



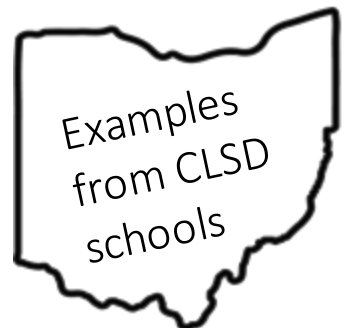
# Leveraging the Power of Explicit Writing Instruction

Amber Clay-Mowry

Adolescent Literacy Specialist

[Clay-mowry.amber@moesc.net](mailto:Clay-mowry.amber@moesc.net)

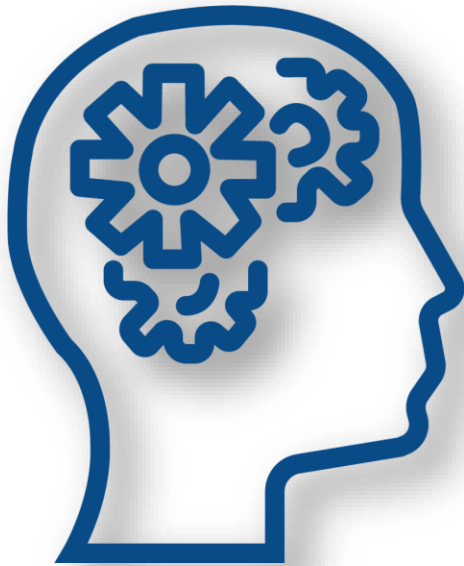
Thank you to Plymouth-Shiloh Local Schools & Ashland Middle School for sharing your implementation journey



# Leveraging the Power of Explicit Writing Instruction

Learn from Ohio Educators as they share their implementation journey

Examples  
from CLSD  
schools



Develop

Develop a foundational knowledge base needed to support students' writing development

Understand

Understand How systematic & explicit instruction applies to writing instruction

Explore

Explore the connection between reading & writing across content areas

# What is the Science of Reading?

The **science of reading** is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and **writing**.

This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and **writing** develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.



[The Reading League -  
The Science of Reading](#)



# Why is Writing Important?

**Writing improves all areas of reading, including reading comprehension**

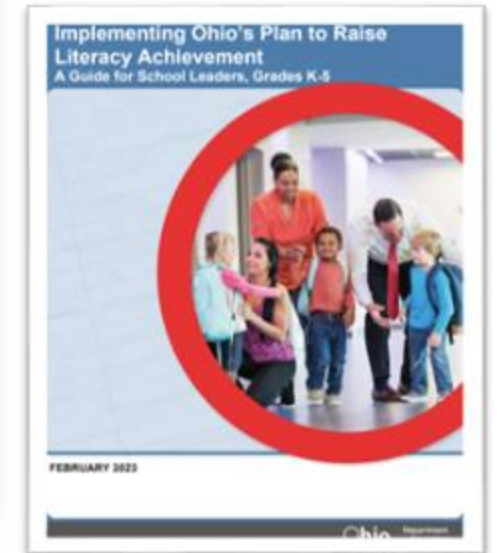
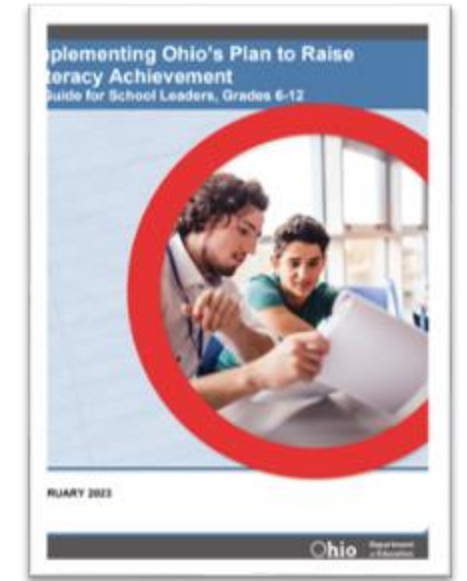
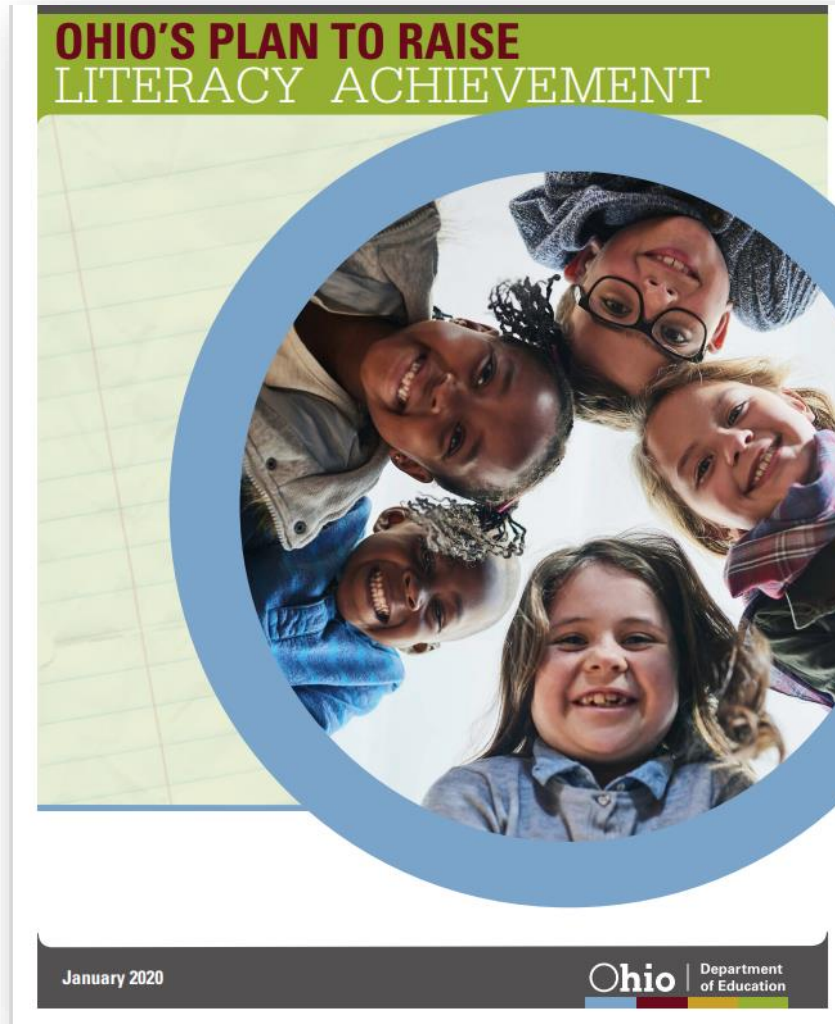
Writing makes thinking visible and helps cultivate a command of language.

# Grounding the Work in Ohio's Plan

## Ohio's Plan to Raise Literacy Achievement

Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, K-5

Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, 6-12



# Operationalizing Ohio's Plan to Raise Literacy Achievement

## Post-Reading Self-Reflection

Component	Use the "traffic light scale" to evaluate the current level of implementation in the district or building	Using the scale below, determine the importance of this component
	Red – Exploration Orange – Installation Yellow – Initial Implementation Green – Full implementation	Red – Not at All Orange – Somewhat Yellow – Very Green – Extremely
The Simple View of Reading		
Ohio's Learning Standards		
Vocabulary		
Phonemic Awareness		
Phonics		
Reading Fluency		
Reading Comprehension		
<b>Writing</b>		
Explicit and Systematic Reading Instruction		
Engaging All Students in		

# Implementing Ohio's Plan to Raise Literacy Achievement

A Guide for School Leaders, Grades K-5

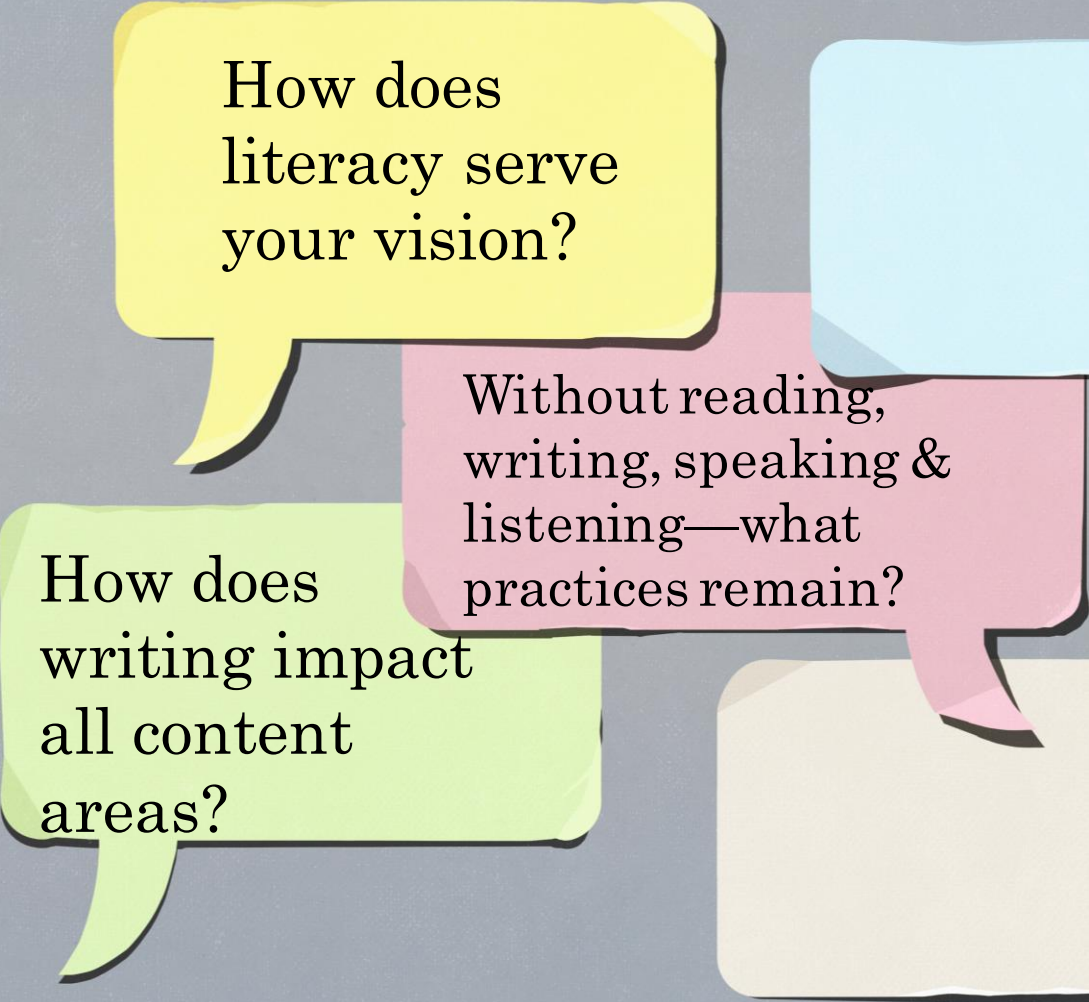


FEBRUARY 2023

# Connecting Vision to Practice

“With literacy comes academic success, informed decision-making, improved self-esteem, personal empowerment, greater economic opportunities, and active participation in local and global social communities. Ultimately, it is the gateway to lifelong learning...”

-Susan Carreker



How does literacy serve your vision?

Without reading, writing, speaking & listening—what practices remain?

How does writing impact all content areas?

# How Explicit Writing Instruction Can Compensate for Gaps in Background Knowledge



**Natalie Wexler**

Education Writer and Author



"Writing is potentially the most powerful lever we have for building knowledge and improving reading comprehension. It can uncover gaps in background knowledge that prevent students from accessing grade-level material. And, because writing helps new information stick, it can also boost students' academic performance."

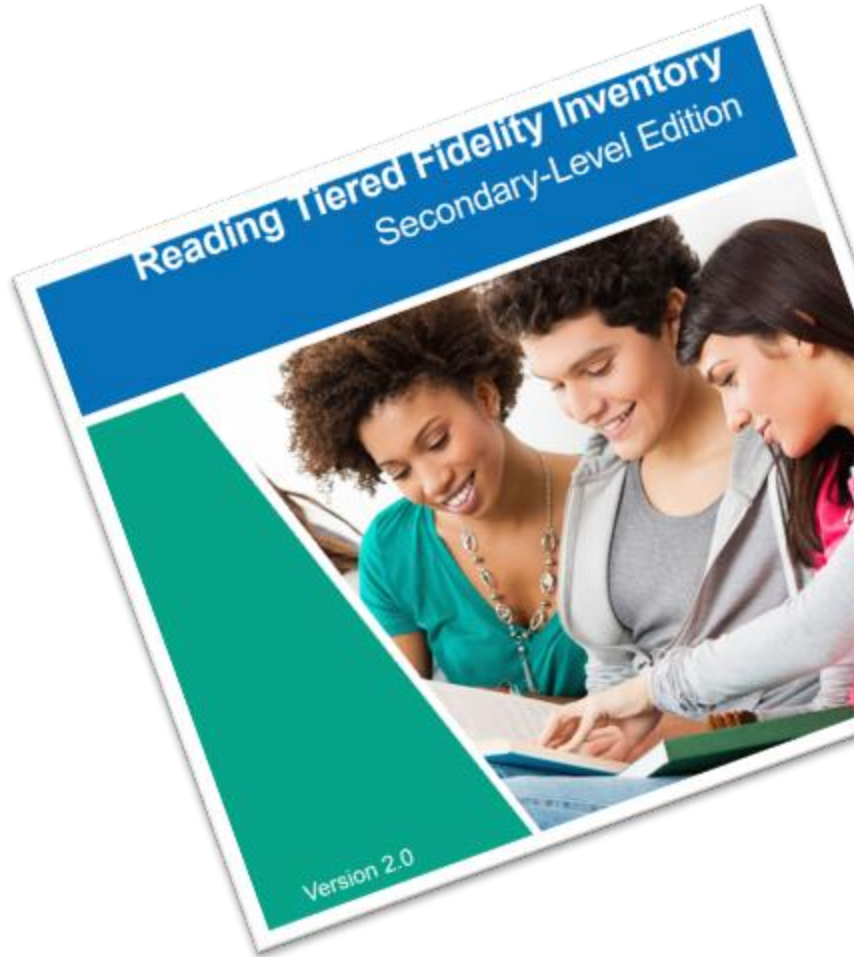


# Grounding the Work in R-TFI



R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
<p><b>1.9</b></p> <p>Teachers determine ways to enhance students' understanding of written text.</p>	<p>Teachers determine ways to incorporate quality text that imparts discipline-specific information into <i>daily</i> lessons to increase students' opportunities to read and understand core subjects.</p> <p>AND: Students' understanding of written text is enhanced by designing lessons that include the following:</p> <ol style="list-style-type: none"> <li>1 Before students read text, teachers design instruction to activate students' topical prior knowledge and increase the accessibility of the text for all students by previewing portions of text, orienting students to the <b>text structure</b>, pre-teaching critical vocabulary, decoding difficult multi-syllable words, and providing a clear purpose for reading.</li> <li>2 While students are reading text, teachers design instruction so students can focus on critical content; use questioning, note-taking, and graphic organizers to expand understanding of information beyond what is stated in the text; engage in peer discussions about the text; <b>write about the text;</b> and engage in <b>discipline-specific discourse.</b></li> <li>3 After students have read text, teachers design instruction for students to organize and summarize information learned from reading, as well as apply, analyze, and synthesize new knowledge and understanding</li> </ol>	<p>Sampling of disciplinary text</p> <p>Sampling of teacher lessons</p> <p>Student products developed after reading text</p>	<p>1 point: At least 2 of the criteria from the 2-point response are in place.</p> <p>0 points: The criteria from the 2-point or 1-point response are not in place.</p>

# Grounding the Work in R-TFI

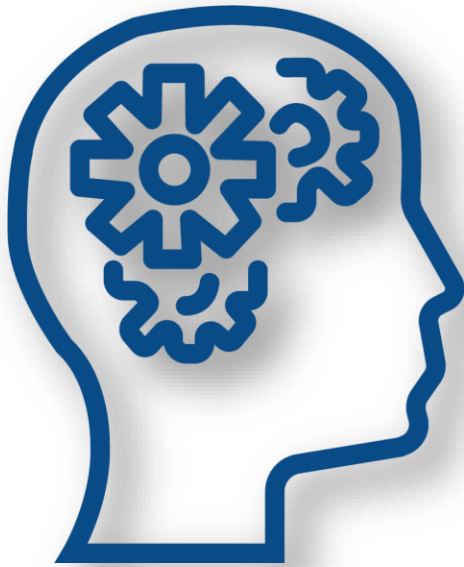


R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
<p><b>1.10</b></p> <p>Teachers incorporate explicit instructional elements into teaching lessons.</p>	<p>Discipline-specific lessons are designed to include:</p> <ol style="list-style-type: none"> <li>1 Opening: Consists of ways to gain students' attention for the lesson; incorporates an interactive review of previous learning (e.g., retrieval practice of necessary pre-skills), provision of needed background knowledge, and a preview of the content for the day's lesson.</li> <li>2 Body: Consists of demonstration, guided practice, and checks for understanding; incorporates frequent opportunities for students to participate in the lesson (e.g., verbal and written demonstrations).</li> <li>3 Closing: Consists of a brief (e.g., 5 minute) review of the content, a preview of what the next day's lesson will be, and if appropriate, an independent activity (e.g., exit ticket).</li> </ol>	<p>Sampling of teaching lessons (written or observation of teachers modeling lessons with the components)</p>	<p>1 point: At least 2 of the criteria from the 2-point response are in place.</p> <p>0 points: The criteria from the 2-point or 1-point response are not in place.</p>
<p><b>1.11</b></p> <p>Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read.</p>	<p>Extended opportunities for students to write about the text they read include <b>explicit instruction</b> in the following:</p> <ol style="list-style-type: none"> <li>1 Text structure, genre expectations, and academic discourse.</li> <li>2 Strategies for using graphic organizers and writing process steps (note taking, brainstorming, planning, reviewing, revising).</li> <li>3 Supports specific to persistence with writing (e.g., self-regulation strategies, organization strategies, goal setting, self-reinforcement).</li> </ol>	<p>Sampling of teaching lessons (written or observation of teachers modeling lessons with the components)</p>	<p>1 point: At least 2 of the criteria from the 2-point response are in place.</p> <p>0 points: The criteria from the 2-point or 1-point response are not in place.</p>

# Leveraging the Power of Explicit Writing Instruction

Learn from Ohio Educators as they share their implementation journey

Examples  
from CLSD  
schools



## Develop

Develop a foundational knowledge base needed to support students' writing development

## Understand

Understand How systematic & explicit instruction applies to writing instruction

## Explore

Explore the connection between reading & writing across content areas

## The Simple View of Reading

### Word Recognition

The ability to transform print into spoken language

X

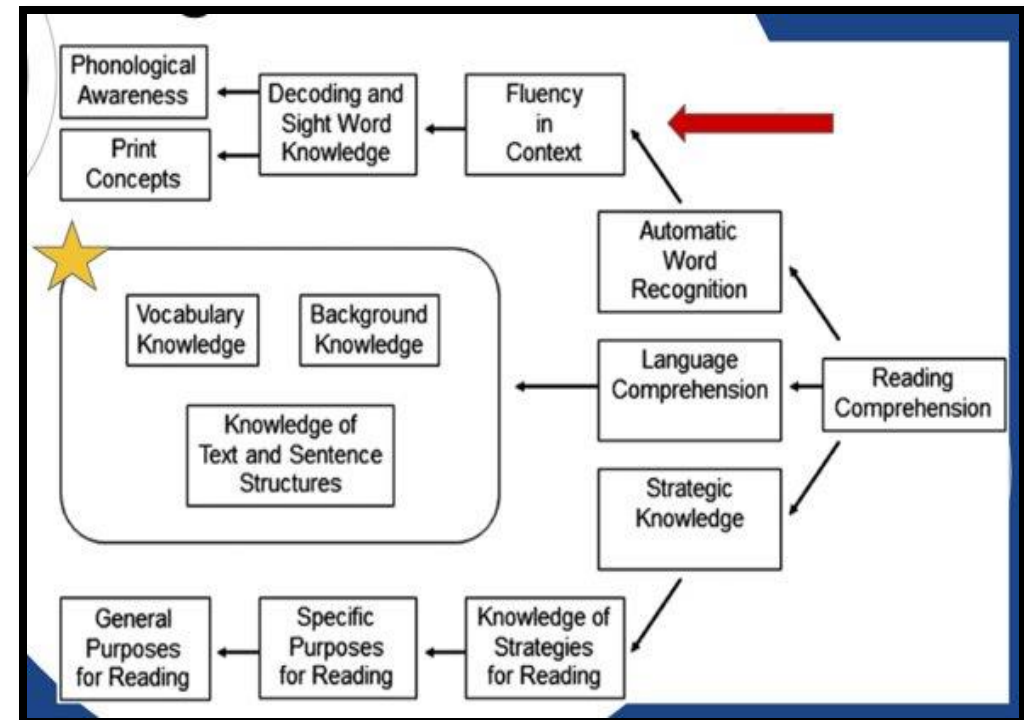
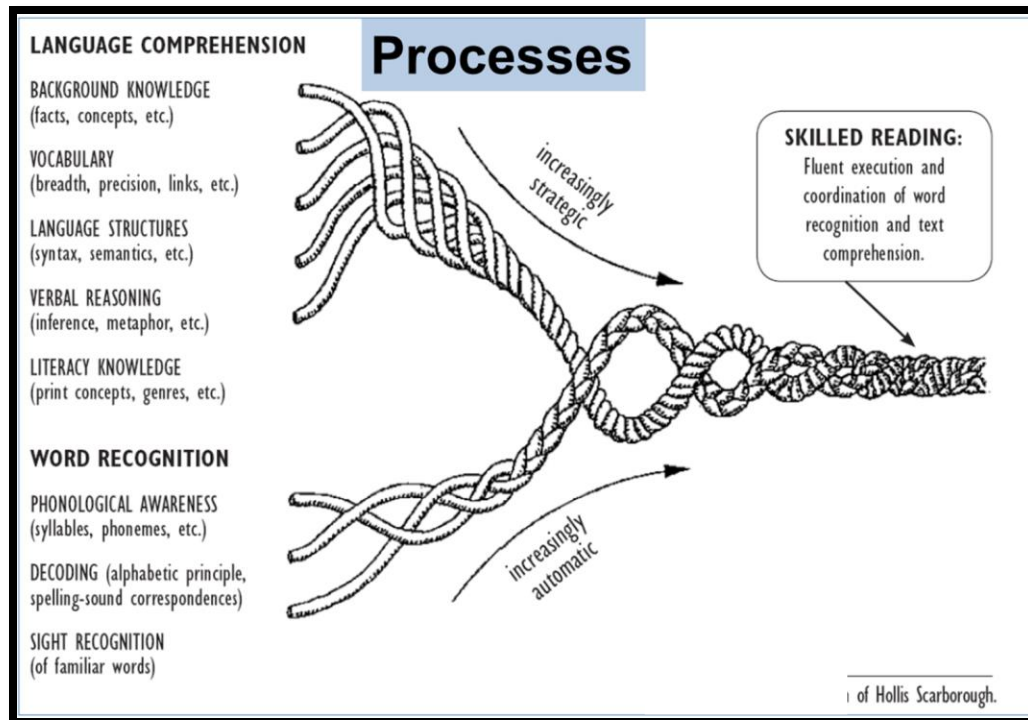
### Language Comprehension

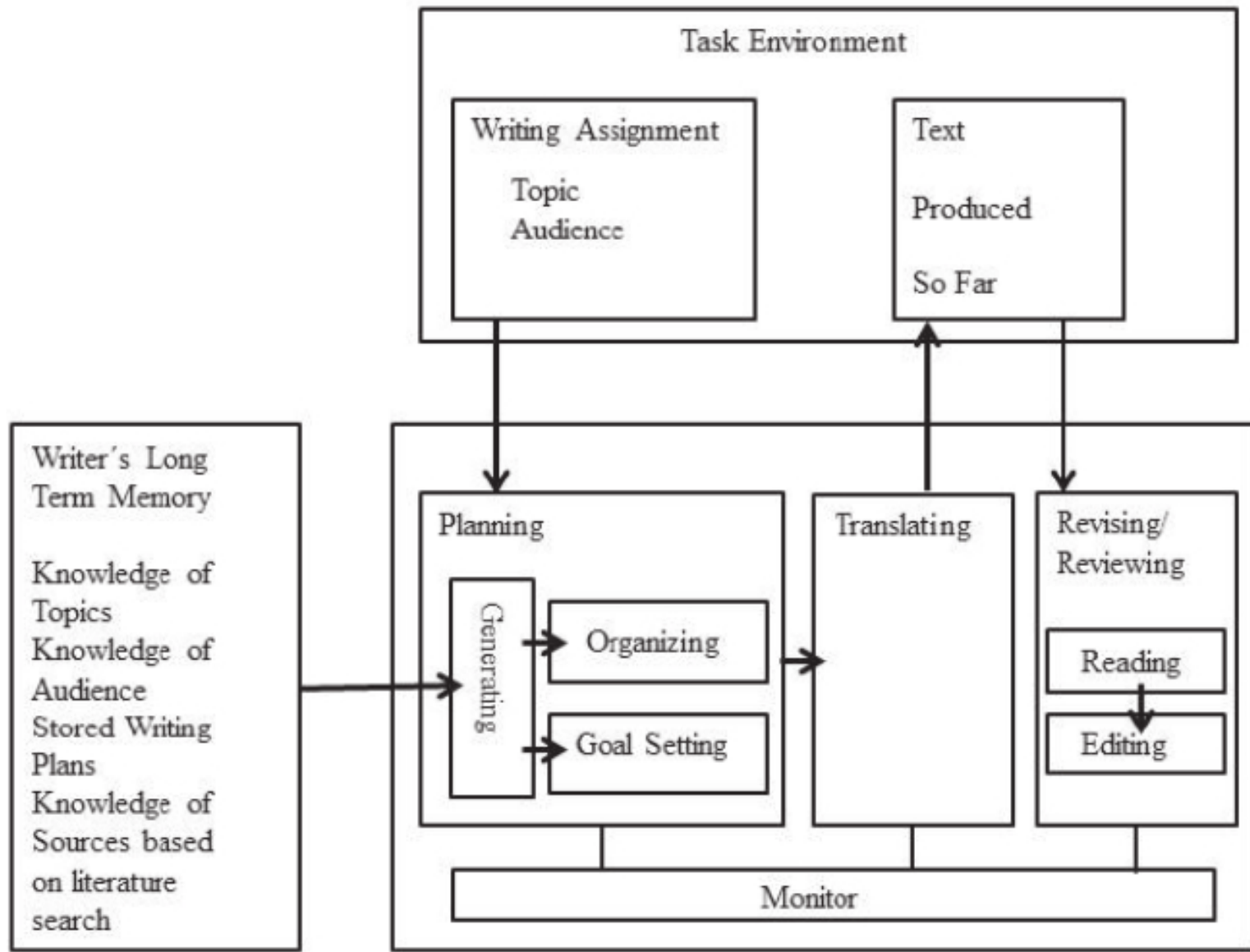
The ability to understand spoken language

=

### Reading Comprehension

Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)





# Process Model of Writing

Hayes & Flowers (1980)

- Cognitive Processes
- Task Environment
- Long-Term Memory

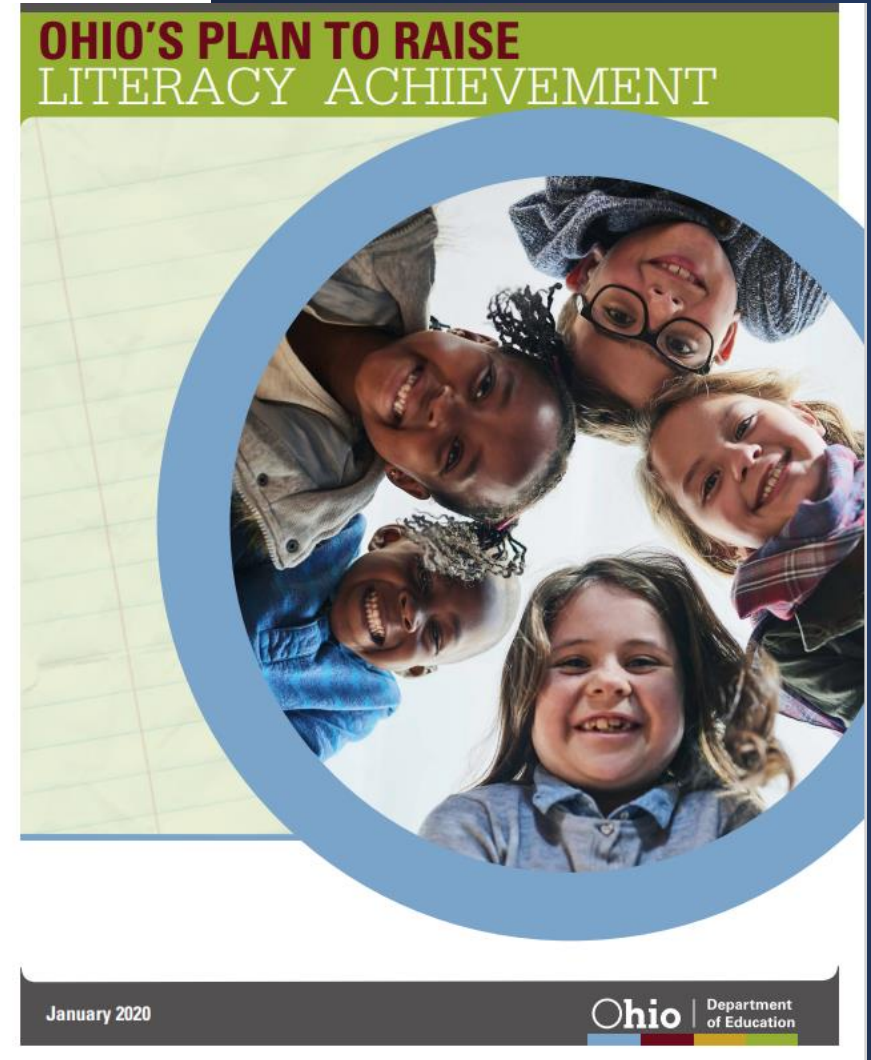
Hayes (1996)

- **Motivation/affect**
- **Working Memory**
- Cognitive Processes
- Task Environment
- Long-Term Memory

# The Simple (and Not-So-Simple) View of Writing

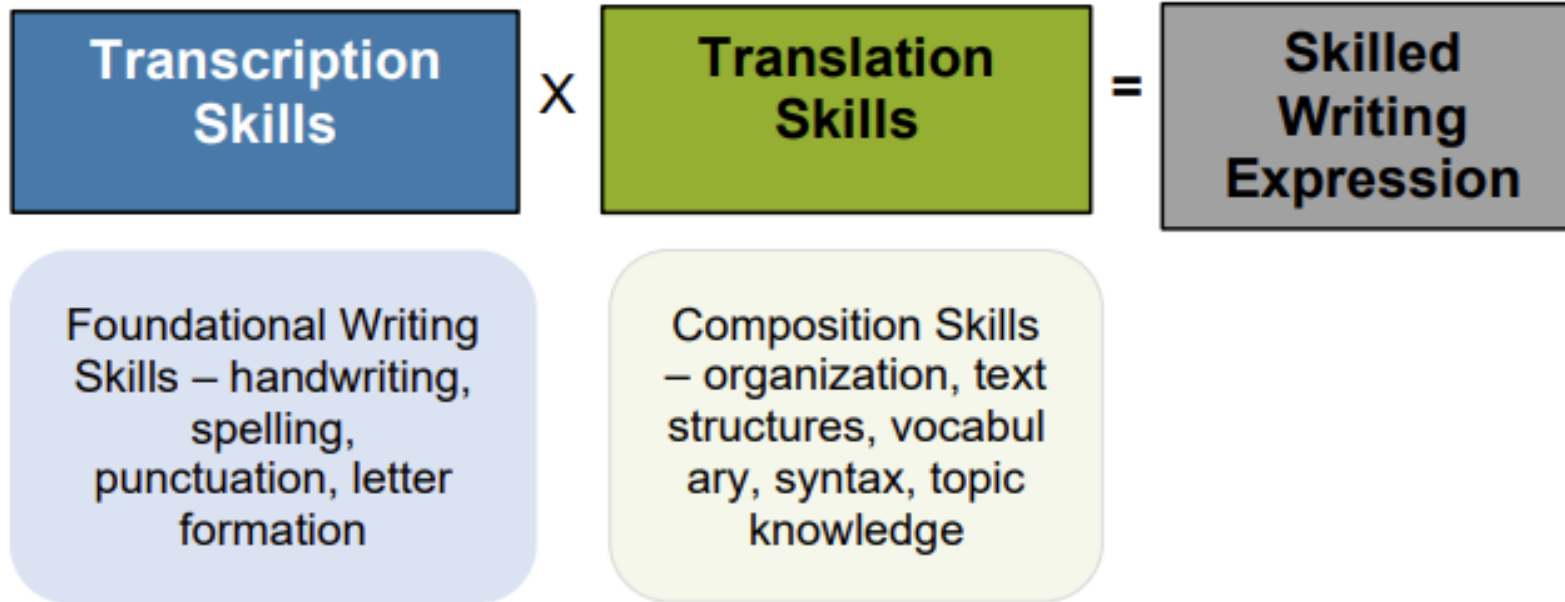
Berninger and Amtmann synthesized the research on writing development through the **Simple View of Writing**, later expanded and retitled the **Not-So-Simple View of Writing** (Berninger & Amtmann, 2003; Berninger & Winn 2006).

This framework includes transcription, self-regulation and text generation with working memory as the center of these components and **is applicable to early, conventional and adolescent literacy.**



# The Simple View of Writing

Figure 4. Simple View of Writing (St. Martin, et. al., 2020)



**Writing in Action**

Principal Carla Leone and her collaborative team of teachers have crafted writing diagnostics to use as a formative practice to evaluate the needs of students and to help make decisions in writing instruction. The assessment, given twice a year, focuses on informative writing about a nonfiction and sentence structure in grades 2-5. Examples of what an administrator might observe in grade-level team meetings when teachers are reviewing writing diagnostics:

- Analysis of students' mastery of sentence structures and handwriting skills
- Discussion of the sequence of skills in Tier 1 instruction and planning to support students in mastering grade level standards as well as in gap remediation
- Discussion of helping students who need more support in working memory
- Discussion of students who need support with cognitive flexibility in planning their writing and in shifting tasks while writing

**Why is Writing Important?** Writing improves all areas of reading, including reading comprehension (Hamm & Hebert, 2010). Writing makes thinking visible and creates a command of language.

**Figure 4. Simple View of Writing (St. Martin, et. al., 2020)**

**Transcription Skills** × **Translation Skills** = **Skilled Writing Expression**

**Foundational Writing Skills** – handwriting, spelling, punctuation, letter formation

**Composition Skills** – organization, text structures, vocabulary, syntax, topic knowledge

**How to Know if Students Are Proficient in Writing?**

- Writing includes grade appropriate spelling of words, spacing, handwriting and use of punctuation.
- Writing includes word choice appropriate to topic and audience.
- Writing is cohesive and well-organized, with a flow of ideas within and between paragraphs.
- Writers orchestrate the phases of writing: planning, translating (drafting) and revising as soon as they begin writing.
- Students fluently write for different purposes, use appropriate organization and can discern in the areas of word choice, syntax, vocabulary and text structures.

**How to Support Writing Development?**

Elements of effective writing instruction:

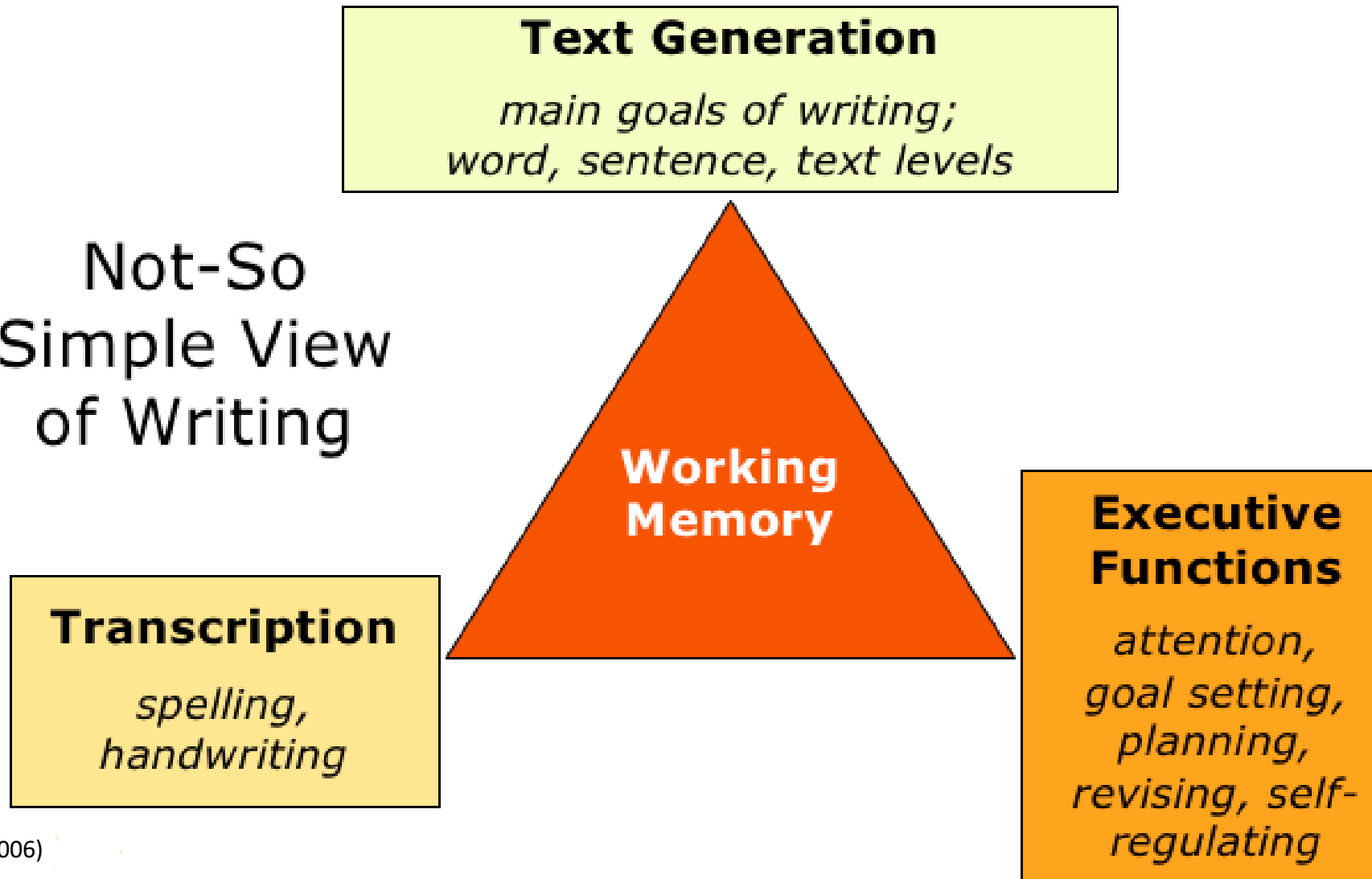
- Students write about the texts that they read (for example, written responses, summaries of the text, notes about texts, answering questions about texts in writing).
- Instruction in writing skills and processes that go into creating texts such as the process of writing, text structures, paragraph and sentence construction skills and spelling
- Systematically teach letter formation and handwriting to fluency
- Use of explicit modeling; supported practice and independent practice of sentence components; text types and writing strategies; increasing how much students write
- Use of intentional sequence of skills within and across grades

Differentiated Universal Writing Instruction	Writing Instruction in Intervention
<input type="checkbox"/> Follows a purposeful sequence of foundational skills and composition skills	<input type="checkbox"/> Small group practice with progress monitoring
<input type="checkbox"/> Building command of sentences following a progression	<input type="checkbox"/> Instruction in syntax with modeling and immediate feedback
<input type="checkbox"/> Daily writing in response to texts, across content areas	<input type="checkbox"/> Practice manuscript and cursive writing
<input type="checkbox"/> Explicit instruction in handwriting and letter formation	<input type="checkbox"/> Explicit, systematic instruction in spelling, following a scope and sequence
<input type="checkbox"/> Use graphic organizers to help organize ideas	

PAGE 23 | Implementing Ohio's Plan to Raise Literacy Achievement, Grades K-5 | February 2023

**Ohio** Department of Education

## Not-So Simple View of Writing

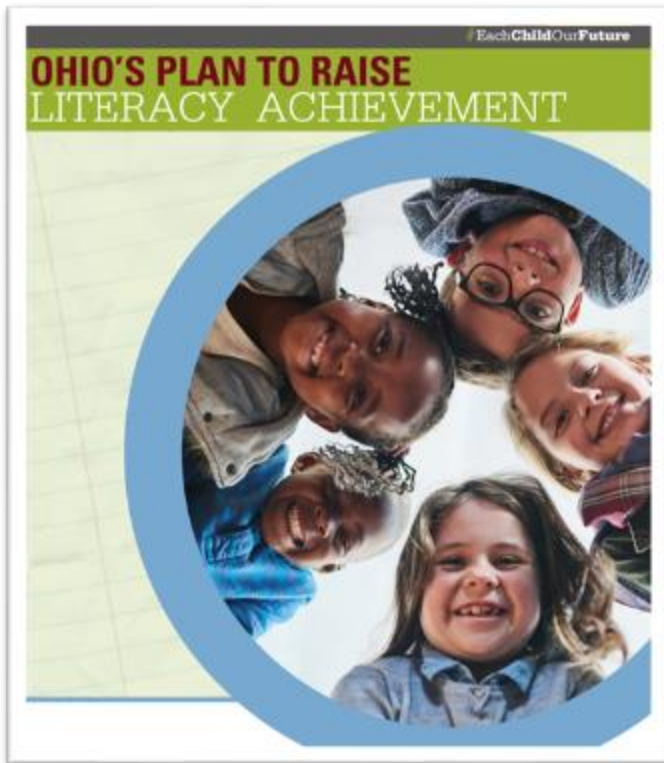


(Berninger & Winn, 2006)

[The Not So Simple View of Writing - Keys to Literacy](#)



# Ohio's Plan To Raise Literacy Achievement



#EachChildOurFuture

Developing background knowledge during this time is critical for learners to produce coherent writing that addresses the increasingly demanding content and sources introduced throughout the grade levels. Writing also can be a powerful tool to teach learners how to think critically (Langer & Applebee, 1987).

Berninger and Amtmann synthesized the research on writing development through the Simple View of Writing, later expanded and retitled the Not-So-Simple View of Writing (Berninger & Amtmann, 2003; Berninger & Winn 2006). This framework includes transcription, self-regulation and text generation with **working memory** as the center of these components and is applicable to early, conventional and adolescent literacy.

## Transcription:

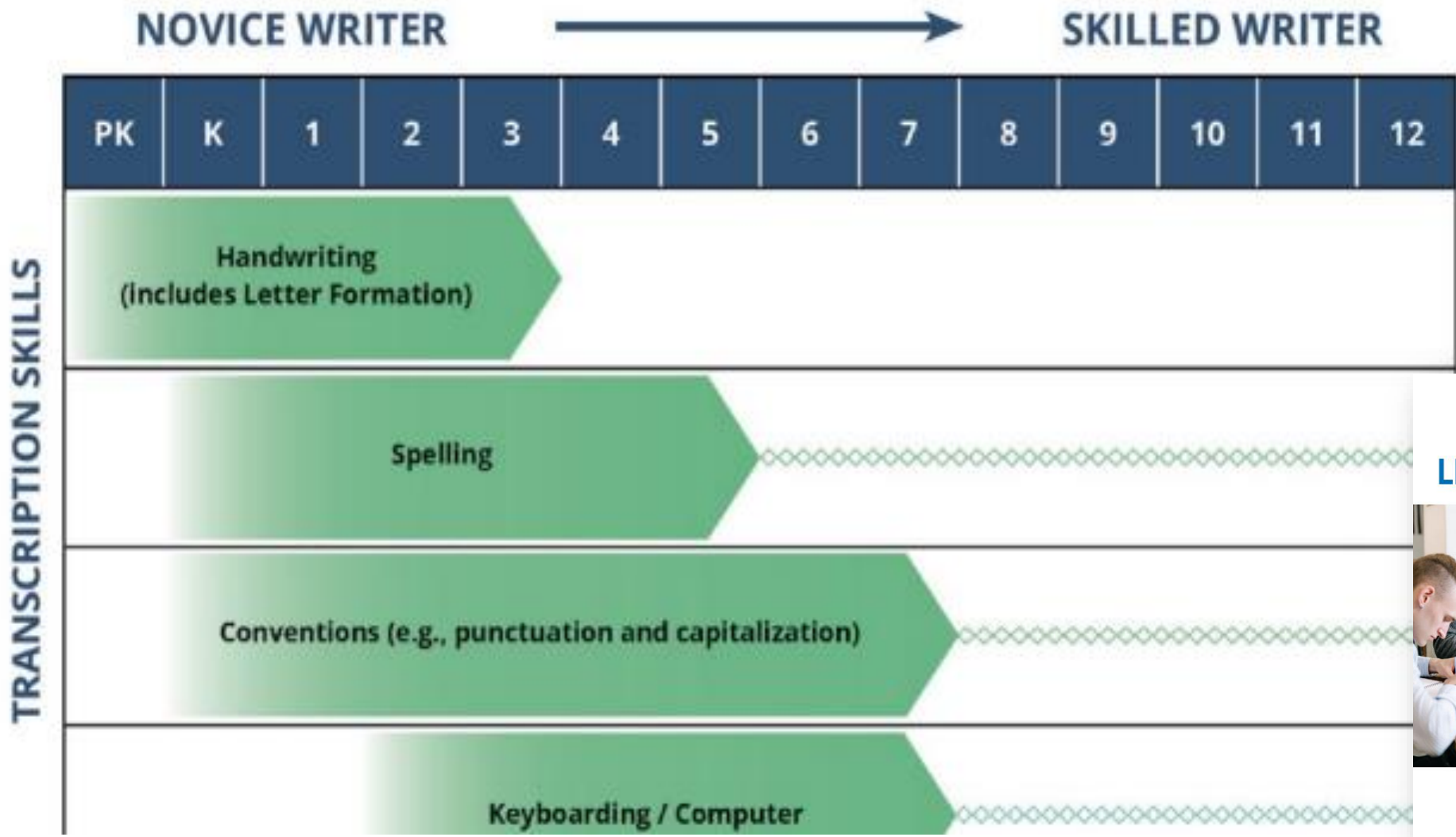
Transcription includes letter formation, handwriting, keyboarding, spelling, braille, punctuation and spatial organization for words and sentences, which are foundational writing skills that are explicitly taught. These foundational skills must become accurate and fluent so as to not interfere with higher-level skills needed for composition (Kim & Schatschneider, 2017). Attention to handwriting instruction and handwriting fluency is critical to not impede text generation (Graham, et al., 2009).

## Self-regulation and executive function:

Self-regulation and executive function skills are used by every person, every day. These skills enable people to plan, focus on, remember and carry out instructions, juggle multiple tasks successfully, regulate behavior and delay immediate demands in favor of long-term goals. At times, people may have challenges with executive function skills (retrieved from [www.OCALI.org](http://www.OCALI.org)) that can carry over into literacy development, including writing. Learners may be challenged to navigate text, maintain attention to develop comprehension, juggle the task demands of reading, comprehending and learning, or applying new skills. Tools such as graphic organizers, visual images to support vocabulary meaning and comprehension, visual task analysis and other tools that can hold small increments of text meaning while learners develop the big picture can be very beneficial. Once learners' use of self-awareness, tools and strategies becomes intrinsic, they can manage these skills independently and self-regulate.

## Text generation:

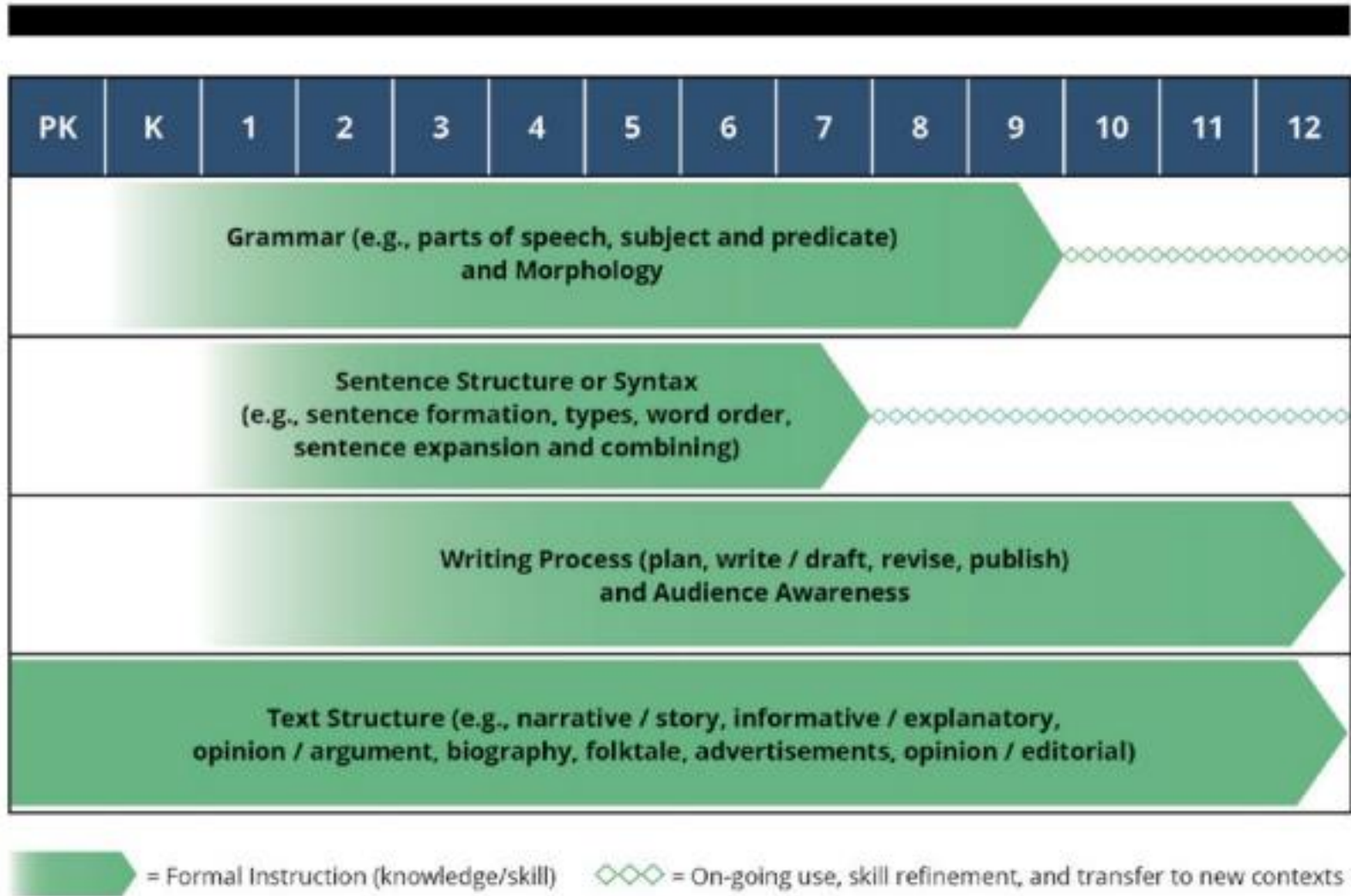
Text generation includes the generation and organization of ideas at the word, sentence and paragraph level. It is mostly influenced by oral language skills. Explicit instruction and practice in vocabulary, grammar and conversation-level oral language is needed to support students in text generation (Kim & Schatschneider, 2017).



**INTENSIFYING LITERACY INSTRUCTION**

**Essential Practices**

**TRANSLATION SKILLS**



**INTENSIFYING LITERACY INSTRUCTION**



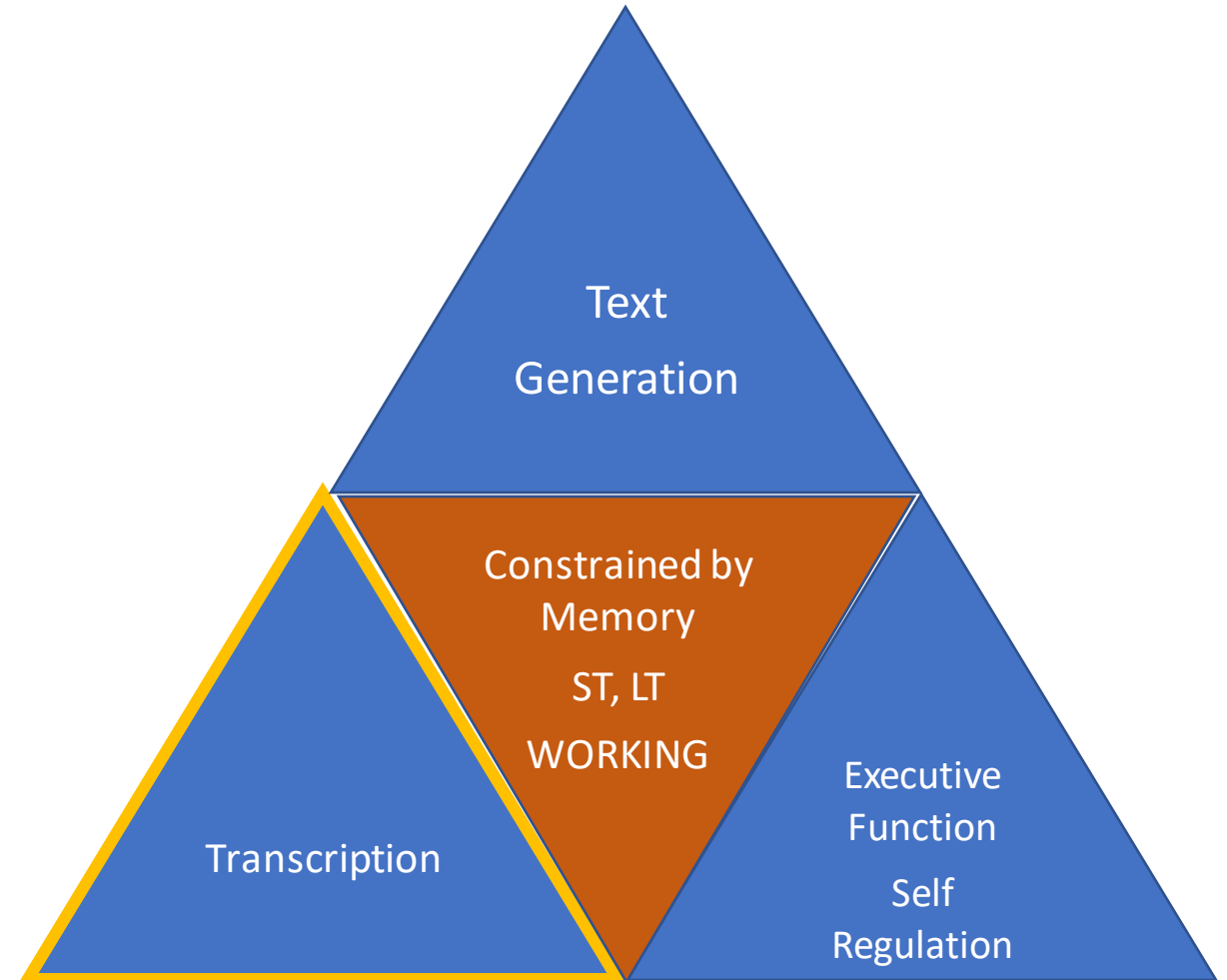
**Essential Practices**

# Transcription

---

Lower-level cognitive skills (writer is graphically representing words)

- Transcribing words into text
- Handwriting, keyboarding, spelling
- Automaticity

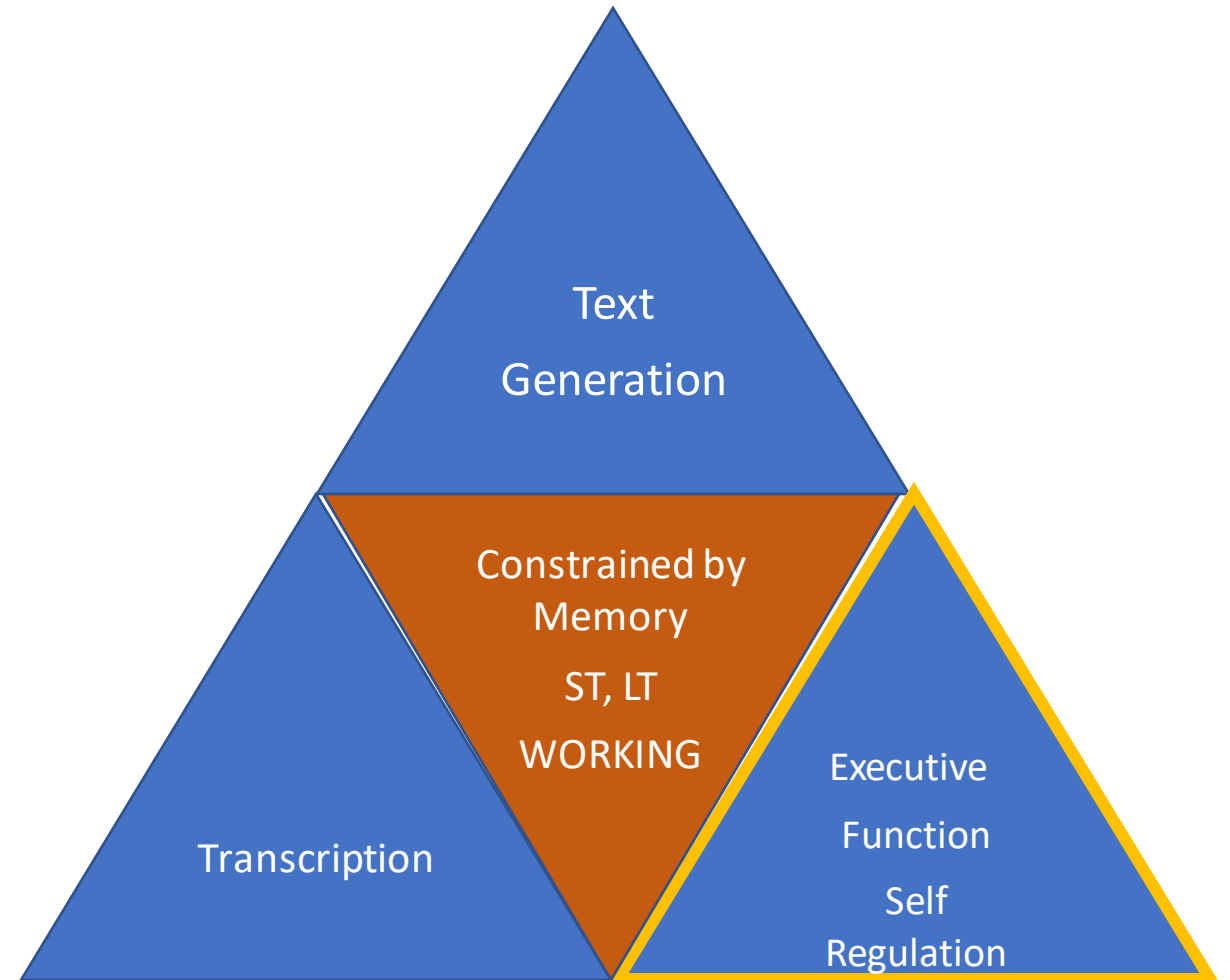


# Self-Regulation Executive Function

---

Necessary attention & self-regulation skills for planning, organizing, composition, & review

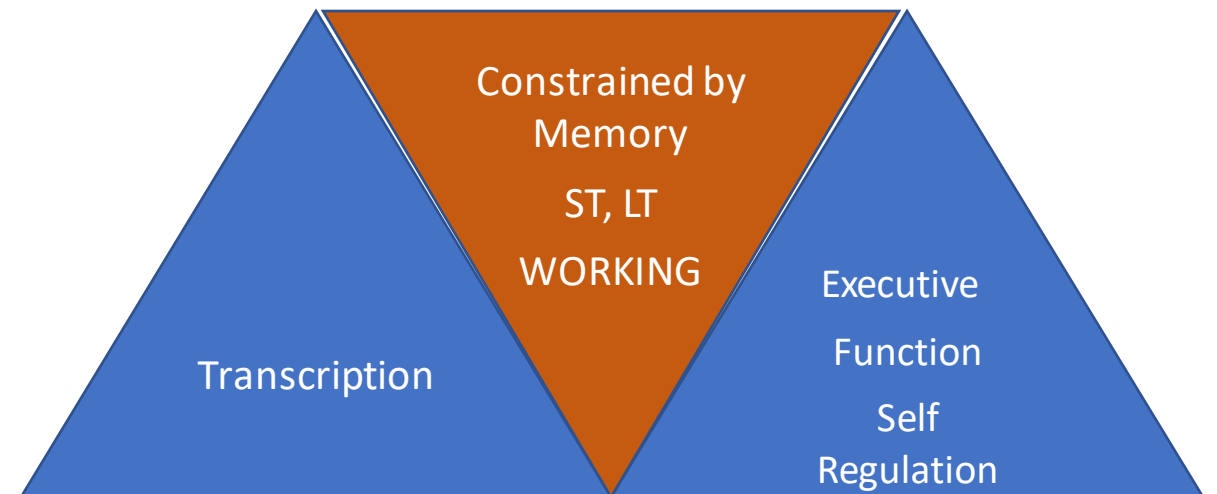
- Goal Setting, planning, organizing, self-monitoring, self-evaluating, revising,



# Foundational Supports

Transcription & Executive Functions are foundational components; impacted by "cognitive flow"

- Integration of working memory, short-term memory, & long-term memory
  - Short Term is different than working
    - WM interaction & manipulation of stored information
    - WM, frequent repetition, instructional routines & procedures
  - Long Term
    - Background Knowledge

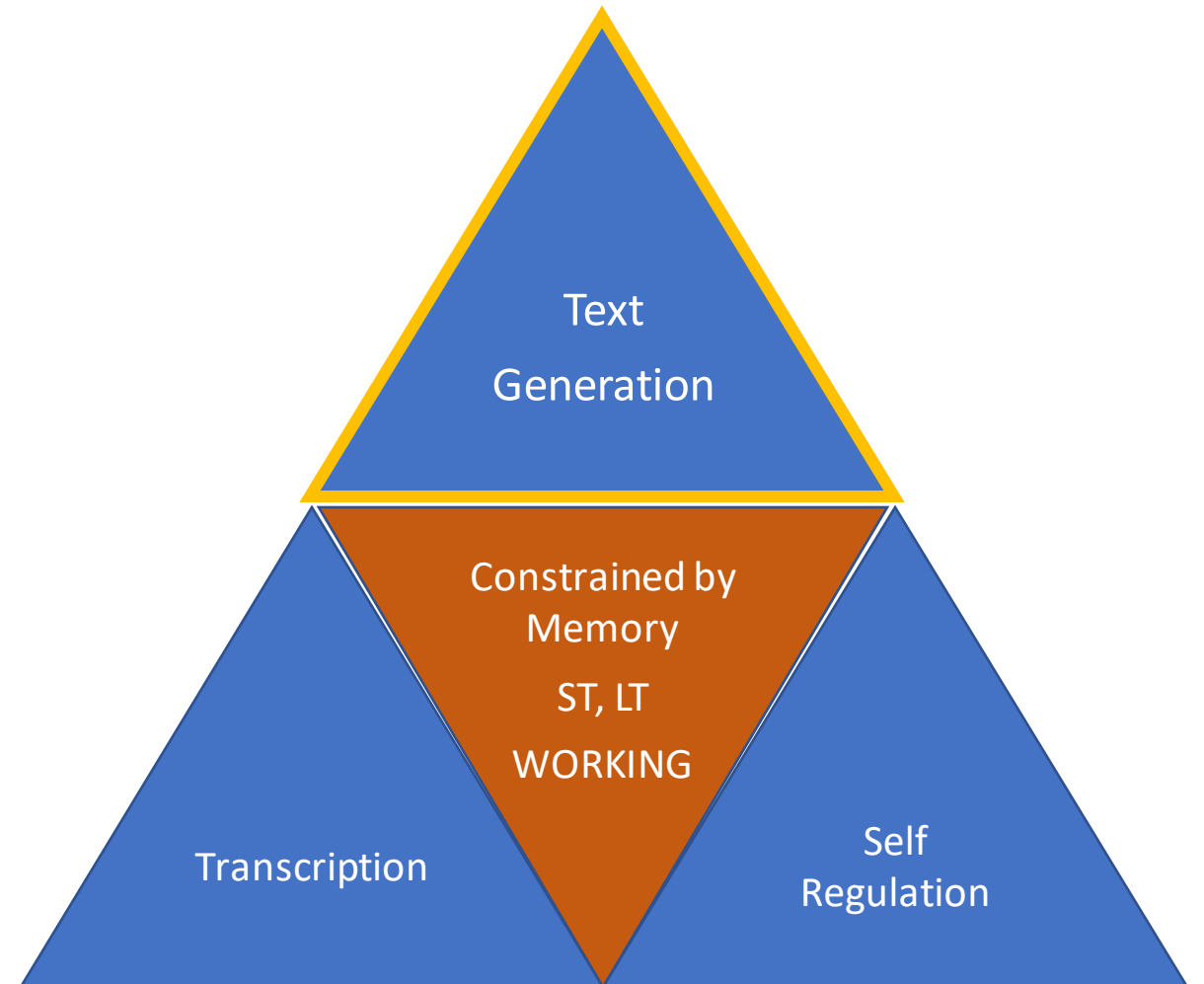


# Text Generation

---

Higher level cognitive skills

- Transferring ideas into text
- Precise Vocabulary
- Sentences & syntax
- Text structure & paragraphs
- Content knowledge



## The Strands That Are Woven Into Skilled Writing (Sedita, 2019)

### Critical Thinking

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

### Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

### Text Structure

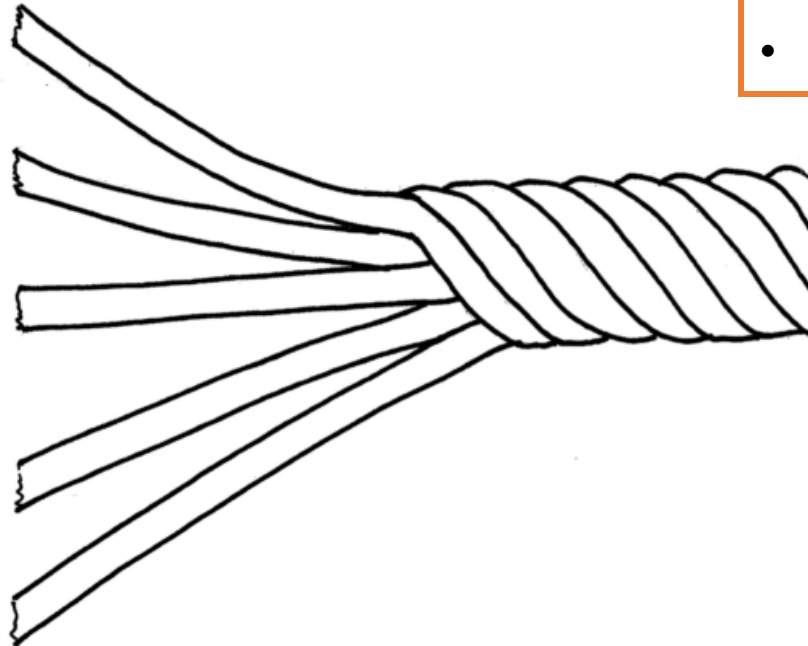
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

### Writing Craft

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

### Transcription

- Spelling
- Handwriting, keyboarding

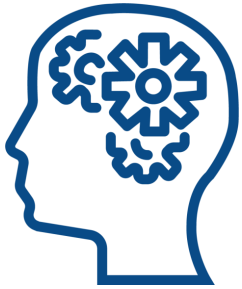


## The Writing Rope

- Model from Joan Sedita
- Keys to Literacy



# Writing may be the "Apex" Skill

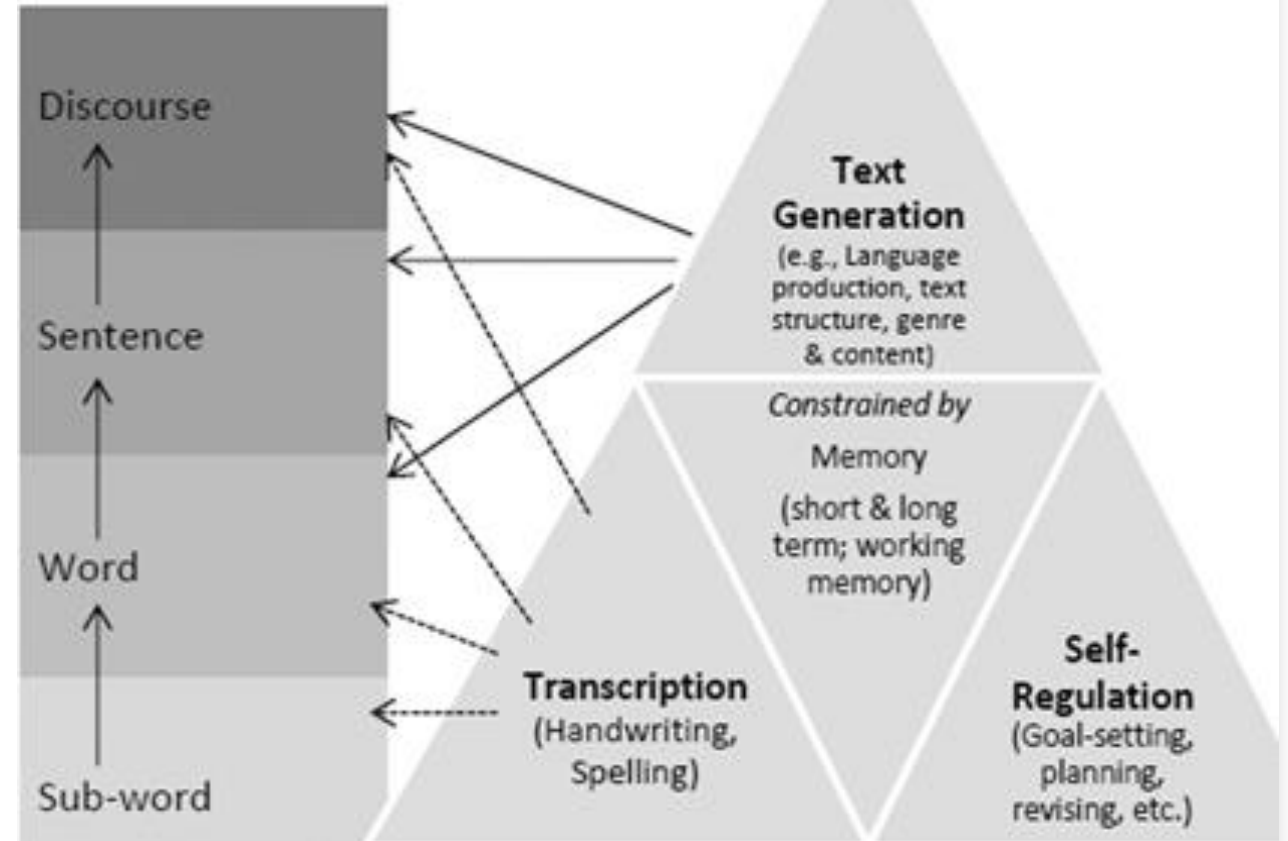


Develop a foundational knowledge base needed to support students' writing development



Where are we in terms of building knowledge, allocating time, & securing resources to support writing instruction?

## LEVELS OF LANGUAGE



Ritchev, K. *et al.* (2016). Indicators of Fluent Writing in Beginning Writers. In: Cummings, K., Petscher, Y. (eds)

# Leveraging the Power of Explicit Writing Instruction

Learn from Ohio Educators as they share their implementation journey

Examples  
from CLSD  
schools



Develop

Develop a foundational knowledge base needed to support students' writing development

Understand

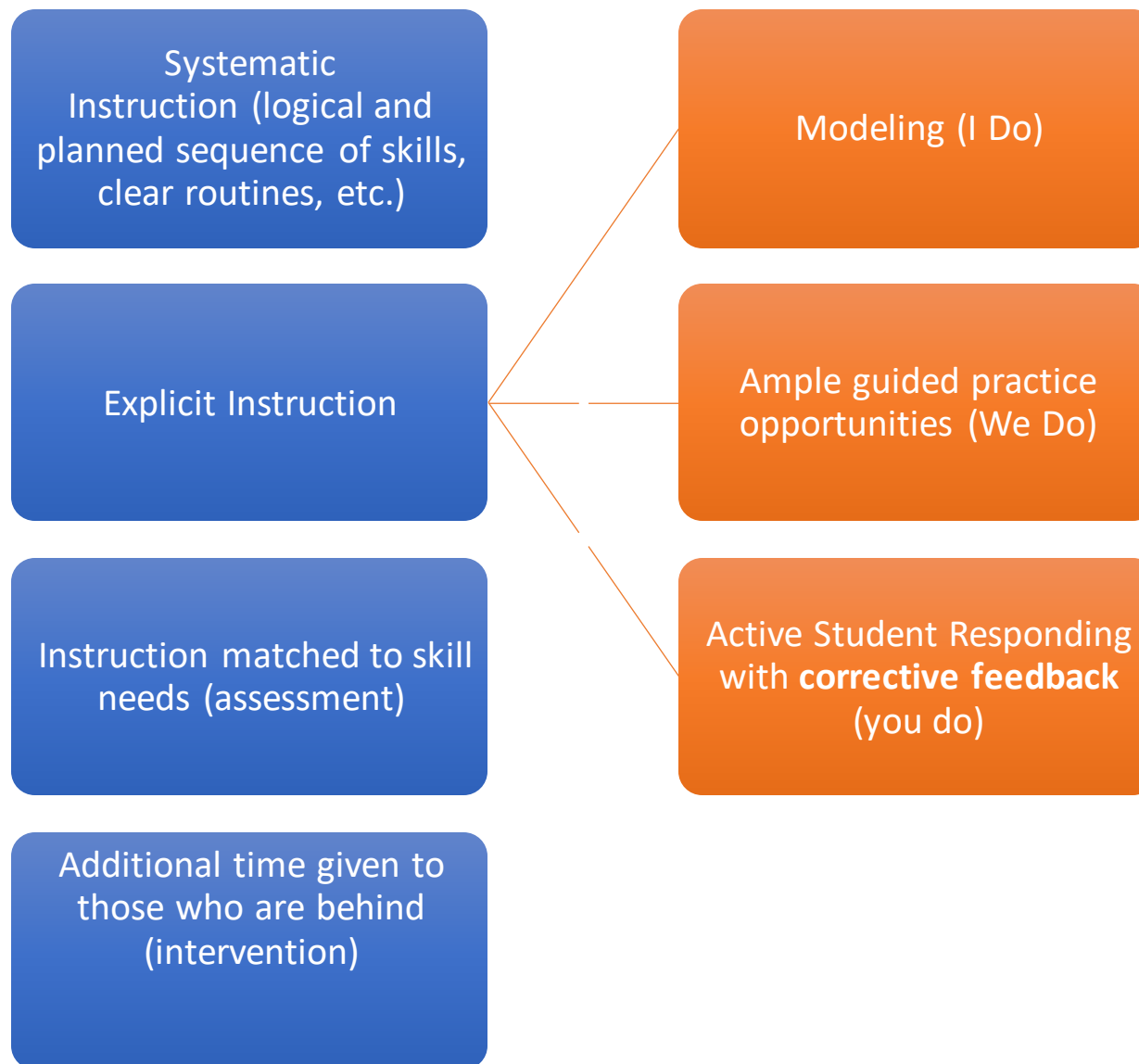
Understand How systematic & explicit instruction applies to writing instruction

Explore

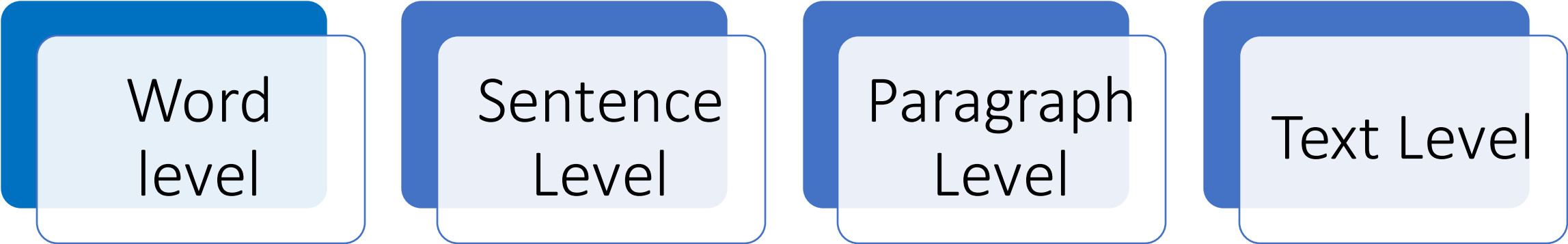
Explore the connection between reading & writing across content areas

Children do not learn to read by simply reading.

They do not learn to write by simply writing.



Students need support and instructional routines at each "level" of text.



Word  
level

Sentence  
Level

Paragraph  
Level

Text Level

# Where Does Writing Fit Within Reading Instruction?

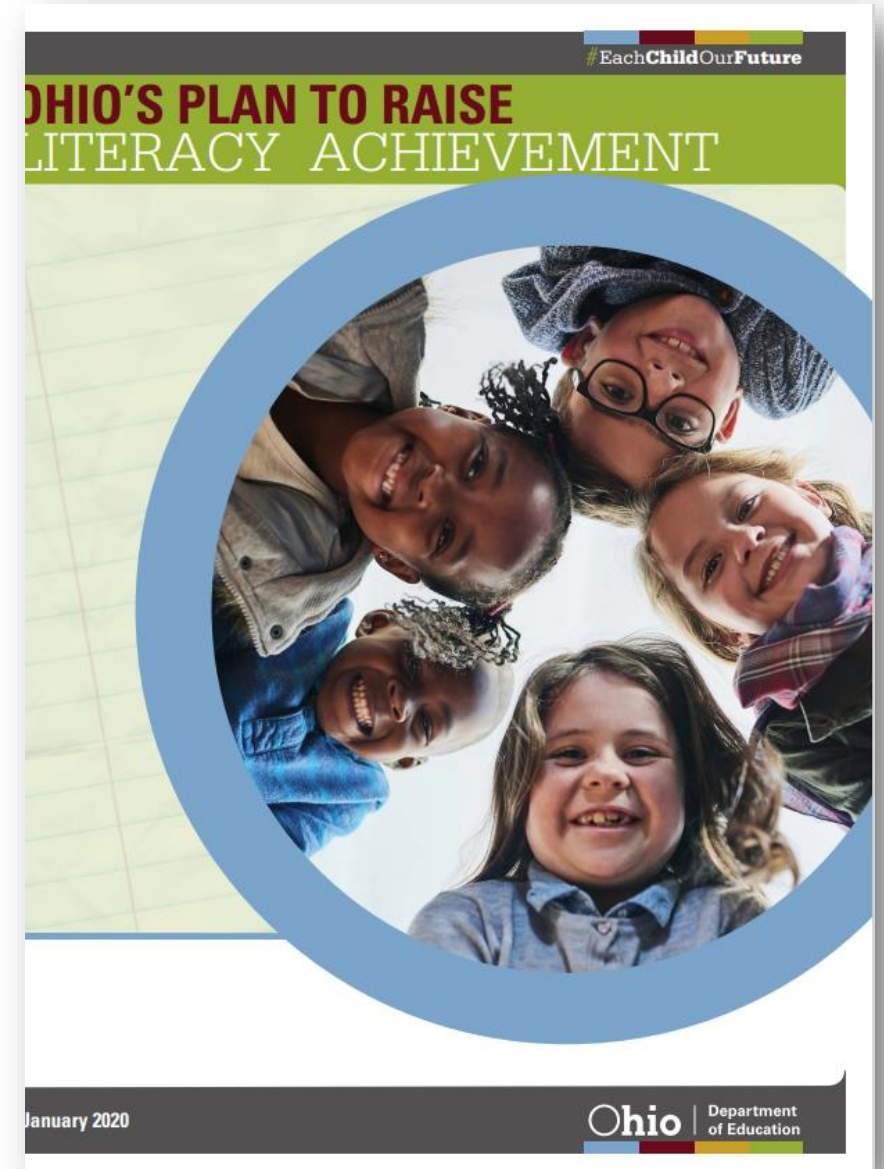
Emergent &  
Early Literacy

Conventional

Adolescent

# Developing Writing Proficiency

During the early and conventional language and literacy phases, handwriting instruction positively influences developing reading and spelling skills by improving learners' perceptions of letters and further developing the networks in the brain involved in letter processing (Wolf, et al., 2018; Berninger, 2012; James, et al., 2016).



# How to Support Writing Development, K-5

## Differentiated Universal Writing Instruction

- Follows a purposeful sequence of foundational skills and composition skills
- Building command of sentences following a progression
- Daily writing in response to texts, across content areas
- Explicit instruction in handwriting and letter formation
- Use graphic organizers to help organize ideas

## Writing Instruction in Intervention

- Small group practice with progress monitoring
- Instruction in syntax with modeling and immediate feedback
- Practice manuscript and cursive writing
- Explicit, systematic instruction in spelling, following a scope and sequence

**Writing in Action**

Principal Carla Leone and her collaborative team of teachers have crafted writing diagnostics to use as a formative practice to evaluate the needs of students and to help make decisions in writing instruction. The assessment, given twice a year, focuses on informative writing about a nonfiction and sentence structure in grades 2-5. Examples of what an administrator might observe in grade-level team meetings when teachers are reviewing writing diagnostics:

- Analysis of students' mastery of sentence structures and handwriting skills
- Discussion of the sequence of skills in Tier 1 instruction and planning to support students in mastering grade level standards as well as in gap remediation
- Discussion of helping students who need more support in working memory
- Discussion of students who need support with cognitive flexibility in planning their writing and in shifting tasks

**Why is Writing Important?** Writing improves all areas of reading, including reading comprehension (Graham & Hebert, 2010). Writing makes thinking visible and helps cultivate a command of language.

**Figure 4. Simple View of Writing (St. Martin, et. al., 2020)**

<b>Transcription Skills</b>	X	<b>Translation Skills</b>	=	<b>Skilled Writing Expression</b>
Foundational Writing Skills – handwriting, spelling, punctuation, letter formation		Composition Skills – organization, text structures, vocabulary, syntax, topic knowledge		

**How to Know if Students Are Proficient in Writing?**

- Writing includes grade appropriate spelling of words, spacing, handwriting and use of punctuation.
- Writing includes word choice appropriate to topic and audience.
- Writing is cohesive and well-organized, with a flow of ideas within and between paragraphs.
- Writers orchestrate the phases of writing: planning, translating (drafting) and revising as soon as they begin writing.
- Students fluently write for different purposes, use appropriate organization and can discern in the areas of word choice, syntax, vocabulary and text structures.

**How to Support Writing Development?**

Elements of effective writing instruction:

- Students write about the texts that they read (for example, written responses, summaries of the text, notes about texts, answering questions about texts in writing).
- Instruction in writing skills and processes that go into creating texts such as the process of writing, text structures, paragraph and sentence construction skills and spelling
- Systematically teach letter formation and handwriting to fluency
- Use of explicit modeling; supported practice and independent practice of sentence components; text types and writing strategies; increasing how much students write

**Differentiated Universal Writing Instruction**

- Follows a purposeful sequence of foundational skills and composition skills
- Building command of sentences following a progression
- Daily writing in response to texts, across content areas
- Explicit instruction in handwriting and letter formation
- Use graphic organizers to help organize ideas

**Writing Instruction in Intervention**

- Small group practice with progress monitoring
- Instruction in syntax with modeling and immediate feedback
- Practice manuscript and cursive writing
- Explicit, systematic instruction in spelling, following a scope and sequence

PAGE 23 | Implementing Ohio's Plan to Raise Literacy Achievement, Grades K-5 | February 2023

**Ohio** Department of Education

# How to Support Writing Development, 6-12

## Writing Instruction in the Classroom

- Teach steps and routines in the writing process
- Explicitly teach writing strategies that are used at each step of the writing process
- Writing skills are taught via a scope and sequence
- Deliberate practice in writing skills
- Attention to text structure, including at the following levels:
  - Word structure (such as spelling, morphology)
  - Sentence structure (such as syntax, grammar)
  - Paragraph structure (such as topic and supporting sentences)

## Writing Instruction in Intervention

- Instruction to develop and automatize foundational transcription skills (such as handwriting, spelling)
- Scaffolding supports across the steps in the writing process
- Guided and independent practice in writing skills
- Writing instruction to build translation skills while also building reading comprehension skills
- Explicit instruction in syntax and language structures connected to the content in core instruction

**Writing Instruction in Action**

All secondary students should be engaged in writing tasks daily, including formal and informal writing, short and long writing assignments and writing for varied audiences. Students also should have time for collaborative, structured feedback. There may be varied writing experiences in grade 12 Advanced Placement U.S. History, such as short opinion reflections on current events (WHST.11-12.9), analyzing and synthesizing perspectives across a variety of primary sources (WHST.11-12.7) and the use of scaffolds to support the use of transition and variety in sentence structure (WHST.11-12.2).

Examples of what an administrator might observe in a class include the following:

- Explicit instruction using the “I do, you do, we do” model as it relates to all elements of the writing process
- Writing as a means for students to process their learning
- A variety of collaborative discourse opportunities tied to writing practice
- Deep exploration and wide reading of content in order to support the knowledge and resources needed for quality writing
- The presence of reading and writing to teach critical-thinking

**Writing Instruction in the Classroom**

- Teach steps and routines in the writing process
- Explicitly teach writing strategies that are used at each step of the writing process
- Writing skills are taught via a scope and sequence
- Deliberate practice in writing skills
- Attention to text structure, including at the following levels:
  - Word structure (such as spelling, morphology)
  - Sentence structure (such as syntax, grammar)
  - Paragraph structure (such as topic and supporting sentences)

**Writing Instruction in Intervention**

- Instruction to develop and automatize foundational transcription skills (such as handwriting, spelling)
- Scaffolding supports across the steps in the writing process
- Guided and independent practice in writing skills
- Writing instruction to build translation skills while also building reading comprehension skills
- Explicit instruction in syntax and language structures connected to the content in core instruction

**Why is Writing Important?** Writing is an essential component of the learner’s academic experience and, like reading, requires explicit, evidence-based instruction. Effective implementation of writing instruction allows students to better understand what they have read, express themselves orally and think critically about subject-area content.

**How to Know if Students Have Adequate Writing Skills?**

- Evidence of analytical and critical thinking can be seen in the organization and sequencing of student writing.
- Informal, formative assessments show progress across writing skills and strategies that students have been taught and for which they have received feedback.

**How to Support the Writing Development of Students?**

Strategies for supporting students’ writing development include:

- Embedding explicit writing instruction through a scope and sequence of skills in the content of curriculum across Tier 1 instruction to support academic growth
- Ensuring student access to writing instruction, along with engaging in a variety of writing practices each day across all courses
- Continually increasing how much students write
- Providing intentional writing opportunities connected to text

PAGE 23 | Implementing Ohio’s Plan to Raise Literacy Achievement: Grades 6-12 | February 2023 **Ohio** Department of Education



# Gap Between Instruction and Expectation



Too often, teachers move directly to response-to-prompt writing, addressing overarching composition structure and genre features, with little or no heed paid to sentence-level instruction. As a result, the writing of many of their students is often riddled with fragments and run-ons. Even when the sentences are complete and correct, they are often simplistic or repetitive. Instruction that specifically targets writing at the sentence level is a necessary component of writing instruction; it benefits reading instruction as well.

-William Van Cleave, Syntax Matters Draft





## Sample Pacing Guide (Grades 7 – 12)

September – October	November – December	January – February	March – April	May – June
<ul style="list-style-type: none"> <li>• <b>Sentence Strategies</b> <ul style="list-style-type: none"> <li>○ Distinguish between fragments and sentences and correct fragments.</li> <li>○ Rearrange words in scrambled sentences.</li> <li>○ Identify and practice using the four sentence types.</li> <li>○ Complete sentence stems with <i>because, but, so</i>.</li> <li>○ Complete sentences beginning with subordinating conjunctions.</li> <li>○ Identify appositives and match to noun phrases.</li> </ul> </li> <li>• <b>Single-Paragraph Outline</b> <ul style="list-style-type: none"> <li>○ Introduce key words and phrases, abbreviations, and symbols.</li> <li>○ Practice scaffolding activities.</li> <li>○ Construct SPOs as a whole-class activity.</li> </ul> </li> </ul>	<p><i>Continue previous activities.</i></p> <ul style="list-style-type: none"> <li>• <b>Sentence Combining</b></li> <li>• <b>Sentence Expansion</b></li> <li>• <b>Single-Paragraph Outline</b> <ul style="list-style-type: none"> <li>○ Develop SPO and drafts independently.</li> <li>○ Convert a paragraph into an SPO.</li> <li>○ Write pro-and-con SPOs.</li> </ul> </li> <li>• <b>Revision</b> <ul style="list-style-type: none"> <li>○ Improve topic and concluding sentences by using one of the sentence types, using an appositive, and beginning with a subordinating conjunction.</li> </ul> </li> </ul>	<p><i>Continue previous activities.</i></p> <ul style="list-style-type: none"> <li>• <b>Revision</b> <ul style="list-style-type: none"> <li>○ Improve brief, unelaborated paragraphs (with no spelling, capitalization, or punctuation errors) following explicit directions such as expand, insert transition, combine, and improve T.S. and C.S.</li> <li>○ Edit for mechanics, looking for errors in capitalization, spelling, grammar and usage, and internal and ending punctuation.</li> </ul> </li> <li>• <b>Summarizing (Three Ways)</b> <ul style="list-style-type: none"> <li>○ Sentence Summary</li> <li>○ Single-Paragraph Summary</li> <li>○ Combined Outline</li> </ul> </li> </ul>	<p><i>Continue previous activities.</i></p> <ul style="list-style-type: none"> <li>• <b>Multiple-Paragraph Outline</b> <ul style="list-style-type: none"> <li>○ Practice using key words and phrases, abbreviations, symbols.</li> <li>○ Develop categories.</li> <li>○ Select appropriate details.</li> <li>○ Distinguish among general, specific, and thesis statements.</li> <li>○ Write details for body paragraphs in note form.</li> </ul> </li> </ul>	<p><i>Continue previous activities.</i></p> <ul style="list-style-type: none"> <li>• <b>Multiple-Paragraph Outline</b> <ul style="list-style-type: none"> <li>○ Write general, specific, and thesis statements.</li> <li>○ Write a complete body paragraph.</li> <li>○ Practice text structures: compare-contrast, problem-solution, cause-effect, and pro-con.</li> </ul> </li> </ul>

"Deliberate, scaffolded, structured practice is *harmful for none* and crucial for some"

~Lyn Stone

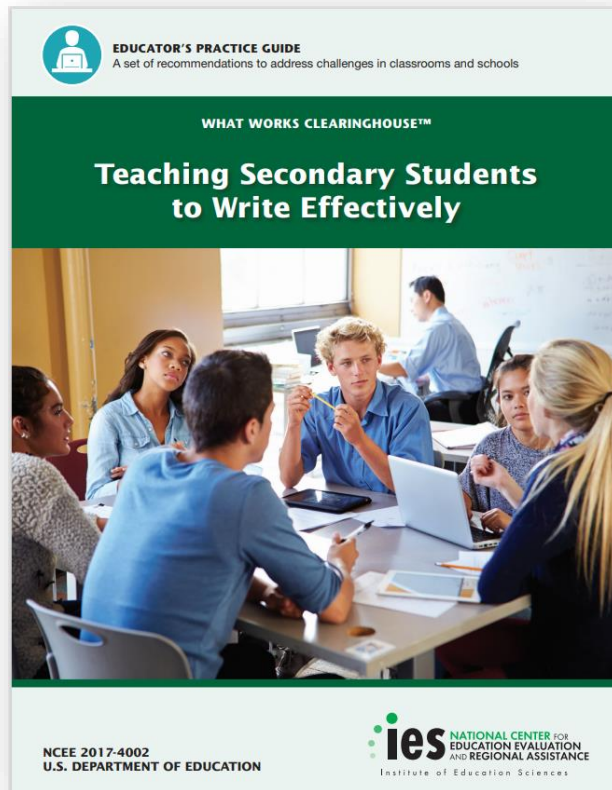
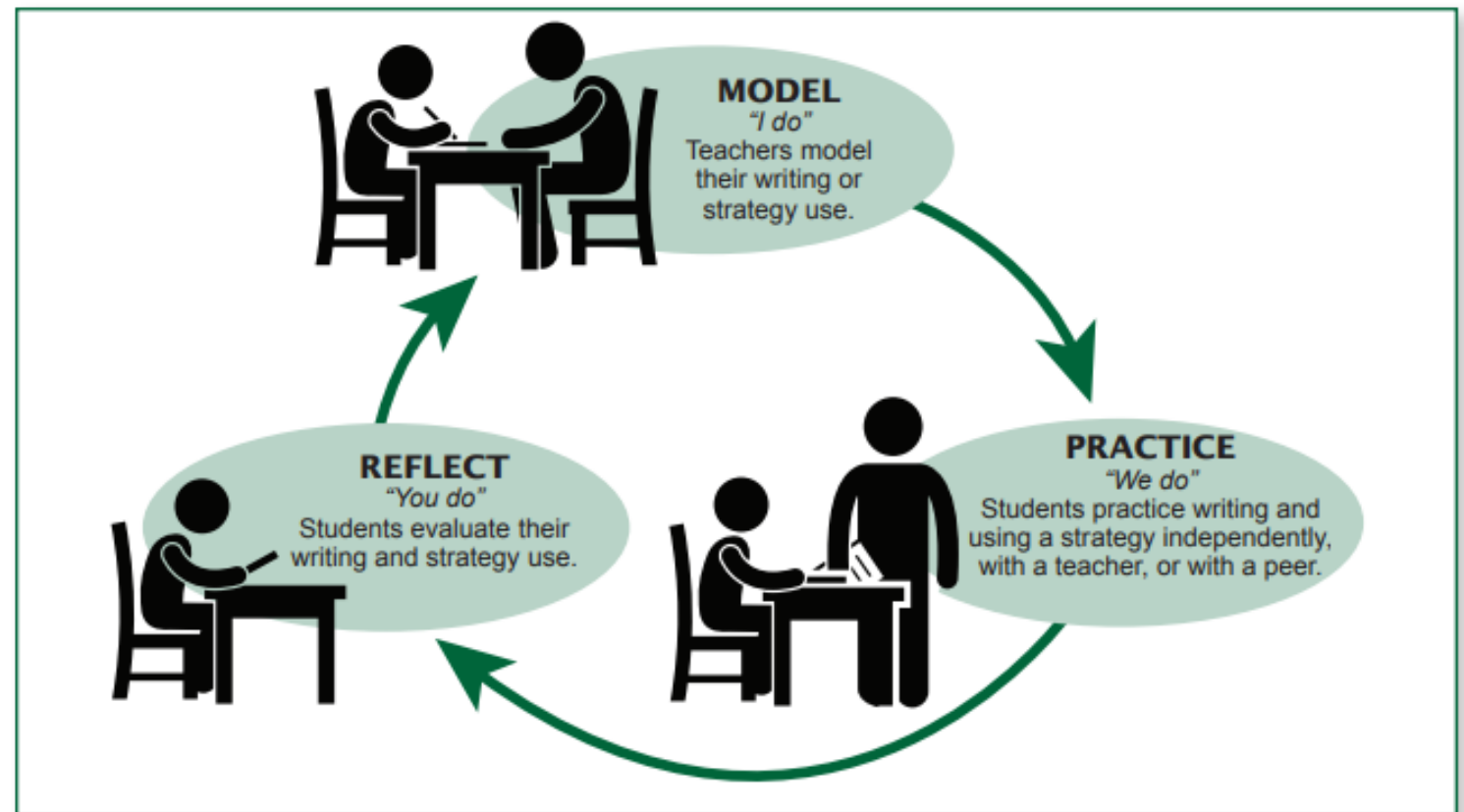


Figure 1.2. The Model-Practice-Reflect cycle



# Covering All Of The Levels

# Planning For Explicit Instruction

## TRANSLATE IDEAS

### Components:

- o Vocabulary
- o Sentence Structure
- o Text Structures and Genre
- o Cohesive Ties and Signal Words

*In what ways can I teach and facilitate my students' abilities to ask and respond to the following:*

### Vocabulary

- Which adjectives, adverbs, or content specific words will precisely express what I mean?

### Sentence Structure

- What kinds of phrases, clauses and sentences do I need to express what I mean?
- How can I use a variety of detail types to keep my writing interesting?

### Text Structures and Genre

- Which text structures and genres are required to meet my purpose?

### Cohesive Ties and Signal Words

- Which signal words align with the logic of my text structure(s)?
- How can I use cohesive ties demonstrate the relationship between my ideas?

# A Good Sentence ...



Helps students define boundaries of a good, complete sentence



Helps students understand correct word order



Allows students to practice capitalization, punctuation, and vocabulary



Can be used as a good formative for comprehension



Begins to solidify meanings of subjects, predicates, and prep. phrases

## Simple Sentence Frame

<b>Which one? What kind? How many?</b>	<b>Who? What?</b>	<b>Is or was doing?</b>	<b>What?</b>	<b>When? Where? How? Why?</b>



# Sentence Level Instruction

---



Understand how systematic & explicit instruction applies to writing instruction



Agree or disagree with Van Cleave? Do we see systematic instruction of writing beginning at the sentence level?

"Too often, teachers skip sentence writing skills and move directly into paragraphs and essays. Even without the pressure of standardized testing, teachers often neglect grammar and sentences construction, either concerned with research that suggests its lack of worth or uncomfortable teaching materials in which they have little or no training."

(William Van Cleave Writing Matters, p. 2)

# Leveraging the Power of Explicit Writing Instruction

Learn from Ohio Educators as they share their implementation journey

Examples  
from CLSD  
schools



Develop

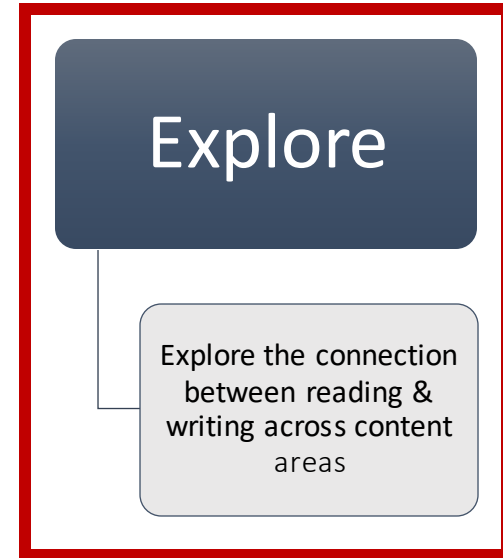
Develop a foundational knowledge base needed to support students' writing development

Understand

Understand How systematic & explicit instruction applies to writing instruction

Explore

Explore the connection between reading & writing across content areas

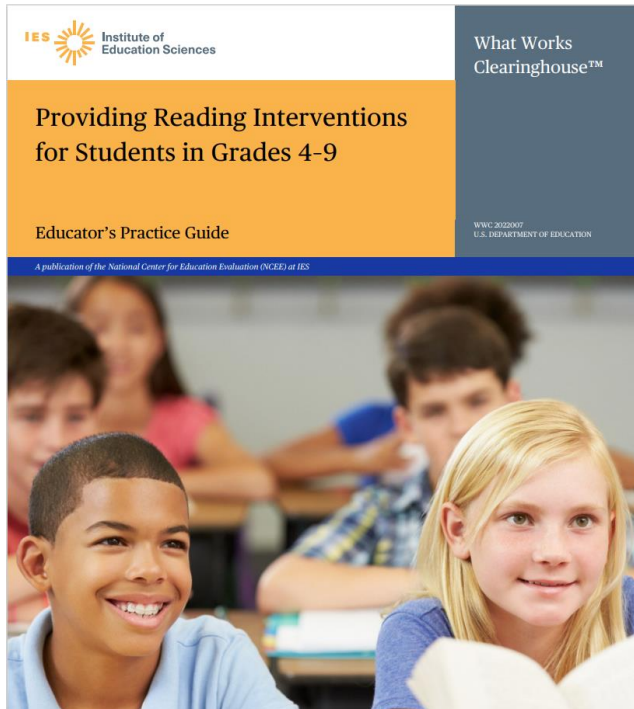










# Explicit Instruction for ALL Students

- Writing benefits reading in many ways, including reinforcing decoding skills through the encoding process and making connections between the components of language comprehension through writing in response to what is read (Conrad, 2008; Graham & Hebert, 2010).
- Even proficient readers may struggle with writing, making it critical to provide explicit writing instruction for all students (Graham & Perin, 2007).



# Providing Reading Interventions for Students in Grades 4-9



<b>1</b> Build students' decoding skills so they can read complex multisyllabic words ▼ <a href="#">Show More</a>	 STRONG EVIDENCE	 TIER 1 STRONG
<b>2</b> Provide purposeful fluency-building activities to help students read effortlessly ▼ <a href="#">Show More</a>	 STRONG EVIDENCE	 TIER 1 STRONG
<b>3</b> Routinely use a set of comprehension building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read ▼ <a href="#">Show More</a>	 STRONG EVIDENCE	 TIER 1 STRONG
<b>4</b> Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information ▼ <a href="#">Show More</a>	 MODERATE EVIDENCE	 TIER 2 MODERATE



**Example 3C.1. Teacher modeling how to generate a gist statement for a group of students (continued)**

**Teacher:** *This information is important because most of the sentences in the paragraph are talking about how Gandhi resisted the English in a nonviolent way. Instead of fighting with the English, he made his own salt or went on a hunger strike. I know that the information about where he was born or where he went to college is not important because it does not relate to Gandhi acting nonviolently to show how upset he was at the treatment of people in India.*

*So, I am going to ask myself "How can I synthesize this important information to tell what this paragraph was about?" The who is Gandhi. What did he do? He tried to use nonviolence to make positive change. One gist statement is: Gandhi helped make changes for the people of India without violence.*

The teacher writes the gist statement on the whiteboard.

**Teacher:** *Now I need to check my gist statement. Does it include the important information, and is it a short, complete sentence that makes sense? Yes, I think this statement helps me understand who Gandhi was. It is good to remember that Gandhi tried to make change by acting nonviolently. We can take this information and say the gist in other ways. Two other ways might be:*

- *Gandhi acted nonviolently and wanted others to act nonviolently too.*
- *Gandhi wanted others to use nonviolence to persuade England to change its laws.*

The teacher asks students to add information from their discussion to a graphic organizer. The students begin by adding who the passage was about – Mohandas Gandhi. Then the students summarize the important information and write a gist statement.

**'Who' or 'what':** Mohandas Gandhi

**Most important idea about the 'who' or 'what':** He was upset at England's laws, he wanted to change them, and he spent time in jail and fasting.

**GIST:** Gandhi wanted to persuade England to change its laws.  
by protesting nonviolently.

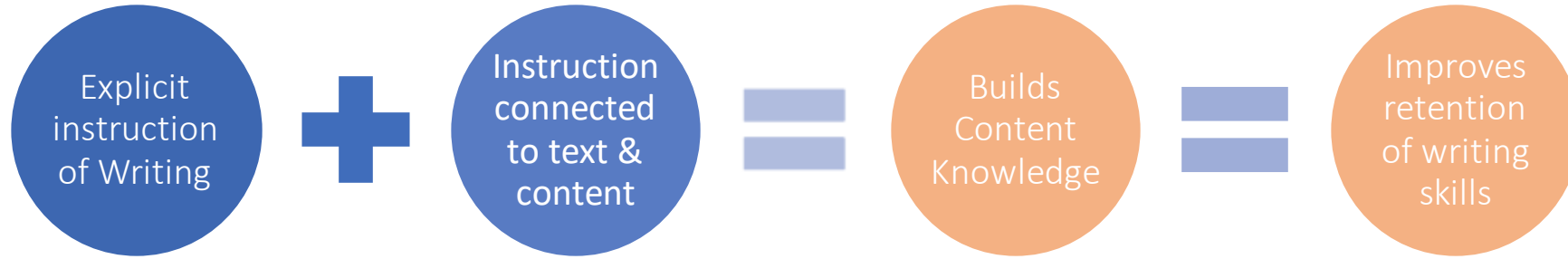
## Providing Reading Interventions for Students in Grades 4-9

### Educator's Practice Guide

WWC 2022007  
U.S. DEPARTMENT OF EDUCATION

A publication of the National Center for Education Evaluation (NCEE) at IES





# Teach Writing Connected to Text & Content

## The Sciences of Reading and Writing Must Become More Fully Integrated

Steve Graham  
Arizona State University, Tempe, USA

### ABSTRACT

Science has greatly enhanced what we know about reading and writing. Drawing on this knowledge, researchers have proffered recommendations for how to teach these two literacy skills. Although such recommendations are aimed at closing the gap between research and practice, they often fail to take into account the reciprocal relation that exists between reading and writing. Writing and writing instruction improve students' reading and vice versa. Theory and evidence that support this reciprocal relation are presented, and implications for the scientific study of reading and writing, policy, and practice are offered, including the proposal that the sciences of reading and writing need to be better integrated.

The science of reading involves studying how reading operates, develops, is taught, shapes academic and cognitive growth, affects motivation and emotion, interacts with context, and impacts context in turn. It includes genetic, biological, environmental, contextual, social, political, historical, and cultural factors that influence the acquisition and use of reading. In essence, the science of reading is the scientific study of all facets of reading, including its consequences for readers and society as a whole. The science of writing pursues the same goals and is conceptualized in the same manner, as it also involves the study of all aspects of writing. For both reading and writing, science has made invaluable contributions to our understanding and knowledge about these two literacy skills and how to teach them.

Given the importance of reading and writing to school, work, and social life (Berman, 2009; Greene, 2000), it is not surprising that one important outcome from the sciences of reading and writing are recommendations for teaching each of these skills to students (e.g., Graham & Perin, 2007; National Reading Panel, 2000). This is not new, as literacy researchers have offered recommendations for how to teach reading and writing for some time (e.g., Durrell, 1956; Meckel, 1963). The basic goal

## Writing to Read

Evidence for How Writing Can Improve Reading

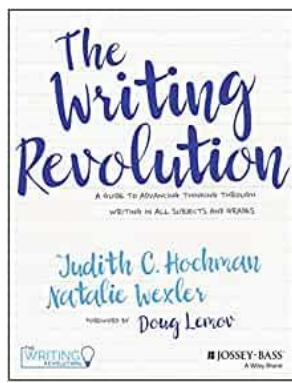
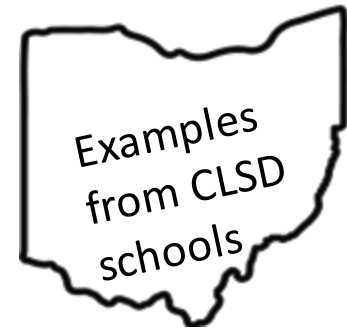
A Report from Carnegie Corporation of New York

lit·er·a·cy  
(līt'ər-ə-sē) *n.* the ability to read and write. The quality of being literate

Steve Graham and  
Michael Hobert  
Vanderbilt University



# How One District Implemented the TWR Principles



---

Students need explicit instruction in writing, beginning in the early elementary grades.

---

Sentences are the building blocks of all writing.

---

When embedded in the content of curriculum, writing instruction is a powerful tool.

---

The content of the curriculum drives the rigor of the writing activities.

---

Grammar is best taught in the context of student writing.

---

The two most important phases of the writing process are planning and revising.

Look Fors – Every Class, Everyday

# Complex Texts

Reading

Writing

Discussion

(Schmoker, 2011)

How can you support a **CULTURE** around this work?



# Strengthen the Instructional Core

Work with a variety of texts

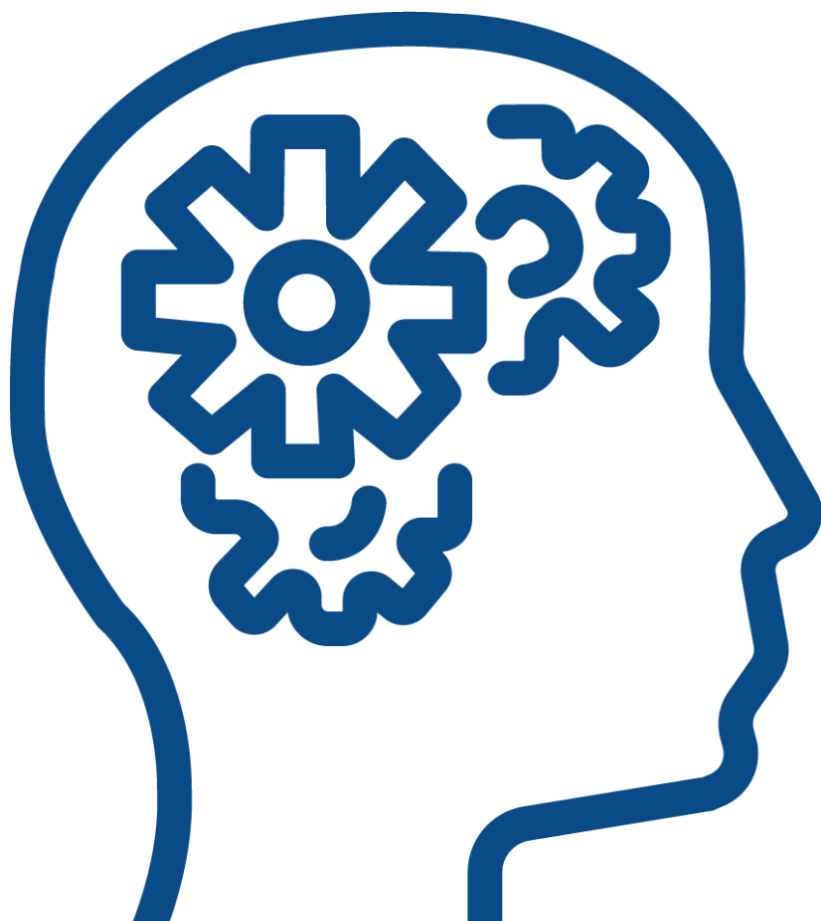
Talk/discuss to build language and knowledge

Use extended writing to build language and knowledge

Study a small set of high-utility vocabulary words needed to master content

Use school-wide protocols to support reading, writing, speaking, and listening

[Lesaux, Galloway, Marietta 2016](#)



# Leveraging the Power of Explicit Writing Instruction

"Because of the complexity of the writing process, students need more than direct instruction and worked examples to become competent writers. They need **'deliberate practice'**: repeated efforts to perform aspects of a complex task in a **logical sequence**, with a more experienced practitioner providing prompt and targeted **feedback**."



**Amber Clay-Mowry**  
Adolescent Literacy Specialist  
Clay-mowry.amber@moesc.net

*"We live on an island surrounded by a sea of ignorance. As our island of knowledge grows, so does the shore of our ignorance."*

*– John Archibald Wheeler*



# Leveraging the Power of Explicit Writing Instruction

Amber Clay-Mowry

Adolescent Literacy Specialist

[Clay-mowry.amber@moesc.net](mailto:Clay-mowry.amber@moesc.net)

Thank you to Plymouth-Shiloh Local Schools & Ashland Middle School for sharing your implementation journey

