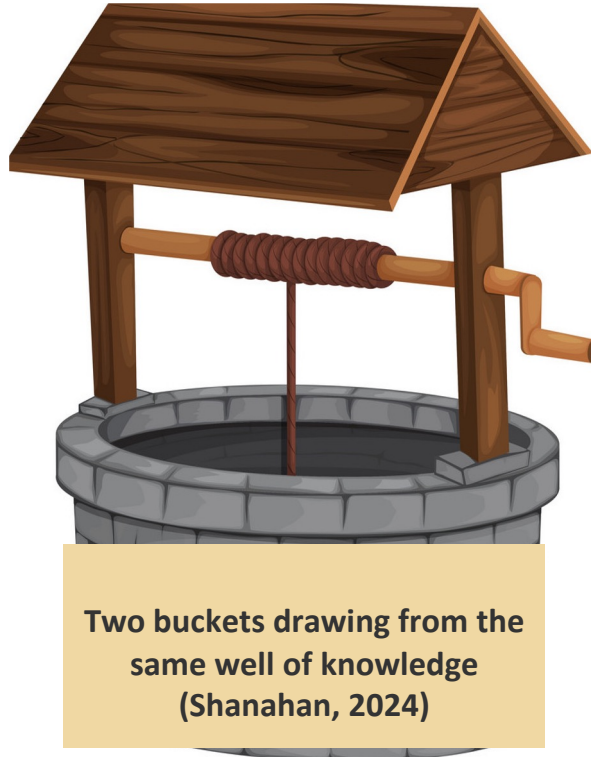
Pronounce GPCs

Understand words' meaning

Grammatical understanding  
for comprehension

Follow cohesive links in text

Understand text structure



Two buckets drawing from the  
same well of knowledge  
(Shanahan, 2024)

Writing



Representation of  
phonemes

Recall GPCs

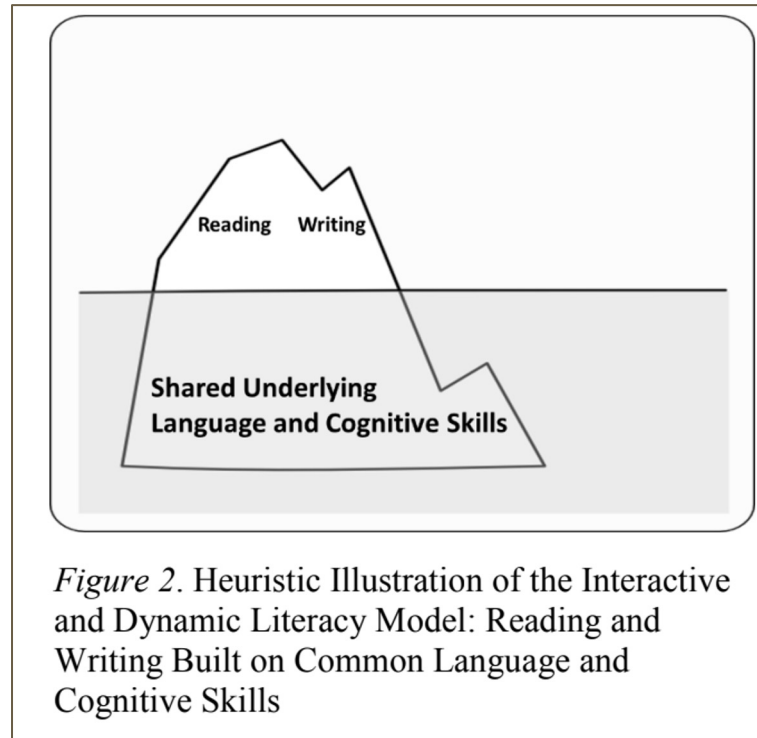
Use appropriate words

Create cohesive plots

Organize writing to  
support understanding



# Analogies Referring to the Intersection

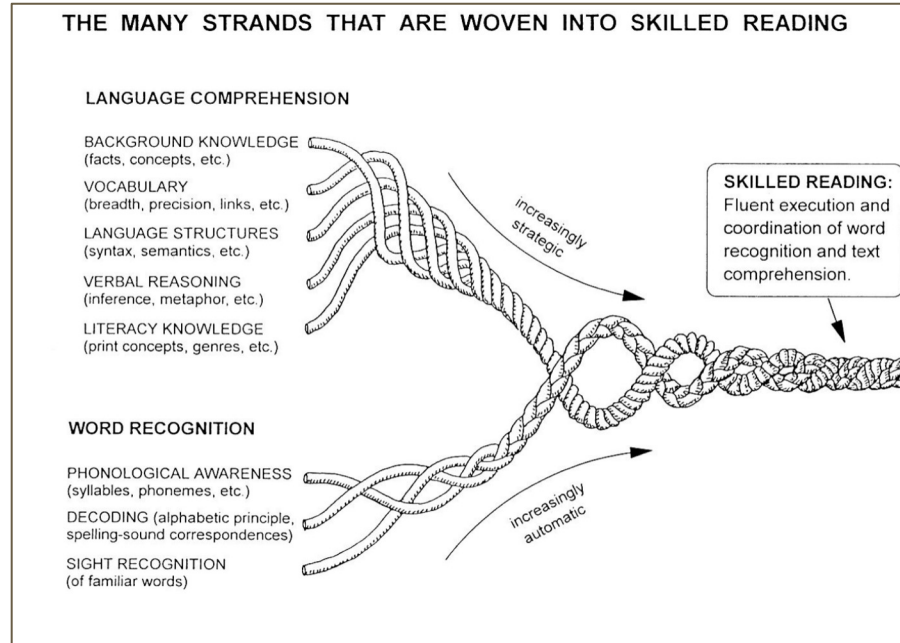


*Figure 2.* Heuristic Illustration of the Interactive and Dynamic Literacy Model: Reading and Writing Built on Common Language and Cognitive Skills

(Kim, 2020a)

# Theoretical Frameworks

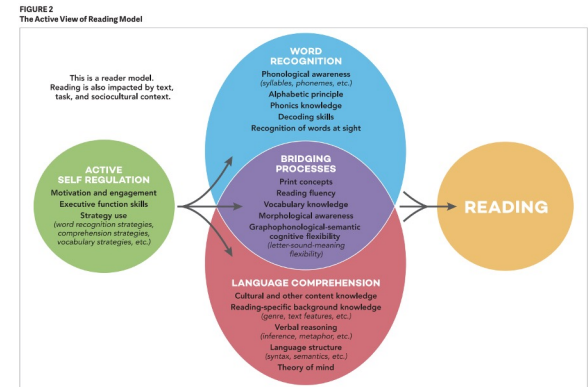
# Scarborough's Reading Rope...No Parallel!



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.

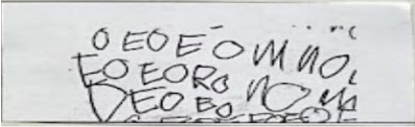
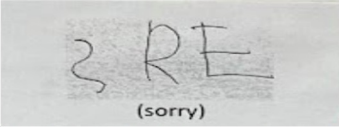
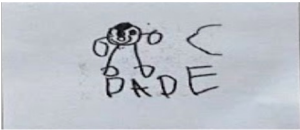
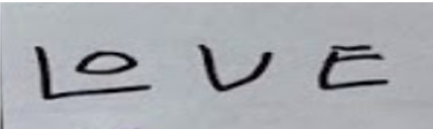
# Other Frameworks/Models...No Parallel (that I know of)

- 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

<b>Phase 1:</b> Pre-Alphabetic	use of visual, non-alphabetic connections	 A photograph of a child's handwriting showing several lines of scribbled marks that vaguely resemble the word 'MOM'.
<b>Phase 2:</b> Partial Alphabetic	use of partial letter-sound connections	 A photograph of a child's handwriting showing the word '3 RE' written on a line. Below it, the word '(sorry)' is written in smaller letters.
<b>Phase 3:</b> Full Alphabetic	use of more complete grapho-phonemic connections within the words	 A photograph of a child's handwriting showing the word 'B A D E' written on a line. Above the letter 'A', there is a small stick figure.
<b>Phase 4:</b> Consolidated Alphabetic	use of multi-letter units to make connections (affixes, syllables, roots)	 A photograph of a child's handwriting showing the word 'LOVE' written on a line.

(Ehri, 2005)

(spelling samples: Miles, 2022)

# Simple View Frameworks

## Simple View of Reading (Gough & Tunmer, 1986)

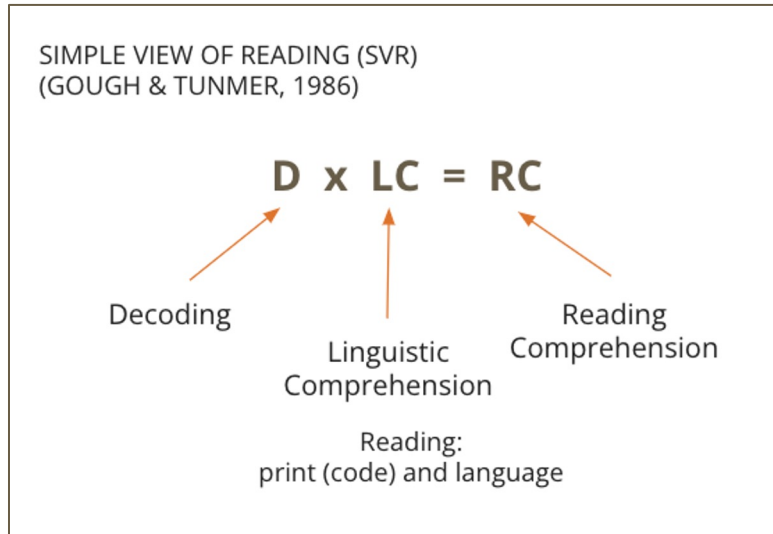


Image: understandingreading.home.blog

## Simple View of Writing (Berninger et al., 2002)

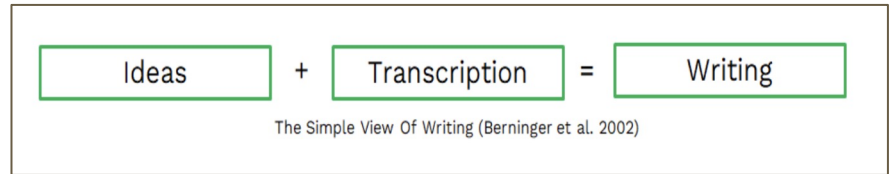
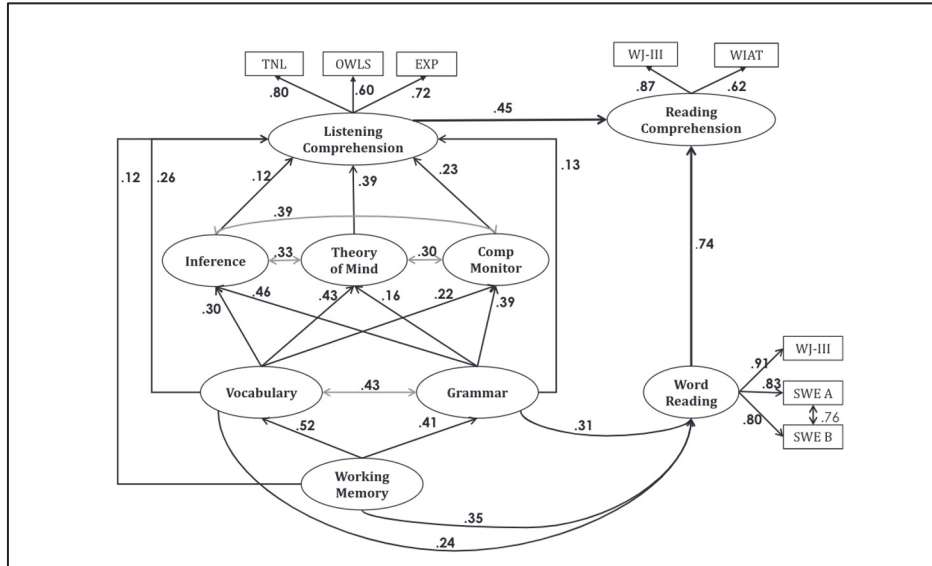


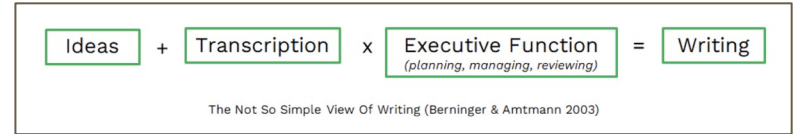
Image: The Writing For Pleasure Centre (2022)

# Not-so-Simple Frameworks/Models

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

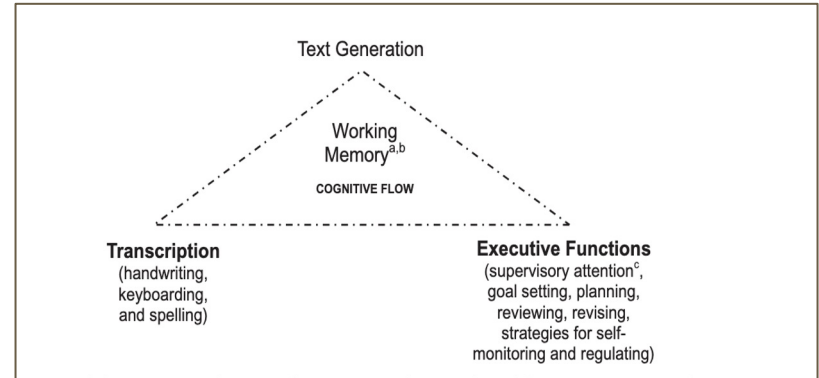


## Not-so-Simple View of Writing, (Berninger & Amtmann, 2003; Berninger & Winn, 2006)



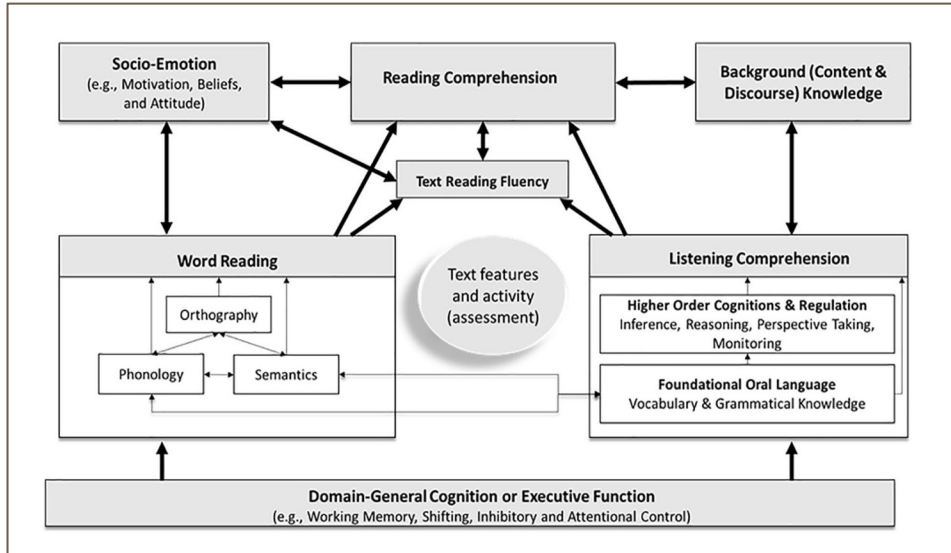
The Not So Simple View Of Writing (Berninger & Amtmann 2003)

Above image: The Writing For Pleasure Centre (2022)

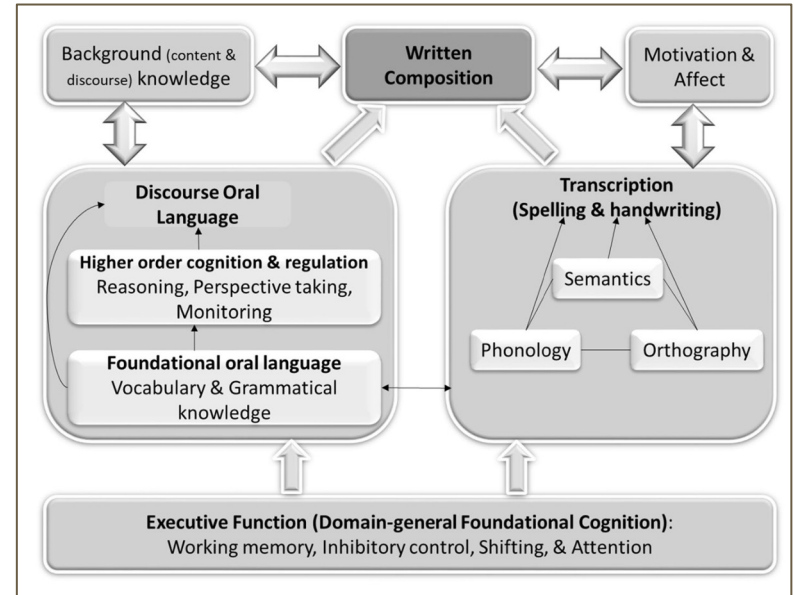


# Direct and Indirect Effects Models

**DIER (Reading)**  
(Kim, 2017; Kim, 2020b)



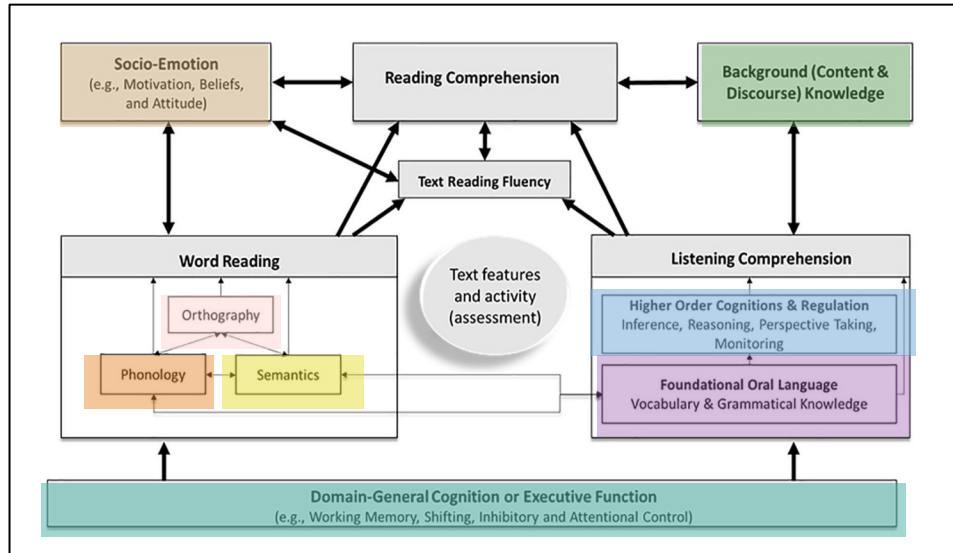
**DIEW (Writing)**  
(Kim & Park, 2019)



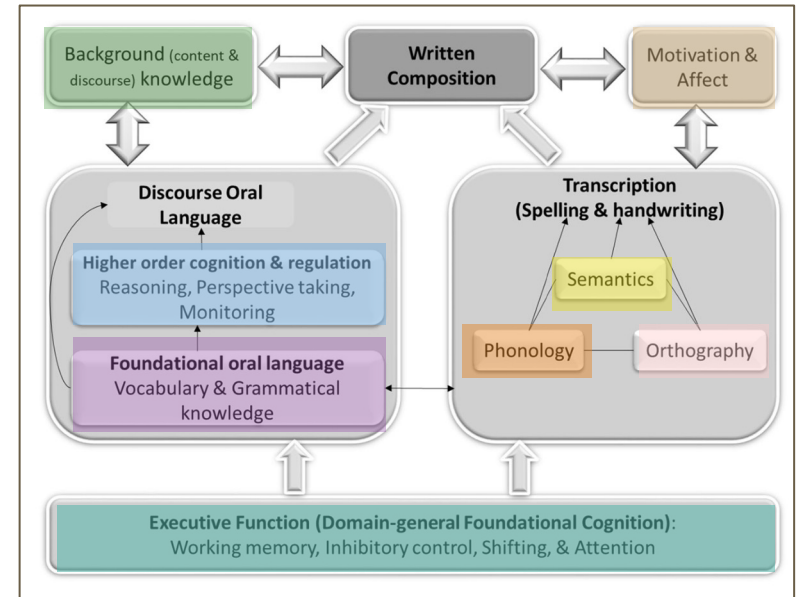


# DIE Model Connections (color added for emphasis)

DIER (Reading)  
(Kim, 2017; Kim, 2020b)



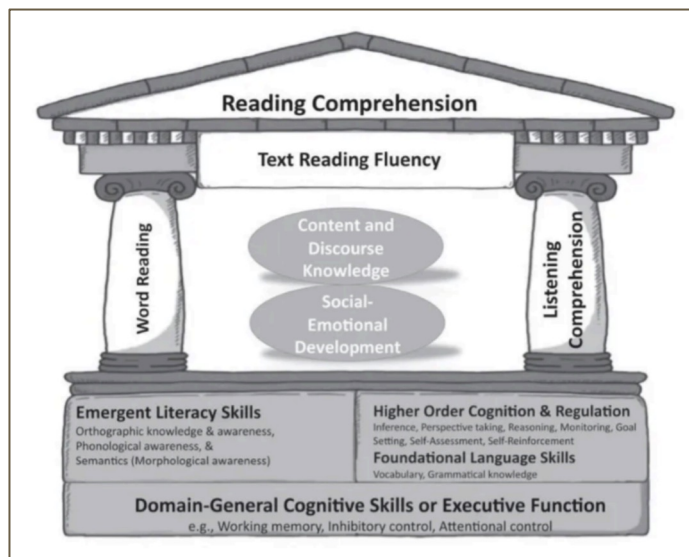
DIEW (Writing)  
(Kim & Park, 2019)



# Updated Direct and Indirect Effects Models

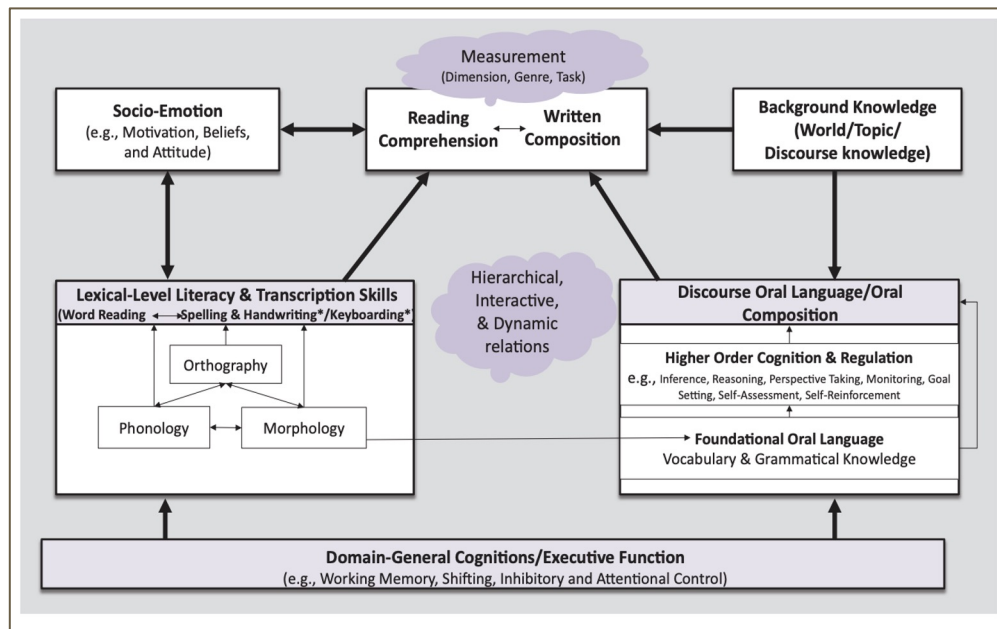
## DIER

(Kim, 2017; Kim, 2020c)



## Expanded DIEW

(Kim & Graham, 2022)



# Interactive Dynamic Literacy Model (color added for emphasis)

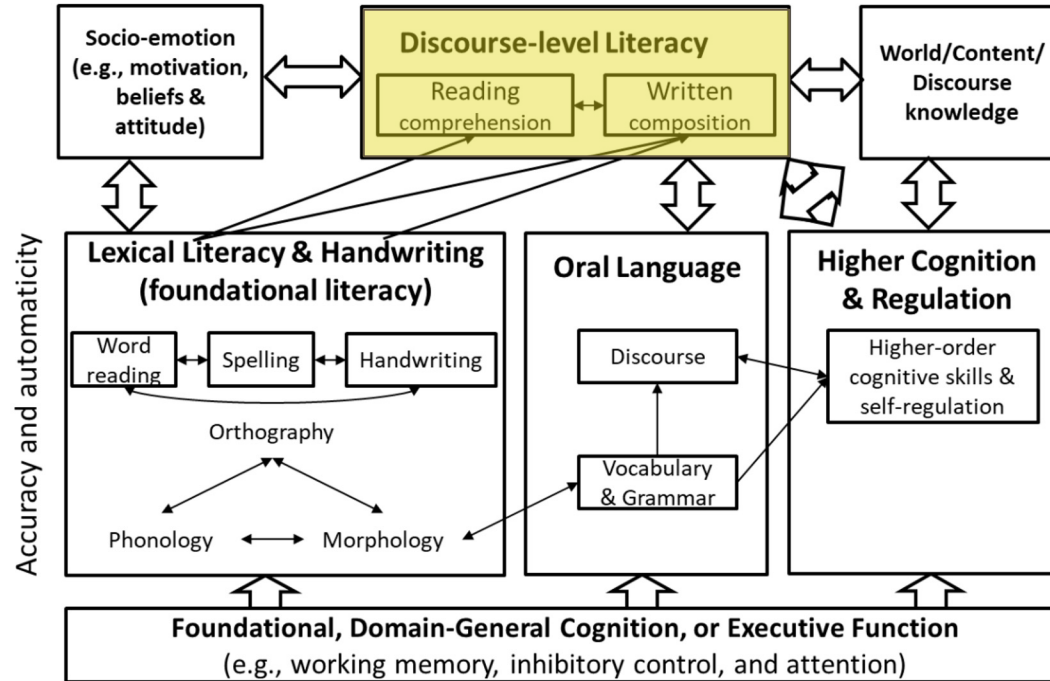
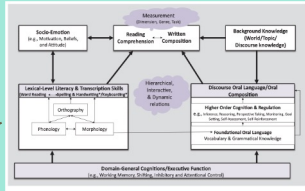


Figure 3. Interactive Dynamic Literacy Model

(Kim, 2020a)

# Translational Frameworks

# Actionable Instruction



Instruction and Activities

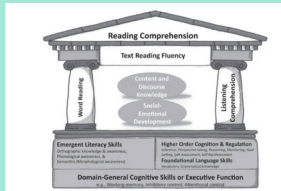
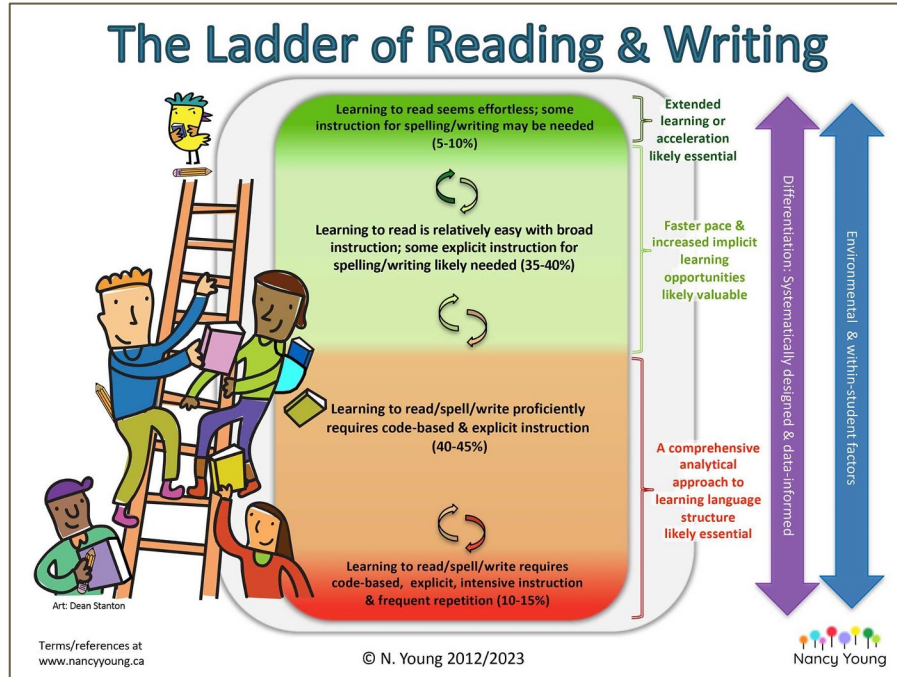


Figure 2. A slightly modified translated presentation of the Direct and Indirect Effects Model of Reading (DREK; Kim, 2017a). Created with permission. In addition to the cited-related factors

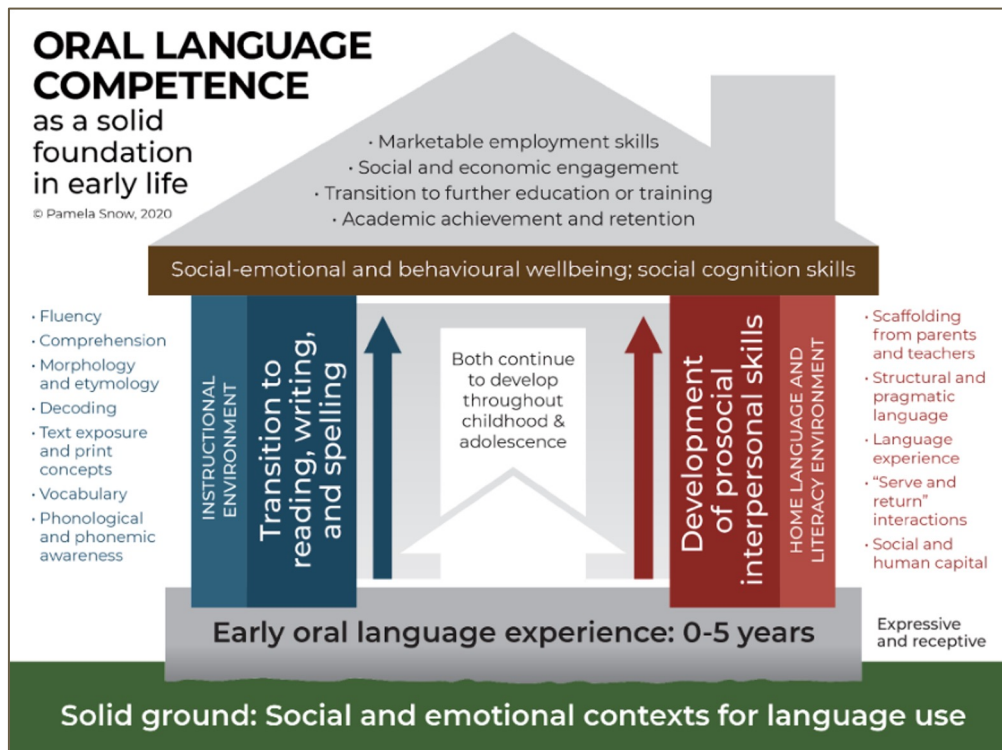


# Translational Frameworks



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

# Translational Frameworks



(Snow, 2020)

# Translational Frameworks

Blueprint for Comprehension Instruction	
<b>PREPARING FOR INSTRUCTION</b> CRITICAL UNDERSTANDINGS OF TEXT	What do you want students to know and understand after reading the text? What are the critical concepts and understandings—big ideas you want your students to acquire? What texts will support these understandings?
<b>PURPOSE FOR READING TEXT</b>	What are the content instructional goals and objectives? What are the literacy instructional goals and objectives?
<b>TEXT READING</b> VOCABULARY	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?
<b>LANGUAGE STRUCTURES</b> (phrases, clauses, sentence comprehension)	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?
<b>KNOWLEDGE</b> • Text structure • Background knowledge	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?
<b>LEVELS OF UNDERSTANDING AND INFERENCE</b>	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?
<b>EXPRESSION OF UNDERSTANDING</b>	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.”**

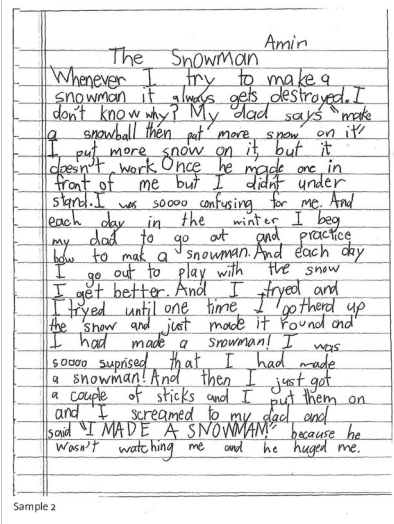
(Truckenmiller & Chandler, 2023)

**Reality sets in...**

# Assessment: 3x/Year

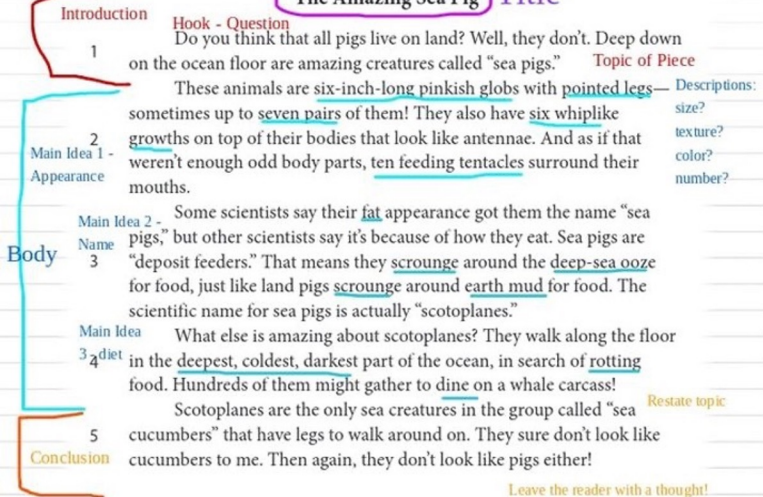


# Eventually evaluated on...



## Description

### The Amazing Sea Pig Title



# What is needed?

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



# Research to Practice Symposium

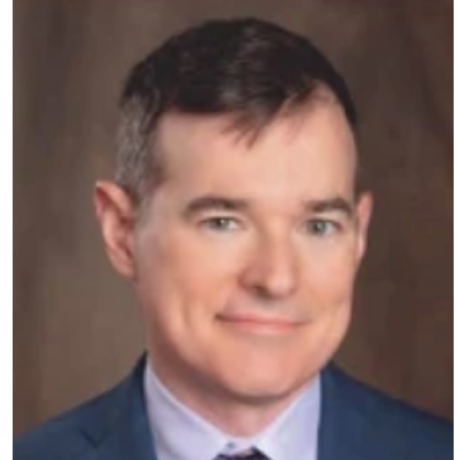
# Upcoming Presentation: Sonia Cabell

- 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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