

The Writing Rope and Reading & Writing Connections

Joan Sedita

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Keys to Literacy free resources related to this workshop:

<https://keystoliteracy.com/free-resources/>

- Assorted articles, templates and printables
- Recorded webinar: “Stages of the Writing Process”
- Recorded webinar: “Two-Column Notes – A Powerful Tool for Comprehension & Writing
- Recorded webinar: “Reading and Writing from Text Sources” (3 parts)
- Recorded webinar: “Writing in the Content Areas – Grades 4-12

International Dyslexia Association Free Webinar Series:

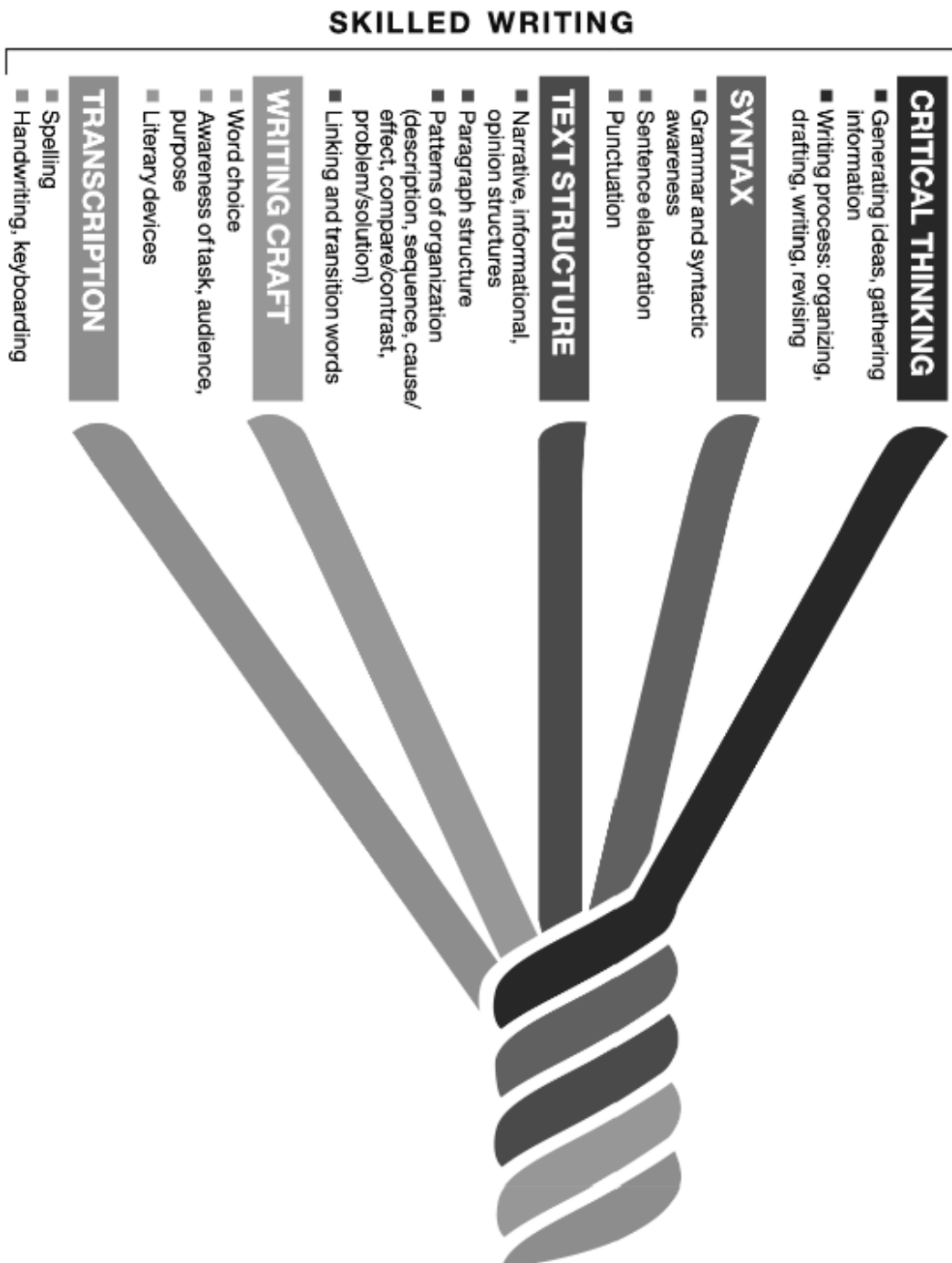
- Joan Sedita “Supporting Comprehension Through Writing About Reading”
- <https://dyslexiaida.org/webinars/>

Joan’s monthly blog post: <https://keystoliteracy.com/blog/>



The Writing Rope: The Strands That Are Woven Into Skilled Writing

(Sedita, 2019)



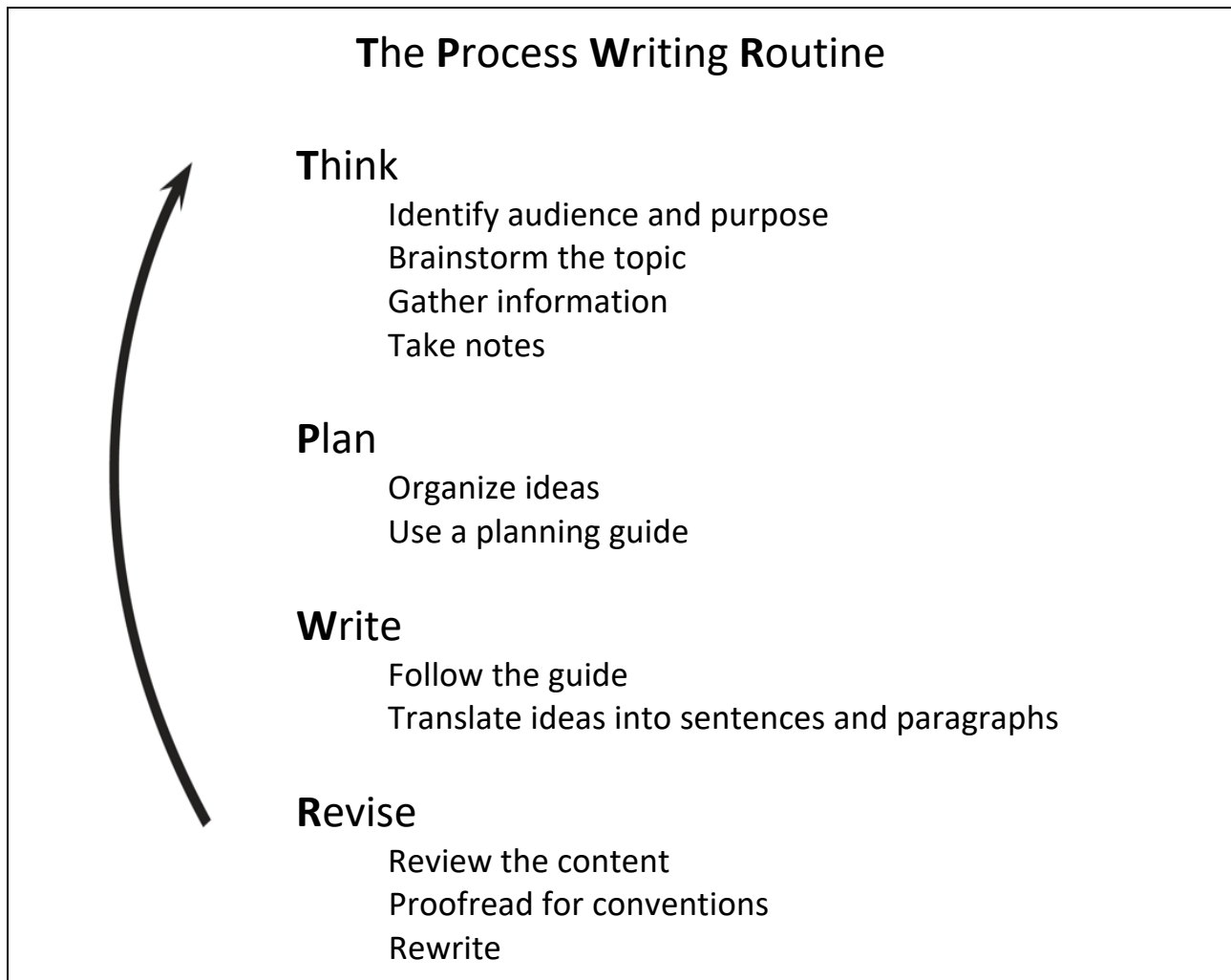
Research Reports:

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

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Graham, S., and Hebert, M.A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.



Guiding Questions

THINK

Identify Audience and Purpose

- What is the writing task, the purpose, and the audience for the writing piece?
- Which type of writing should I use: informational, narrative, opinion/argument, or a combination?

Brainstorm the Topic

- What do I already know about this topic?
- What sources might I use to learn more about this topic?
- What kinds of information do I need to gather about this topic?

Gather Information, Take Notes

- What strategies should I use to understand the sources?
- How should I set up notes to gather information?
- What ideas and information do I want to include in my writing piece?
 - For informational writing: What are the topics and subtopics?
 - For narrative writing: Who are the characters? What is the setting(s)? Is there a problem and solution? What are the events?
 - For opinion/argument: What is my position? What are the reasons and evidence supporting my position? What is a possible counterclaim and my rebuttal?

PLAN

Organize Ideas

- How long should the writing piece be?
- What is the best structure for the writing piece?

Use a Planning Guide

- How should I set up a graphic organizer to plan the structure?
 - Have I included an introduction and conclusion?
 - How should I organize the body of the writing piece?

WRITE

Follow the Guide

- Have I followed the plan from my graphic organizer?

Translate into Sentences and Paragraphs

- Have I written clear, concise and complete sentences?
- Have I included key vocabulary?
- Have I organized my paragraphs around main ideas and sentences with supporting detail?
- Have I included transition words and phrases to connect ideas between my sentences and paragraphs?

REVISE

Review the Content

- Are the introduction and conclusion clear and do they serve their purposes?
- Is the body of my writing piece organized?
- Should I add headings?
- Have I met the requirements of the writing task?
- Is there something I should add or delete?
- Do I need to go back to the *Think* stage to gather more information?

Proofread for Conventions

- Have I included correct capitalization and punctuation?
- Have I checked my spelling?

Rewrite

- Can I just make some changes to the first draft, or do I need to rewrite the piece?

Description/Explanation

Topic sentence: _____

First: _____

In addition: _____

Also: _____

Concluding sentence: _____

Examples:
Writing Templates

Sequence

Topic sentence: _____

First: _____

Next: _____

Finally: _____

Concluding sentence: _____

Example: Peer Feedback/Editing Checklist

(access at Keys to Literacy free resources: <https://keystoliteracy.com/free-resources/>)

Peer or Self-Feedback Checklist		
What I like about this writing piece:		
<hr/>		
<hr/>		
	YES	NO
Is there a good introduction?		
When you read the piece out loud, does it sound good to you?		<i>Underline any parts that are confusing.</i>
Are the ideas in the writing clear?		<i>Put a ? mark next to spots that are not clear and make suggestions.</i>
Is the piece organized?	<i>Provide a specific, positive comment about how the piece was organized.</i>	<i>Put the letter O in places that are disorganized and make suggestions.</i>
Is there enough information?		<i>Write INFO in spots that need more and make suggestions.</i>
Is there enough interesting and varied vocabulary?	<i>Put a * star in places where strong vocabulary was used.</i>	<i>Put the letter V with suggested vocabulary in places where the word choice could be improved.</i>
Were transitions used to make connections?	<i>Circle transition words or phrases that were used effectively.</i>	<i>Put the letter T in places where a transition would be helpful.</i>
Is there a good conclusion?		
Other:		
Additional Comments or Suggestions:		
<hr/>		
<hr/>		

Example: Teacher Information Writing Feedback Checklist

(access at Keys to Literacy free resources: <https://keystoliteracy.com/free-resources/>)

Teacher Checklist: Information Writing

<i>Introduction</i>	<i>Excellent</i>	<i>Getting There</i>	<i>Not Yet</i>
Is there a lead that engages the reader?			
Does the introduction identify the topic clearly?			
Does the introduction preview what is to follow?			
<i>Development of Ideas</i>			
Are the topics and subtopics presented in a logical, organized way?			
Is there sufficient detail and elaboration?			
Are the ideas and information clear and focused?			
Is evidence from sources integrated effectively?			
Are transitions used to create cohesion?			
Is the style, tone, and language appropriate to the audience, task, and purpose?			
<i>Content</i>			
Are the content requirements met?			
Is the content explained sufficiently?			
Does the writing demonstrate understanding of content?			
Is the information accurate and relevant?			
Does the piece include precise language and subject-specific vocabulary?			
<i>Conclusion</i>			
Does the conclusion highlight and support the key points?			
Does the conclusion create closure to the piece?			
<i>Sources</i>			
If sources were used, were they credible?			
Was the information properly cited?			
<i>Conventions</i>		Yes	No
Is there a systematic pattern of errors?			
Are there any capitalization or punctuation mistakes?			
Are there any spelling mistakes?			
Are the sentences grammatically correct?			

Example: Summarizing Template

(access at Keys to Literacy free resources: <https://keystoliteracy.com/free-resources/>)

Summary Template

1. List the main ideas in phrase form.

-
-
-
-
-
-
-
-

2. Write an introductory sentence that states the topic of the summary.

3. Turn the main ideas into sentences using your own words. You can combine some of the main ideas into one sentence.

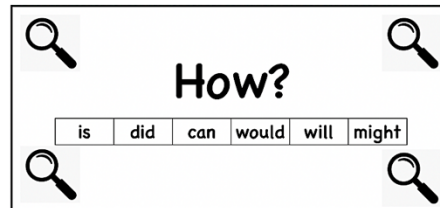
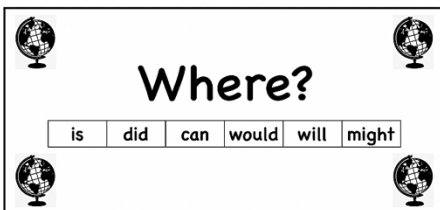
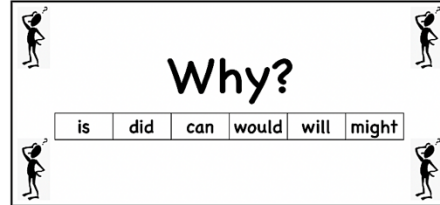
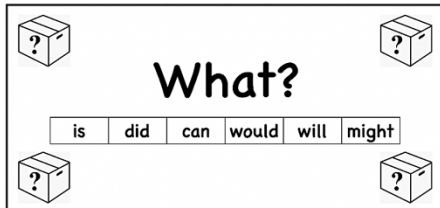
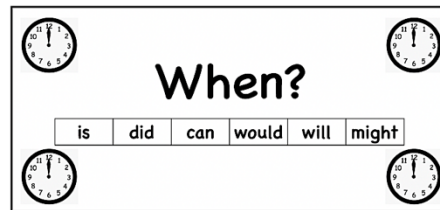
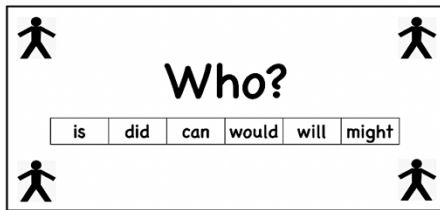
4. Add transition words from the list below or from the transition poster.

first, next, finally, before, after, during, later, also, another, in addition, in conclusion, to sum up, similarly, however, on the contrary, most important, for example, as a result, therefore

5. Proofread and edit your summary.

Elaborating Sentences

Using Questions



Expanded Kernel Sentences

- Elaborate the subject. (*add articles, adjectives*)
- Elaborate the predicate. (*add verbs*)
- Add a phrase.
- Compound the subject.
- Compound the predicate.
- Add a dependent clause to make a complex sentence.
- Combine two sentences into a compound sentence.

Example: Transition Words and Phrases

(access at Keys to Literacy free resources: <https://keystoliteracy.com/free-resources/>)

Transition Words and Phrases

<i>To indicate a time relationship</i>	after, afterward, after that, at first, at this time, before, beginning with, beyond, during, earlier, ending with, eventually, finally, following, from then on, in the meantime, last, later, meanwhile, next, now, since, soon, then, until, while
<i>To indicate spatial placement</i>	below, beside, between, beyond, farther on, here, next to, parallel with
<i>To list or present a series of ideas</i>	after, after that, finally, first, lastly, next, second, third
<i>To add information or continue a line of thought</i>	also, another, besides, further, furthermore, in addition, likewise, moreover, similarly
<i>To summarize or show conclusion</i>	accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up, to summarize
<i>To show comparison</i>	by comparison, compared to, in like manner, likewise, similarly
<i>To show contrast</i>	although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike
<i>To repeat information or stress a point</i>	above all, in fact, in other words, most important, once again, to repeat
<i>To provide an example or illustrate a point</i>	for example, for instance, such as, to illustrate, that is
<i>To show cause and effect</i>	as a result, because, because of, caused by, consequently, for that reason, that is why, therefore, thus
<i>To state the obvious</i>	certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt
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The Writing Rope & Connections to Reading

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The Writing Rope and Integration of Reading & Writing

Joan Sedita

Keys to Literacy

The Writing Rope
A Framework for Explicit Writing Instruction in All Subjects
Joan Sedita
Foreword by Dr. Deborah

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The Writing Rope

The Strands That Are Woven Into Skilled Writing

SKILLED WRITING

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT

- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding

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What do we know about effective writing instruction?

Writing to Read

Writing Next

Teaching Secondary Students to Write Effectively

Teaching Elementary School Students to Be Effective Writers

IES Guides

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IES Report: Elementary

1. Provide daily time for students to write.
2. Teach students to use the writing process for a variety of purposes.
3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
4. Create an engaged community of writers.

2012

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IES Report: Secondary

1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle to teach writing strategies (*I do, We do, You do*)
2. Integrate writing and reading to emphasize key writing features.
3. Use assessments of student writing to inform instruction and feedback

2016

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11 Writing Next Findings Grades 4-12

- Writing Strategies
- Summarizing
- Collaborative Writing
- Specific Product Goals
- Word Processing
- Sentence Combining
- Pre-writing
- Inquiry activities
- Process Writing Approach
- Study of Models
- Writing for Content Learning

2007


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Writing Instruction Reflection




On a scale of duck, how do you feel about teaching writing?

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The Reading and Writing Connection



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Writing to Read

- Have students write about the texts they read.
 - *Personal reactions to text*
 - *Summaries*
 - *Notes*
 - *Answering, creating questions about text*
- Teach students the writing skills and processes that go into creating text.
- Increase how much students write.

2010

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READING AND WRITING FLOAT ON A SEA OF TALK!

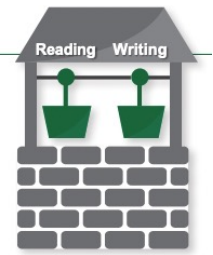
James Britton, 1970

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Integrating Reading-Writing

- Reading & writing share cognitive processes and an oral language base.
- A shared knowledge model: reading & writing are 2 buckets drawing water from a common well. (Fitzgerald & Shanahan, 2000)



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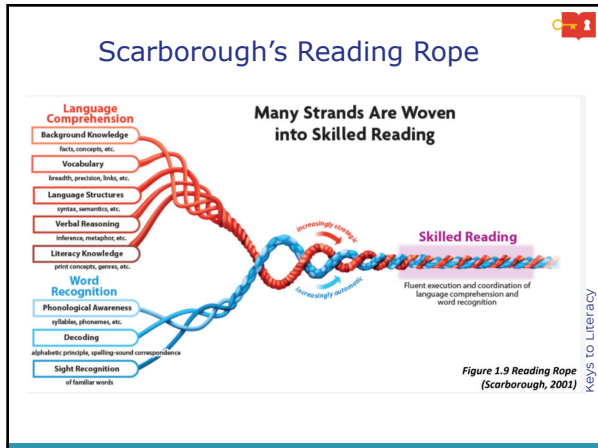
Reading Supports Writing	Writing Supports Reading
<ul style="list-style-type: none"> • Reading like a writer: attending to features of text helps students write similar types of text • Reading supports knowledge of text structure, organization, grammar & syntactic awareness, spelling, use of literary devices. 	<ul style="list-style-type: none"> • Writing about material read enhances reading abilities, including comprehension. • Writers gain insight about reading by creating their own texts, leading to better comprehension of texts produced by others.

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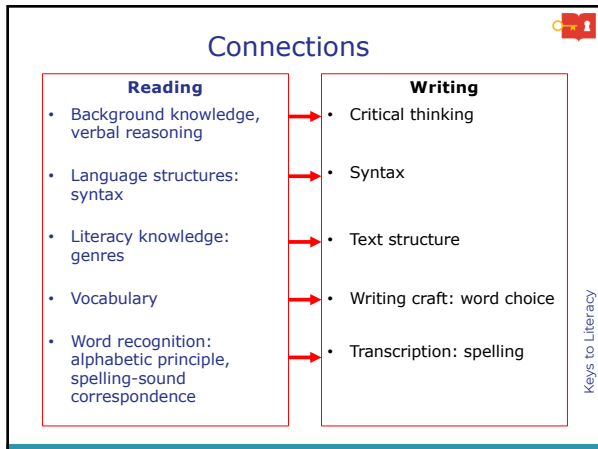
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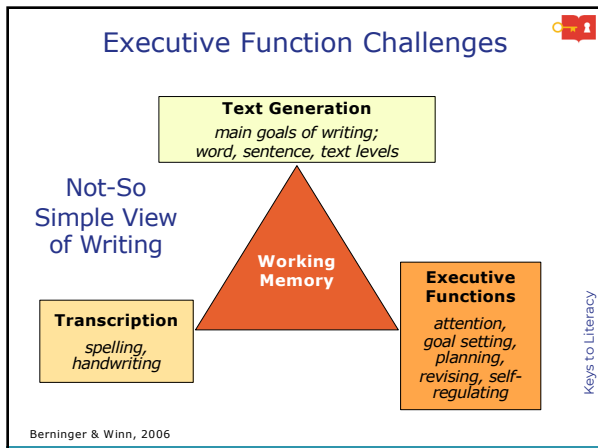
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The Challenge of Writing

"While negotiating the rules and mechanics for writing, the writer must maintain focus on factors such as organization, form and features, purposes and goals, audience needs and perspectives, and evaluation of the communication between author and reader. Self-regulation of the writing process is critical; the writer must be goal oriented, resourceful, and reflective... For skilled authors, writing is a flexible, goal-directed activity, scaffolded by a rich source of cognitive processes and strategies for planning, text production, and revision."

Harris, Schmidt, Graham

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- Writing Difficulty: Common Issues**
1. Often lack critical reading skills
 2. Tend to lack understanding of grammar concepts
 3. Have a difficult time editing their own writing and/or the writing of others
 4. Typically have a hard time identifying or creating a logical sequence of ideas
 5. Often lack a strong vocabulary
 6. Don't effectively use pre-writing strategies. Alternatively, they may have great difficulty in starting a piece of writing.
- What issues do you see in the writing of your students who have difficulty writing?*

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Reflection

I used to think _____,
but now I know _____.

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The Writing Rope

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT

- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding

CRITICAL THINKING

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Stages of the Writing Process

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Common Visual, Common Language

The Process Writing Routine

Think
Plan
Write
Revise

Research supports explicit instruction of the writing process!

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Stages of the Writing Process

THINK
PLAN
WRITE
REVISE

The Process Writing Routine

Think

- Identify audience and purpose
- Brainstorm the topic
- Gather information
- Take notes

Plan

- Organize ideas
- Use a planning guide

Write

- Follow the guide
- Translate ideas into sentences and paragraphs

Revise

- Review the content
- Proofread for conventions
- Rewrite

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Time: 40/20/40

Students assume they should spend the bulk of their time writing the first draft. However, they should...

- ...spend **40%** of their time planning, reading, gathering, note-taking (**THINK, PLAN**)
- ...spend **20%** of their time draft writing (**WRITE**)
- ...spend **40%** of their time rewriting and revising, including editing (**REVISE**)

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A Recursive Process

- Writing is a *dynamic* and *recursive* process.
- Writers *repeat* and *revisit* the stages several times as they develop a piece of writing.
- There are *no boundaries* between each stage - at any point *writing may be temporarily interrupted* as the writer attempts to improve the writing piece

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Explicit Strategy Instruction for Each Stage

Research consistently confirms that teaching strategies to students for planning, revising, and editing their writing pieces can have a dramatic effect on the quality of their writing.

Keys Strategies/Scaffolds

- THINK:** two-column notes
- PLAN:** topic web
- WRITE:** writing templates, how-to lists
- REVISE:** feedback checklists

Graham & Perin, 2012

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Scaffold

Stage	Two Column Notes
THINK Gather Information	Topic _____ Main Ideas Details
	Two column notes can help generate, capture and organize what students will write. These notes are versatile enough to be applied to a variety of sources prior to drafting short or lengthy writing pieces.

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The Four Seasons

Winter	<ul style="list-style-type: none"> cold weather bare trees coats, gloves ice hockey
Spring	<ul style="list-style-type: none"> warm weather trees have buds light jackets basketball
Summer	<ul style="list-style-type: none"> hot weather full leaves on trees shirts and shorts baseball
Fall	<ul style="list-style-type: none"> cool weather leaves fall from trees light jackets football

Basic Example

Write a brief description of the four seasons.

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What Blood Cells Do

red cells	have hemoglobin—picks up oxygen when you breathe red cells carry oxygen around body 1 drop = 5 mil. cells made in the bone marrow
white cells	made in the bone marrow larger than red cells fewer of them (1 for every 700 red) defend body against infection from germs, viruses, bacteria travel to infected areas body produces more white cells to fight disease can even destroy cancer
platelets	like tiny disks make chemicals to help blood clot clotting makes blood thicken to stop bleeding platelets stick together to clot white cells then fight bacteria that enters wound
plasma	liquid part of blood, has no cells 80% water 50-60% of blood carries nutrients and waste products

**Gr: 5:
Explain the role of human blood cells.**

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Themes: Old Man and the Sea

friendship	<ul style="list-style-type: none"> Santiago is mentor, companion, role model to Manolin S does not accept defeat because M is defeated M gives food & clothes, lugs gear, encourages S during unlucky streak friendship based on mutual respect
perseverance	<ul style="list-style-type: none"> 84 days w/out fish pushes S to fish dangerously far at sea struggles with marlin for 3 days & nights S is exhausted, old, hungry, in pain battle of will between S & marlin fight off sharks from eating marline
success	<ul style="list-style-type: none"> at first S lacked success catching fish was successful in the battle with marlin catches & kills marlin S has respect & admiration of M

High School English

Write an essay about the 3 themes.

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Guiding Questions: THINK

Identify Audience and Purpose

- What is the writing task, purpose, and audience for the writing piece?
- Which type of writing should I use: informational, narrative, opinion/argument, or a combination?

Brainstorm the Topic

- What do I already know about this topic?
- What sources might I use to learn more about this topic?
- What kinds of information do I need to gather about this topic?

Gather Information, Take Notes

- What strategies should I use to understand the sources?
- How should I set up notes to gather information?
- What ideas and information do I want to include in my writing piece?

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Scaffold

Stage	Top-Down Web
PLAN <i>Organize Ideas, Plan Structure</i>	
<p>Once information is gathered, organizing info into a writing plan that guides the draft (WRITE) stage is an important part of pre-writing.</p>	

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Guiding Questions: PLAN

Organize Ideas

- How long should the writing piece be?
- What is the best structure for the writing piece?

Use a Planning Guide

- How should I set up a graphic organizer to plan the structure?
 - Have I included an introduction and conclusion?
 - How should I organize the body of the writing piece?

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Graphic Organizer

Introduction

- Introduce the topic of the writing piece

Body Development

- Organize information
- Present main ideas, details
- Include text features

Conclusion

- Supports the information presented, provides closure

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Topic Web: Information

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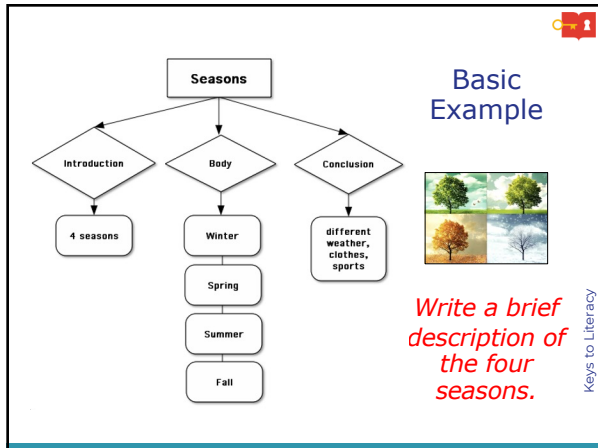
Expanded Topic Web: Information

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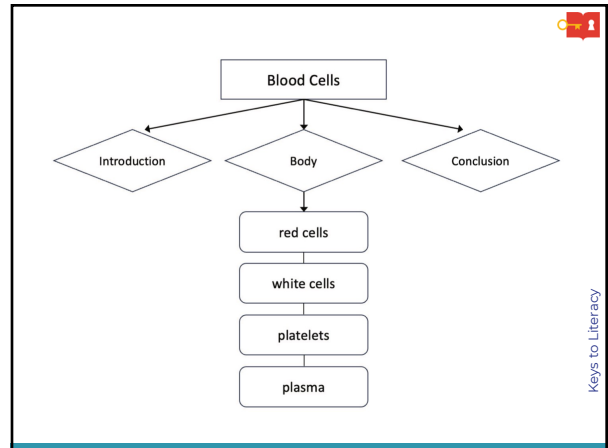
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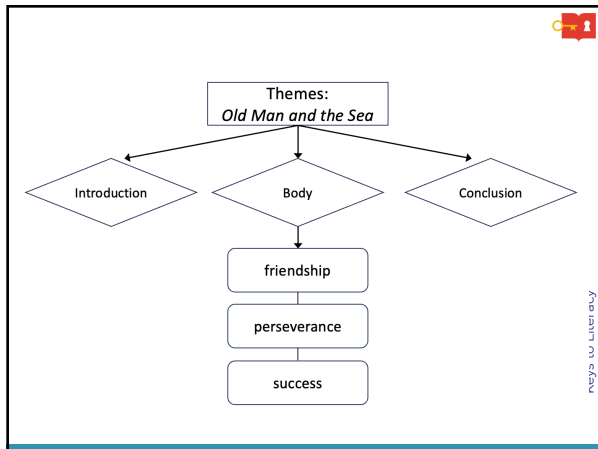
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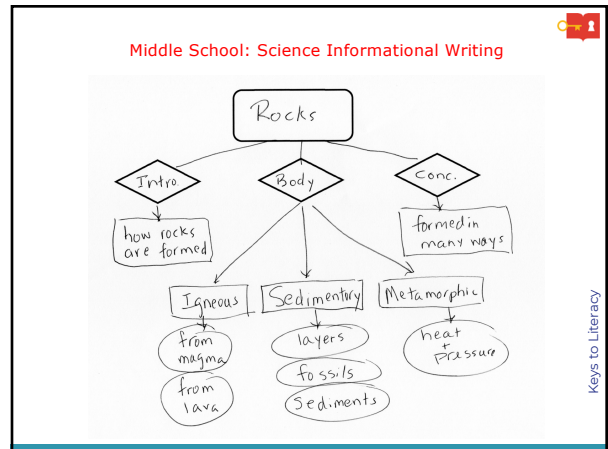
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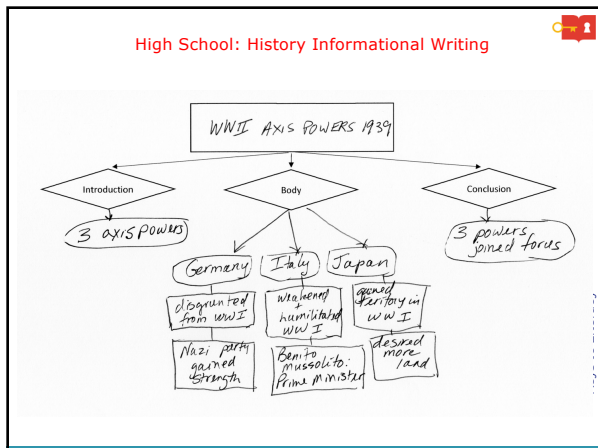
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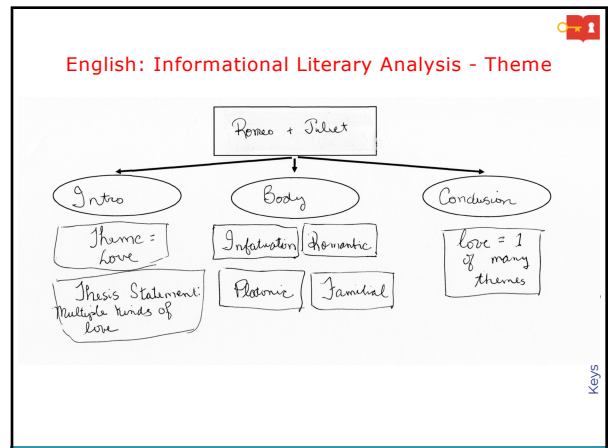
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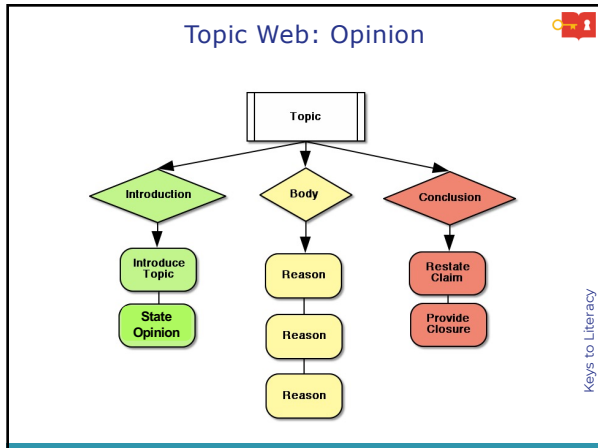
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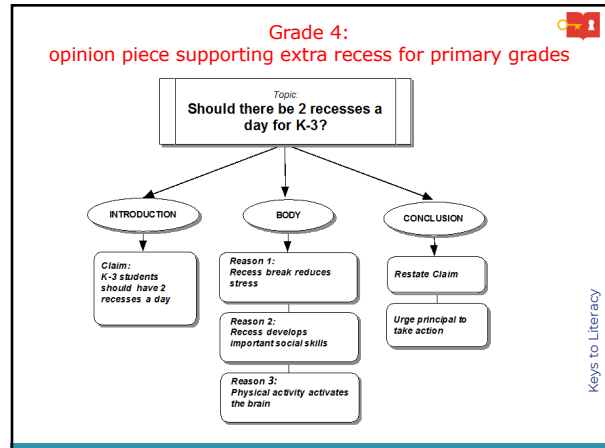
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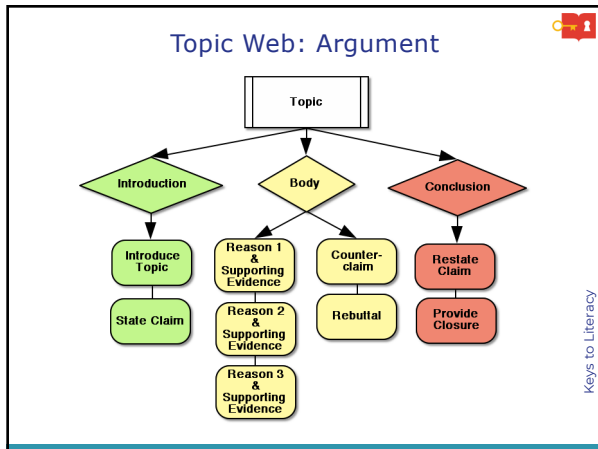
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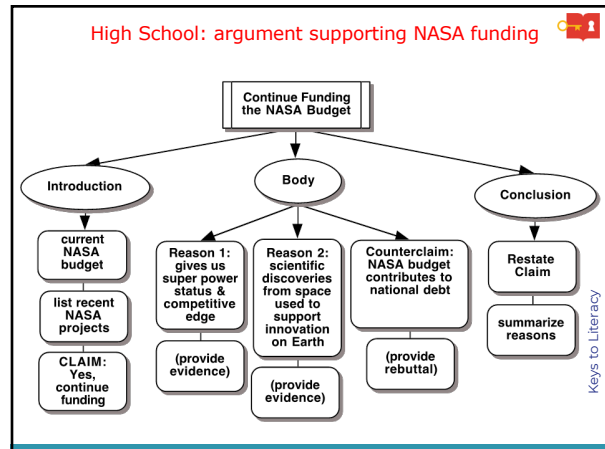
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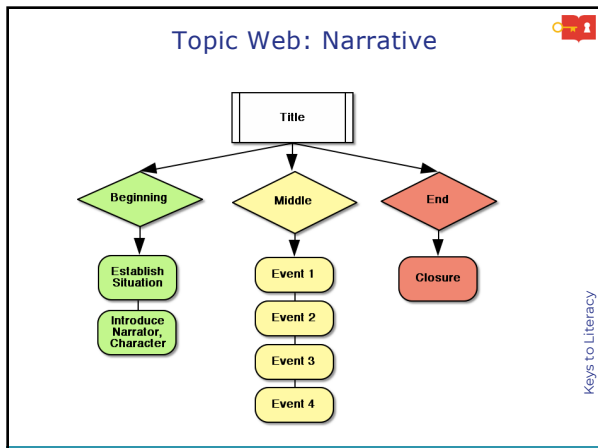
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Scaffold

Stage	Writing Templates	
WRITE <i>Translate ideas into sentences or paragraphs using your pre-write guide</i>		
	<p>Templates help organize the process of moving from bulleted notes and phrases in a graphic organizer to sentences that make up paragraphs.</p>	

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Guiding Questions: WRITE

Follow the Guide

- Have I followed the plan from my graphic organizer?

Translate into Sentences and Paragraphs

- Have I written clear, concise and complete sentences?
- Have I included key vocabulary?
- Have I organized my paragraphs around main ideas and sentences with supporting detail?
- Have I included transition words and phrases to connect ideas between my sentences and paragraphs?


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Writing Template: The Four Seasons

Basic Example



Write a brief description of the four seasons.

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Example: Science

Describe the planet Mars.

Mars is an uninhabitable planet for several reasons. **First**, the atmospheric pressure on Mars is far below the limit that people can survive without pressure suits. **In addition**, the atmosphere is mostly carbon dioxide that is toxic to humans. **Also**, there are salt minerals present on Mars that would kill bacteria needed to support life. The technology that would be needed to overcome these challenges means that life on Mars is not realistic.

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4

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Example: Math

Steps: adding fractions with unlike denominators

When you need to add two fractions with **unlike denominators**, there are four steps to follow. **First**, find the **least common multiple** for your two denominators. **Second**, you create equivalent fractions with that denominator. **Third**, you add the two new numerators and leave the denominator alone. **Finally**, express your sum in **lowest terms**. If the denominators are already the same, then you can skip the first two steps.

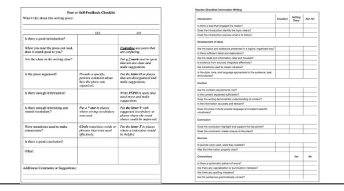
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Scaffold

Stage	Feedback Checklists
<p>REVISE</p> <p>Review targeted components & strategically rewrite</p>	

Revision should be targeted based on self or peer feedback and guided by the teacher. Students benefit from instruction on evaluation criteria and guidelines for revising.

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About Revision

- A sequence of changes to writing: ideas, words, phrases, sentences, paragraphs are added, deleted, moved, changed
- An important aspect of the writing process used extensively by successful writers
- Provides opportunity to improve a writing piece, but also to improve future writing
- Includes revising content, AND editing for conventions (spelling, capitalization, punctuation, grammar)

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Guiding Questions: REVISE

Review the Content

- Are the introduction and conclusion clear and do they serve their purposes?
- Is the body of my writing piece organized?
- Should I add headings?
- Have I met the requirements of the writing task?
- Is there something I should add or delete?
- Do I need to go back to the *Think* stage to gather more information?

Proofread for Conventions

- Have I included correct capitalization and punctuation?
- Have I checked my spelling?

Rewrite

- Can I just make some changes to the first draft, or do I need to rewrite the piece?

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Peer or Self-Feedback Checklist


What I like about this writing piece:

	YES	NO
Is there a good introduction?		
When you read the piece out loud, does it sound good to you?		<i>Underline any parts that are confusing.</i>
Are the ideas in the writing clear?		<i>Put a 2 mark next to spots that are not clear and make suggestions.</i>
Is the piece organized?	<i>Provide a specific, positive comment about how the piece was organized.</i>	<i>Put the letter O in places that are disorganized and make suggestions.</i>
Is there enough information?		<i>Write INFO in spots that need more and make suggestions.</i>
Is there enough interesting and varied vocabulary?	<i>Put a * star in places where strong vocabulary was used.</i>	<i>Put the letter V with suggested vocabulary in places where the word choice could be improved.</i>
Were transitions used to make connections?	<i>Circle transition words or phrases that were used effectively.</i>	<i>Put the letter T in places where a transition would be helpful.</i>
Is there a good conclusion?		
Other:		

Additional Comments or Suggestions:

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Peer Feedback/Editing Checklist



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Teacher Checklist: Information Writing

	Excellent	Getting There	Not Yet
Introduction			
Is there a lead that engages the reader?			
Does the introduction identify the topic clearly?			
Does the introduction preview what is to follow?			
Development of ideas			
Are the topics and subtopics presented in a logical, organized way?			
Is there sufficient detail and elaboration?			
Are the ideas and information clear and focused?			
Is evidence from sources integrated effectively?			
Are transitions used to create cohesion?			
Is the style, tone, and language appropriate to the audience, task, and purpose?			
Content			
Are the content requirements met?			
Is the content relevant and sufficient?			
Does the writing demonstrate understanding of content?			
Is the information accurate and relevant?			
Does the piece include precise language and subject-specific vocabulary?			
Conclusion			
Does the conclusion highlight and support the key points?			
Does the conclusion create closure to the piece?			
Source			
If sources were used, were they credited?			
Was the information properly cited?			
Conventions		Yes	No
Is there a systematic pattern of errors?			
Are there any capitalization or punctuation mistakes?			
Are there any spelling mistakes?			
Are the sentences grammatically correct?			

Example: Teacher Checklist Informational

- Introduction
- Development of Ideas
- Content
- Conclusion
- Sources
- Conventions
- *What I like about this piece...*
- *Additional Comments/Suggestions...*

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Reflection

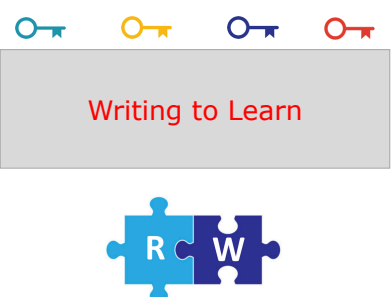
Strategies for Stages of the Writing Process

- An "aha!" for me...
- A takeaway for me...
- Overall reaction/comment

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Writing to Learn




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Writing to Read

- Have students write about the texts they read.
 - *Personal reactions to text*
 - *Summaries*
 - *Notes*
 - *Answering, creating questions about text*
- Teach students the writing skills and processes that go into creating text.
- Increase how much students write.




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Writing is Thinking!



Even quick writing is powerful for processing, understanding, and remembering.



When we write, we...


- Organize
- Clarify
- Solidify Understanding
- Build Relationships
- Extend Our Thinking
- Engage

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Writing to Learn Skills

- Annotating text sources
- Gathering information, evidence into notes
- Planning, organizing information
- Turning notes and plan into sentences, paragraphs
- Knowledge of text structure, text features
- Revising and editing skills



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Examples


General Academic	Authentic, Real-World	Subject Specific
<ul style="list-style-type: none"> • Summary • Essay, composition • Short answer test question • Description, explanation • Sequence, chronology • Compare & contrast • Cause & effect • Problem & solution 	<ul style="list-style-type: none"> • Letter • Article • Editorial • Brochure, poster • Info-graphic • Blog post • Proposal • Advertisement • Book, movie review • Resume, cover letter 	<ul style="list-style-type: none"> • Science: lab report • Social Studies: writing about historical events • Math: describe, explain a graph • ELA: literary analysis, poem • Art: developing an artist's statement or analysis of an art work

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Writing from Sources

- Students **engage in critical thinking** when writing is based on sources.
- Source writing tasks typically use **informational** or **opinion/argument** writing.
- Several types of writing-from-sources tasks
 - e.g., *extended research reports, journal responses based on personal responses to text*



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Comprehension & Writing Combined


Proficient Comprehension Skills

+

Proficient Writing Skills

=

Quality Written Responses




- Think and plan stages involve comprehension of sources and writing skills
- Writing and revising stages involve multiple writing skills.

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Summary Writing



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What is a summary?

- A shorter, **condensed** statement of the **main ideas** or **events** from something read, said, or done
- Includes **only a few** essential details
- An important "life skill"
- Different** from retell, paraphrase,
- Length will vary** depending on source
- Can be used as **formative assessment**



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How To Teach Summarizing

- Teach students:
 - what a summary is and is not
 - how to identify main idea skills
 - how a summary is different from other writing tasks
 - how to generate summaries from non-text and text
 - how to use scaffolds to support summary writing
- Model and use think aloud
- I, We, You
- Provide scaffolds

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How to Write a Summary

- Distinguish main ideas from details.
- Write in phrase form.
- Begin with an introductory statement.
- Turn main ideas into sentences and include a few details.
- Combine the sentences.
- Incorporate transition words.
- Proofread.

MIST

Main ideas listed

Introductory sentence

Sentences with main ideas

Transitions added

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Summary

5 transitional words 20 pts
topic sent. 4 detail sent. 40 pts
4 vocab words 40 pts

Ancient Greece's Religious Beliefs

Most importantly, Ancient Greece was a polytheistic civilization, first they believed in a family of gods and goddesses called the "Twelve Olympians." In addition, the gods were **immortals**, meaning they live forever. They resided on Mount Olympus with Zeus as the ruler of the gods and all humanity. Also to honor Zeus, they held the **olympic games** every four years. People also went to **oracles** to get advice. In conclusion, the Ancient Greeks religious beliefs are explained in **myths**.

11/20/20

First, the phoenicians were an important Mediterranean civilization. Second, purple dye made from snails or carlebor wood helped them gain wealth through trade. Next, they were a great sea power and even explored into the Atlantic ocean. Then they developed a system of writing with 22 consonants, an alphabet, which helped them record trade. After, the phoenicians established trading colonies in Africa and the middle east. Last but not least, the phoenicians spread civilization in the ancient Mediterranean world.

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Summary Template

- List the main ideas in phrase form.
- Write an introductory sentence or topic sentence.
- Write all the main ideas in sentences in order.
- Add transition words: first, next, last, finally, before, after.
- Proofread your summary.

Summary Template

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Template to Summary

Summary Template

- List the main ideas in phrase form.
- Write an introductory sentence or topic sentence.
- Write all the main ideas in sentences in order.
- Add transition words: first, next, last, finally, before, after.
- Proofread your summary.

FISHES

The **first** fish appeared millions of years ago. **Today**, all fish are water-dwelling vertebrates and most have scales, fins, and gill slits. Fish use special structures to help them attract prey and eat. They **also** have closed circulatory systems and excretory systems. **In addition**, fish have strong sense organs to see, smell, and touch. Most fish are either male or female, **although** some can change sex or function as both. Most fish fertilize eggs outside the body. **However**, some fish fertilize eggs inside the body and then give birth to live fish. Some fish exhibit interesting behaviors. **For example**, some males dance or have bright colors. There are three main classifications of fish, including jawless, those with cartilage, and those with bones.

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Two-Column Scaffold

Causes of Floods

Too much rain	<ul style="list-style-type: none"> when there is a lot of rain pools of water form water cannot seep into the ground fast enough water spread across land causes flash floods
Frozen ground	<ul style="list-style-type: none"> water cannot seep into frozen ground happens in the mountains snow melt and rain move downhill mountain streams flood the valley below
Hurricanes	<ul style="list-style-type: none"> winds push huge waves onto shore heavy rain falls inland hurricane wind and water cause damage
Tsunami	<ul style="list-style-type: none"> waves caused by earthquake or volcano eruptions in ocean waves swamp the coast very little warning

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Summary

There are four things that can cause a flood. First, too much rain that can't seep into the ground can start a flash flood. Another cause is frozen ground and melted snow and rain coming from mountains. A third cause is hurricanes that push waves onto shore and bring heavy rain. Finally, a tsunami brings waves that swamp the coast.

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The Colonists Revolt

tension builds	<ul style="list-style-type: none"> "no taxation without representation" Proclamation of 1763 Sugar Act Stamp Act Quartering Act Boston Massacre Tea Act
Colonists rebel with boycotts, protests, threats	<ul style="list-style-type: none"> tar & feathering Sons of Liberty threaten to burn down houses of stamp sellers Boston Tea Party
war is on the horizon	<ul style="list-style-type: none"> Olive Branch petition rejected by King George, Aug 1775 Patrick Henry's speech - "Give me liberty or give me death" Lexington and Concord "...shot heard round the world..." April 1775

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Summary

The Colonists revolted for several reasons. Tensions began to build as colonists were taxed more and more without representation. For example, the Sugar Act and the Tea Act imposed new taxes on Colonists without giving them a say. Therefore, many colonists began to boycott, protest and make threats to show their anger. For example, colonists began tarring and feathering tax collectors. Finally, war was on the horizon once King George rejected the Olive Branch Petition. This set the stage for the start of the revolution with the "shot heard round the world".

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Top-Down Topic Web Scaffold

Summarize how the character Atticus Finch in *To Kill a Mockingbird* demonstrates courage.

```

    graph TD
      A([Atticus Finch: Courage]) --> B[defended Tom Robinson]
      A --> C[shot a rabid dog]
      A --> D[faces down lynch mob]
    
```

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Sample Summary

Throughout *To Kill a Mockingbird*, Atticus Finch demonstrates that he is a courageous man. For instance, he was willing to face criticism and threats of violence to defend Tom Robinson, a black man who was on trial during the Jim Crow era. Atticus also shows his courage by shooting a rabid dog that was running wildly in the streets even though he could have been bit. Finally, Atticus protects Tom by facing down a mob that is trying to lynch him.

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5th grader uses topic web to plan a summary

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The student wrote the summary and used color to compare to the topic web.

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Reflection

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The Writing Rope

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Sentences, Paragraphs

Building Blocks of Writing!

Words → Sentences → Paragraphs → Multi-Paragraphs → Chapters → Books

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Syntax: Sentence Structure

- One by one, sentences (oral or written) communicate ideas that add up to make meaning.
- Encourage students to think about what makes a sentence "strong."

Syntax: the system and arrangement of words, phrases, and clauses that make up a sentence

developing "sentence sense"

Syntactic Awareness: understanding grammar

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Complex Sentence Structure

- Some students who have weak “syntactic” skills may have difficulty comprehending lengthy, complex sentences.

Sentence + Sentence + Sentence = longer, complex Sentence

- They benefit from explicit sentence structure activities, such as **sentence combining**.

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Improving Sentence Writing

“Of the many difficulties writers encounter when engaged in the complex act of writing, crafting sentences that accurately convey the intended meaning is particularly challenging... manipulating sentences is both effortful and critical.”

Sentence Instruction Goals

- Develop fluency for writing sentences so focus can be on composing
- Help students write longer, elaborated, more complex sentences





Saddler, 2012



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Developing Syntactic Awareness

Goal: provide multiple opportunities for students to practice manipulating parts of sentences

-  Sentence Scrambles
-  Fragment or Complete
-  Sentence Combining
-  Sentence Elaboration

Sentence Structure **Sentence Structure Part 2**

Literacy Lines Blog
<https://keytoliteracy.com/blog/>


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Sentence Combining

Manipulate & rearrange basic sentences into more syntactically mature and varied forms.

- Developed in 1960’s
- Consistent findings: effective **evidence-based** method for improving comprehension and writing skills
- For grades **K-college** level
- More effective than traditional grammar instruction (i.e., labeling parts of speech, correcting grammar in student writing)



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Simple Examples

The book was good. The movie was good.
The book and the movie were good.

The girl drank lemonade. The girl was thirsty.
The thirsty girl drank lemonade.

The weather was perfect. The girls were playing soccer.
The weather was perfect, and the girls were playing soccer.

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Advanced Example

Source: science text

- Wildlands are lands.
- The lands are public.
- The lands are private.
- The lands support native ecosystems.
- The lands include landscapes.
- A grazed rangeland is a landscape.
- Active timberland is a landscape.

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Examples

the energy water the driven cycle is sun's by
The water cycle is driven by the sun's energy


that soldiers clothing them wore
 Colonial camouflaged
Colonial soliders wore clothing that camouflaged them.

diagonals in trapezoid both congruent pairs
 an angles are isosceles of base and
In an isosceles trapezoid, both pairs of base angles and diagonals are congruent.

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Sentence Elaboration Practice

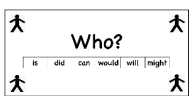
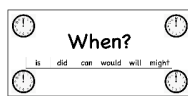

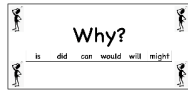
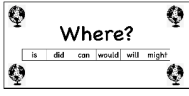
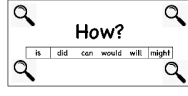


- Helps students write stronger, longer, more sophisticated sentences and use more complex punctuation.
- Helps students incorporate more academic vocabulary.
- Provides an opportunity for students to integrate multiple propositions (ideas) related to subject area information they are learning.
- Improves students' ability to comprehend when reading complex sentences.
- English learners in particular benefit.

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Sentence Elaboration: Question Terms

 <p>Who? is did can would will might</p>	 <p>When? is did can would will might</p>
 <p>What? is did can would will might</p>	 <p>Why? is did can would will might</p>
 <p>Where? is did can would will might</p>	 <p>How? is did can would will might</p>

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Basic "W" Elaboration

The Pilgrims
who, what, where, when, why
 The Pilgrims arrived by ship at Plymouth Rock in 1620 to live in a new land.

The U.S. Constitution
what, when, how, who
 Ratified, in 1788, the U.S. Constitution establishes a separation of powers by creating three branches of government, represented by the president, Congress, and the Supreme Court, that respond to the actions of the other branches in a system of checks and balances.

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Expanded Kernel Sentences

Start with a kernel sentence. Use some or all of the following:

- Elaborate the subject. (*add articles, adjectives*)
- Elaborate the predicate. (*add verbs*)
- Add a phrase.
- Compound the subject.
- Compound the predicate.
- Add a dependent clause to make a complex sentence.
- Combine two sentences into a compound sentence.

Gradually introduce each step to students. Don't expect them to do it all at first!

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The turtle swims.

Elaborate the subject: adjectives
The small, green turtle swims.

Elaborate the predicate: adverbs.
The small, green turtle swims quickly.

Add a where phrase.
The small, green turtle swims quickly into the seaweed.

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Compound the subject.
The turtle and his friend dive quickly into the seaweed.

Compound the predicate.
 The small, green turtle and his friend **dive and swim** quickly into the seaweed.

Add a dependent clause.
Because he is frightened, the small, green turtle and his friend **dive and swim** quickly into the seaweed.

Combine two into a compound sentence.
Because he is frightened, the small, green turtle and his friend **dive and swim** quickly into the seaweed, **and they hide from predators.**

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Secondary Example

- Kernel: *cells carry out functions of life*
- Elaborated & compounded subject & predicate, added phrase:
Plant and animal cells can eat, grow, move, and carry out multiple, complex functions of life as part of a multi-cellular organism.
- Added dependent clause combined with 2nd sentence:
Because they can adapt to their environment, plant and animal cells can eat, grow, move, and carry out multiple, complex functions of life as part of a multi-cellular organism; but they must live communally with other cells.

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Reflection

- The thing that resonates with me most about sentence writing...
- One thing I can implement right away...
- One comment and/or overall reaction to the activities for sentences...

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The Writing Rope

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Text Structure

- Refers to how a piece of text is built.
- Text structure **contributes to the complexity of text** and affects comprehension.
- Text structure **provides clues** for making meaning.
- Knowledge of text structure also improves **writing ability**.

Common State Reading Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

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Teaching Text Structure

- Students benefit from **explicit instruction** about text structure.
- Teach:
 - Differences among narrative, informational, argument*
 - Paragraph structure and main ideas*
 - Text features as clues to meaning*
 - Transition words**
 - Patterns of organization**

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3 Types of Text

	purpose	text structure
narrative	Tells a story (real or imagined) of an experience, event, or sequence of events.	organized around literary elements (setting, character, problem/solution)
informational	Examines previously learned information or provides new information.	sections and paragraph main ideas organized hierarchically
argument	Gives an opinion or makes an argument to convince the reader that a point of view is valid or to persuade the reader to take a specific action.	organized based on these components: claim, reason, evidence, counter-claim, rebuttal

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Suggested Distribution for Writing

Elementary	Secondary
1/3 opinion	40% argument
1/3 informational	40% informational
1/3 narrative	20% narrative

Encourage students to use the vocabulary related to the 3 types of writing

Find opportunistic moments to point out writing types in text that students read.

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Organizing Writing

Introduction

- Introduce the topic of the writing piece

Body Development

- Organize information
- Present main ideas, details
- Include text features

Conclusion

- Supports the information presented, provides closure

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Paragraph Structure

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What is a paragraph?

A collection of related sentences focused on one topic.

- Topic Sentence
- Support, Detailed Sentences
- Concluding Sentence

Many older students do not have solid paragraph skills for writing or reading comprehension!

Common Graphic Representations

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Activities to Develop Paragraph Writing

A common problem related to paragraphs is that students do not focus on chunking paragraphs based on main ideas.

Activities to Support Paragraph Main Ideas

- Color code parts of a paragraph.
- Identify the topic sentence.
- Identify the sentence that doesn't belong.
- Create a topic sentence.

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Color Coding Model Text

Viruses can cause diseases that range from annoying to serious. Some examples of diseases that are annoying and perhaps a bit painful include colds, fever blisters, and warts. Other diseases caused by viruses are serious and can cause permanent damage or even death. Examples of these diseases are AIDS, measles, influenza, hepatitis, smallpox, and mumps. In all cases, viruses infect cells causing a range of symptoms.

(science text)

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Color Coded Student Writing

Wolf packs have eight to twenty members. The leader, called alpha male, always gets food first, and if anyone butts in, they get growled and snarled at. Wolves communicate by howling, tail actions, and mouth actions. Packs need 100 to 250 square miles to live in. Wolves survive by living in packs.

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Activity 1: Identify the Topic Sentence

- She lays two to four white eggs in the burrow.
- She stays near the burrow for about three days, then leaves it.
- Sea lizards hatch from eggs.
- The female lizard digs a burrow deep in the sand.
- The young hatch after three to four months.

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Activity 2: Identify the Sentence That Doesn't Belong

- A baby turtle lives in a tangle of weeds.
- The weeds are just beneath the surface of the water.
- Just a little fish bite could rip it open but she is safely hidden in the weeds.
- Grown up Loggerheads have a hard shell.
- She can find tiny crabs and shrimps to eat in the weeds.

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Activity 3: Create a Topic Sentence

T.S. A whale breathes through a hole in its head.

This is called a blowhole. When a whale dives, it holds its breath. When it comes up, it breathes out. A big spout of spray comes out of its blowhole. Up it goes, high in the air.

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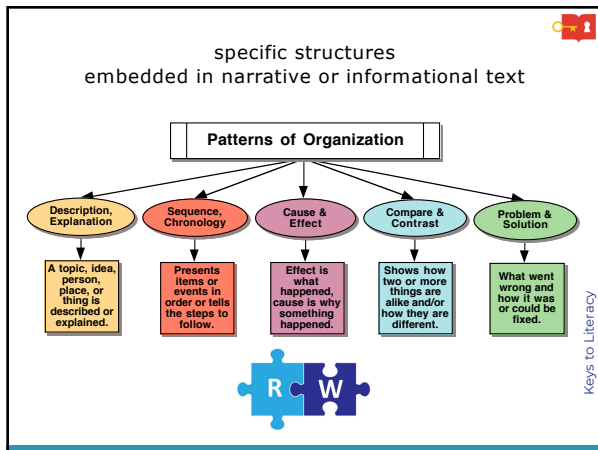
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Patterns of Organization, Transitions

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Transitions

- **What is a transition?**
 - Linking words, phrases, sentences
 - Use to link sentences, paragraphs, and sections of text
- **Used to**
 - Clarify relationships (e.g., compare/contrast, cause/effect)
 - Create cohesion, link ideas

first, next, because, for instance, also, however, in conclusion, same as, furthermore

COMPREHENSION Many students ignore the helpful clues transitions give for making meaning.	WRITING Some students include while drafting, some need to consciously add them later.
---	--

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Transition Words and Phrases

Transition Words and Phrases	To indicate a time relationship
after, afterward, after that, at first, at this time, before, beginning with, beyond, during, earlier, ending with, eventually, finally, following, from then on, in the meantime, last, later, meanwhile, next, now, since, soon, then, until, while	
	To indicate spatial placement
below, beside, between, beyond, farther on, here, next to, parallel with	
	To list or present a series of ideas
after, after that, finally, first, lastly, next, second, third	
	To add information or continue a line of thought
also, another, besides, further, furthermore, in addition, likewise, moreover, similarly	
	To summarize or show conclusion
accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up, to summarize	
	To show comparison
by comparison, compared to, in like manner, likewise, similarly	
	To show contrast
although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike	
	To repeat information or stress a point
above all, in fact, in other words, most important, once again, to repeat	
	To provide an example or illustrate a point
for example, for instance, such as, to illustrate, that is	
	To show cause and effect
as a result, because, because of, caused by, consequently, for that reason, that is why, therefore, thus	
	To state the obvious
certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt	

Make lists of transitions available to students as a reference!

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Reflection

Text Structure

- An "aha!" for me...
- A takeaway for me...
- Overall reaction/comment

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The Writing Rope

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT

- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding

TRANSCRIPTION, WRITING CRAFT

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Explicit Instruction is Key!

- If handwriting and spelling are not fluent and require considerable effort, students can't focus on higher level composing skills.
- Both require: explicit instruction, use of models, guided practice




<p>Transcription Skills</p> <ul style="list-style-type: none"> • Handwriting • Phonics/Spelling <ul style="list-style-type: none"> • Sound-symbol recall • Spelling patterns • Sight recall • Punctuation • Capitalization • Keyboarding 	<p>Composing Skills</p> <ul style="list-style-type: none"> • Generating ideas • Organizing ideas • Choosing the best words • Using language to express ideas in sentences & paragraphs • Awareness of TAP • Integration of comprehension & writing skills when writing from sources
--	--

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The Writing Rope & Connections to Reading

Joan Sedita

The...

-  **Task**
-  **Audience**
-  **Purpose**

...influence many decisions during the writing process.





Keys to Literacy

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Writer's Craft, Writer's Moves

the "art" of writing, anything done on purpose to make writing look or sound a certain way

- **Writer's Voice**
 - Writer's unique style, emotion, personality
 - "writing from the heart" – making the reader feel emotion
 - Achieved with choice of language
- **Word Choice**
 - Purposeful use of specific **vocabulary** and word placement to create an effect on the reader
 - Use of descriptive, colorful **language and precise words**
- **Literary Devices:**
 - *allegory, allusion, dialogue, figurative language (metaphor, simile, analogy), flashback, hyperbole, imagery, personification*





Keys to Literacy

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Show "Mentor" Models

- Provide models of good writing so students can **imitate** the:
 - *structure*
 - *style & language*
 - *techniques or "moves" that are general or specific to certain type or genre*
- Show models of **every stage** in the **writing process**.
- Provide models of what the **completed writing** assignment should look like.





Keys to Literacy

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Early Grades Example

What did these authors do?


Keys to Literacy

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Upper Grades Example

Writing a nonfiction lead:

- Use a quote
- Pose a question to the reader
- Present fascinating facts/details



Which type of lead was used in the 2 examples?

Keys to Literacy

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Example 1:


Sara White is an all too typical student in Philadelphia – she stopped going to school last year, and was on her way to becoming one more dropout. "The teachers didn't care, the students didn't care," White said. "Nobody cared, so why should I?"

use a quote

Example 2:

As the season of mortarboard flinging, inspirational speeches, and \$5 billion in congratulatory gifts is once again upon us, it's worth pausing to consider that more than 1.3 million students drop out of high school each year – that's about 7,000 per day. And while America's graduation rate has been on a slow rise (it's up to 75.5 percent (as compared to 72 percent in 2001) there are still concerns that improvements are piecemeal.

present fascinating facts/details



Keys to Literacy

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Superlatives

01 VALUABLE

02 CHALLENGING TO UNDERSTAND

03 SURPRISING

04 CONTROVERSIAL

05 UNEXPECTED

WHAT WAS THE MOST YOU LEARNED TODAY?

Reflection

Keys to Literacy

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In closing...

- Writing instruction should address multiple components
- All teachers can play a role
- Use explicit instruction, I/We/You, mentor models
- Avoid assumptions!

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and mechanics
- Sentence structure
- Punctuation

TEXT STRUCTURE

- Narrative, informational, opinion structure
- Paragraph structure
- Patterns of organization (description, effect, compare/contrast, problem/solution)
- Linking and transitions

WRITING GRAPHICS

- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding

SKILLED WRITING

Keys to Literacy

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<https://tinyurl.com/yjyca3cs>

Keys to Literacy Raffle:
choice of online course & book

end of day
Oct 19

Keys to Literacy

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Keys to Literacy

- Keys to Beginning Reading
- The Key Comprehension Routine
- The Key Vocabulary Routine
- Keys to Content Writing
- Keys to Early Writing
- Understanding Dyslexia
- Adolescent Literacy

Literacy Lines Blog

<https://keystoliteracy.com/blog/>

Free Instructional Resources

<https://keystoliteracy.com/free-resources/>

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The Writing Rope
A Framework for Explicit Writing Instruction in All Subjects
Joan Sedita
Foreword by Jan Hachenbach

Brookes Publishing

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