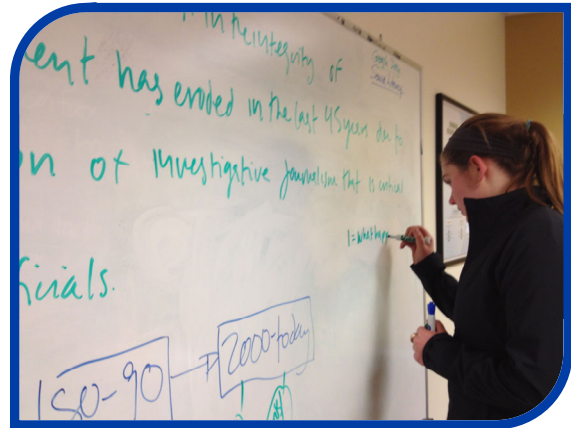




# How to teach writing without teaching writing

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## Business owners

Recently hired high school students' deficiencies

- **Written communication** 81%
- Leadership 73%
- Work ethic 70%
- Critical thinking 70%

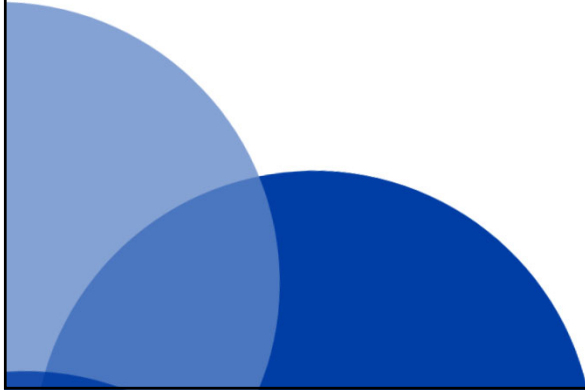


Kaye (2009)

2

## The dilemma of in schools

- MANY students struggle with writing
- Other professionals teach writing in schools
- How do you make a difference for students with dyslexia who struggle with writing?



3

### What's it take to do this?



Select one of the following lens-based prompts for your final essay on *Hamlet*. You will use the lens as a way to determine and explore a central message about the text, using key concepts and vocabulary to strengthen your analysis. Your paper should be 5-7 and follow MLA format.

#### LENS #1 - FORMALIST:

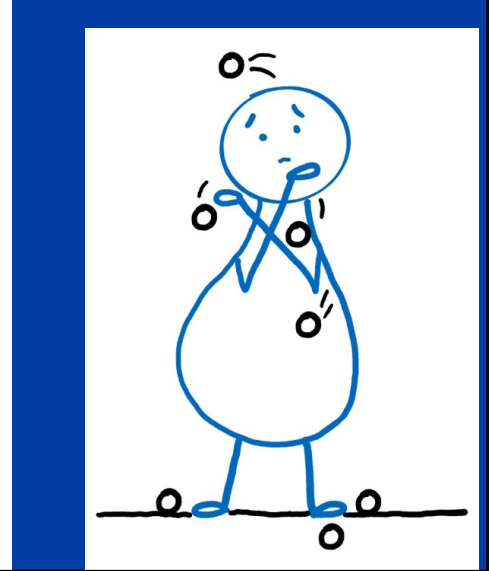
"I have that within which passes show." Analyze *Hamlet's* message about appearance and reality. Examine the motif of appearance/reality and explain how variations of this idea work together to support the **organic unity** of the text. Which characters engage in acting, spying, disguise, or lying? What deliberate attempts of deception are in the play and (when) are they successful? What imagery or other literary elements are associated with this motif?

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## Writing is juggling

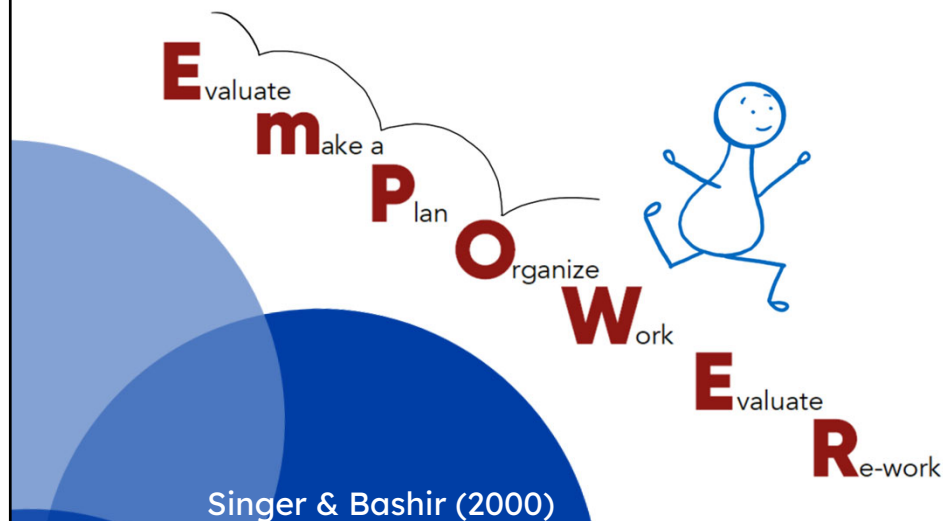
“To pay conscious attention to handwriting, spelling, punctuation, word choice, syntax, textual conventions, purpose, organization, clarity, rhythm, euphony, and reader characteristics would seemingly overload the information processing capacity of the best intellects.”

Scardamalia (1981)



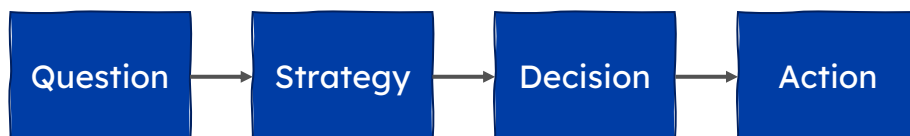
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## What's yours to teach?



6

## EmPOWER



Self-regulate the writing process by asking **9 questions**

Singer & Bashir (2000)

7

## The first step



8

## **What do I have to do?**

### **Circle & Underline**

One day you woke up on Mars. Tell all about what happened next.

9

## **What do I have to do?**

### **Circle & Underline**

Pretend you are your favorite animal. Describe what you do in a day.

10



## What do I have to do?

### Circle & Underline

The weather is very cold at this time of the year in New England. The weather is not as cold on the other side of the Earth. Write a paragraph and explain how this is possible.

11



## What do I have to do?

### Circle & Underline

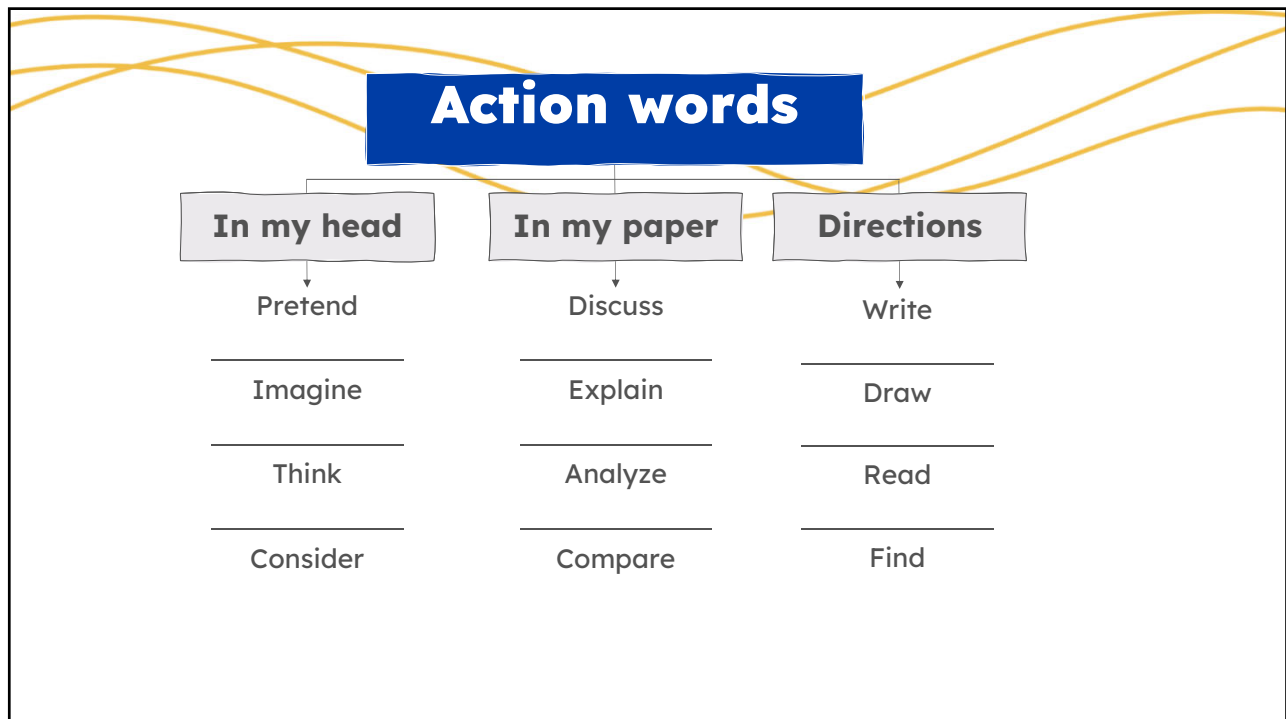
Science is all around us when we do things like cook, ride a bike, and eat popsicles. List some things you like to do every week. Explain how science is involved in each of those activities.

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## Teach what an action word is **explicitly**

- Not a “verb”
- A word telling you to DO something
- Action for the writer

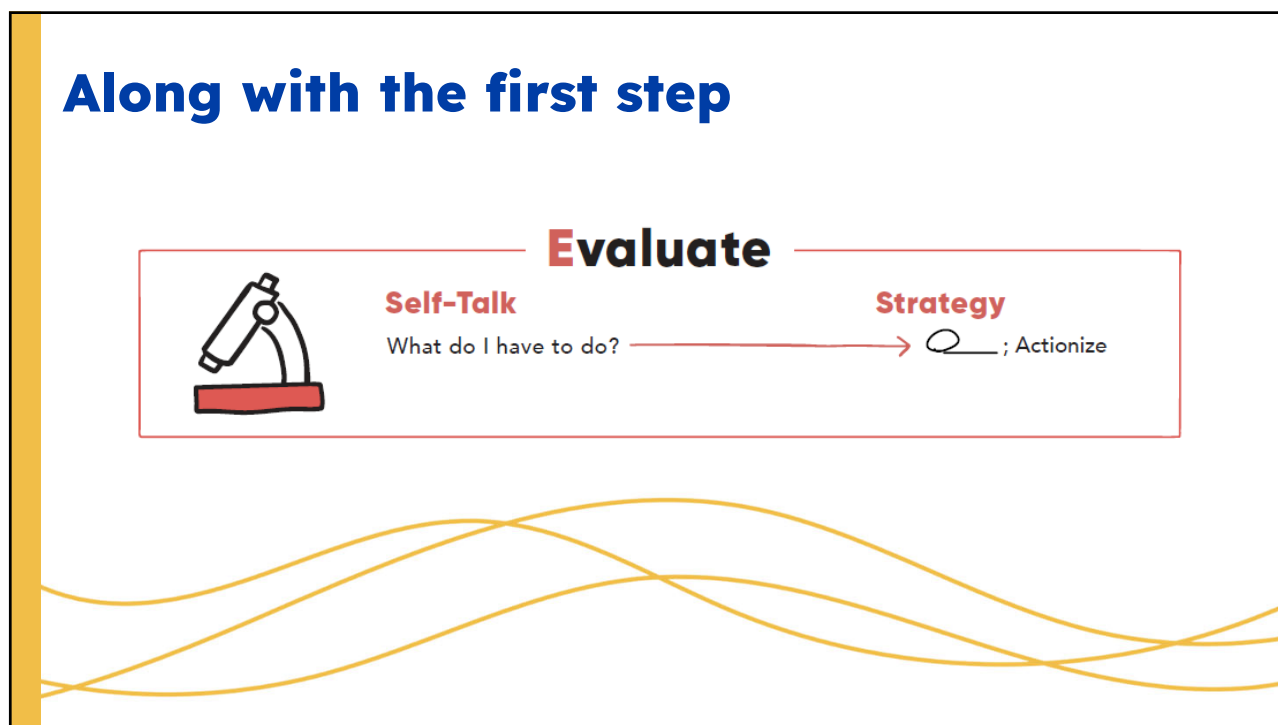
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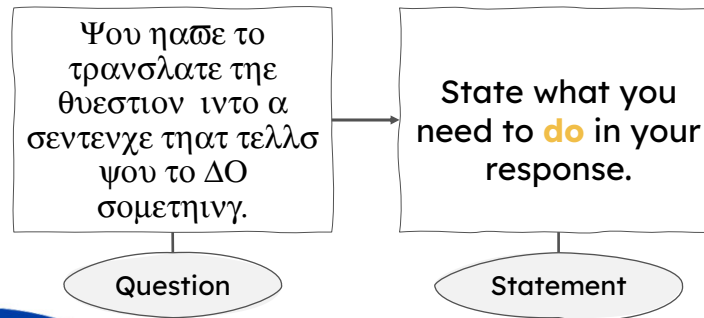


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## Actionize the question



Singer & Bashir (2000)

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## Actionizing strategy

How would your life be different if you didn't have thumbs?

18



## Actionizing strategy

Research an historical figure. How did their childhood influence their choice of career? How did they contribute to the greater good of society while they were alive? What do we think of their contribution now?

19



## What do I have to do?

NASA recently confirmed that leaked video footage of unidentified aerial phenomenon (UAP) was real. Search for and view the video published by CNN online and write a description of what these objects look like and how they behave. Do you think the video is real? Why?

20



## What do I have to do?

Many great figures throughout history were forced to overcome great obstacles. Choose two characters from *I am Malala*, by Malala Yousafzai. What personal, political, and social obstacles did she have to overcome? How did these ultimately influence the quality of her life?

21

## Along with the first step



### Evaluate

#### Self-Talk

What do I have to do? \_\_\_\_\_

How many parts will my paper need? \_\_\_\_\_

#### Strategy

→ Q ; Actionize

→ Titles

22





## Evaluate

What do I have to do?  
How many parts will my paper need?

Tell about a game either you or your friends made up when you were little. What's the goal of the game? What are the rules?

25



## Evaluate

What do I have to do?  
How many parts will my paper need?

Explain why General Howe made the decision to order the British Army to march to Concord to seize munitions. Tell what other choices General Howe could have made.

26



## Evaluate

What do I have to do?  
How many parts will my paper need?

Countless books have been written about people who are or become immortal. If given the choice, would you like to live forever? Explain why or why not.

27



## Evaluate

What do I have to do?  
How many parts will my paper need?

How would things be different on farms if chickens had thumbs?

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# Make the invisible **visible**

29

29

## Evaluate step



### Makes the task **visible**

- Assignment demands
- Task requirements

### Makes the goal **visible**

- Text structure
- Final product

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**We're  
targeting so  
many things  
that we care  
about!**



Inhibition



Reading comprehension



Vocabulary



Planning



Organization



Working memory

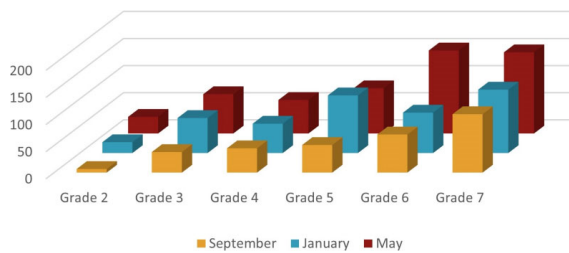


Discourse structure

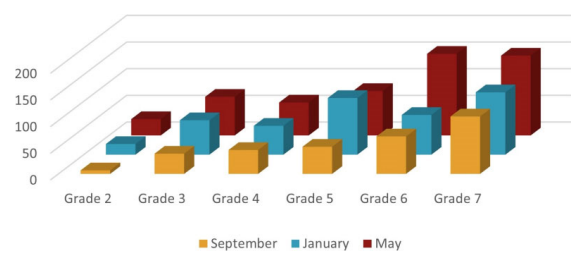
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## Outcomes

Singer & Mele-McCarthy (2008; 2024)



Writing quantity



Writing quality

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## Take aways

- 1 We are all teachers of writing.
- 2 Our role is to teach the cognitive & linguistic underpinnings of comprehending assignments and getting started.
- 3 To be effective, intervention must scaffold self-talk needed for executive control, strategies for language comprehension, and discourse organization.
- 4 Key aspects of writing instruction do not require any writing.

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## Suggested readings

Bashir, A.S. & Singer, B.D. (2006). Assisting students with becoming self-regulated writers. In T. Ukrainetz (Ed.). *Contextualized Language Intervention*. Eau Claire, WI: Thinking Publications.

Ehren, B.J. (2000). Maintaining a therapeutic focus and sharing responsibility for student success: Keys to classroom speech-language services. *Language, Speech, and Hearing Services in Schools*, 31, 219-229.

Ruffini, C., Osmani, F., Martini, C, Giera, W-K., & Pecini, C. (2024). The relationship between executive functions and writing in children: A systematic review. *Child Neuropsychology* 30 (1), 105-163.

Singer, B.D. & Bashir, A.S. (1999). What are executive functions and self-regulation, and what do they have to do with language-learning disorders? *Language, Speech, and Hearing Services in Schools*, 30, 265-273.

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