

**Ohio Literacy Academy - June 11, 2024**

***Leveraging the Power  
of Explicit Writing Instruction***



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Padlet - [bit.ly/LitAcademyWriting](https://bit.ly/LitAcademyWriting)

# Session Agenda

- Introductions, Inclusion Activity
- Background Knowledge (What does the research tell us?)
- Writing and Literacy (One Piece of the Puzzle)
- Model a Scaffolded Routine with Summarization
- Organize & Integrate (Resources to Build/Add to Your Tool Box)

"If today's youngsters cannot...

- read with understanding,
- think about and analyze what they've read, and
- write clearly and effectively about what they've learned and what they think,

...then they may never be able to do justice to their talents and their potential."

Vartan Gregorian, *Writing Next* (2007)

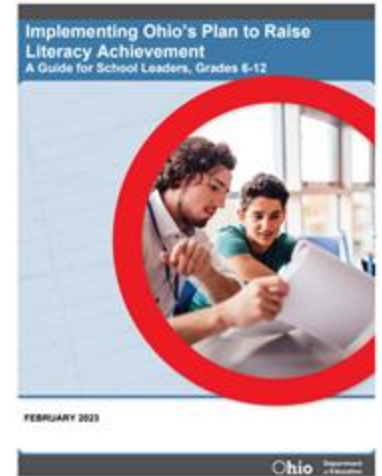
## **Agenda Item #2**

Background Knowledge:  
What Does the  
Research Tell Us?

# Writing Instruction in Action

## Secondary students should...

- Engage in (varied) writing tasks daily
- Get collaborative, structured feedback
- Learn writing skills and processes explicitly
- Follow a scope and sequence of skills



(p. 23)

***Implementing Ohio's Plan to Raise Literacy Achievement: Grades 6-12 (2023)***

# Writing Instruction in Action

## Common Issues in Writing

- Often lack critical reading skills
- Tend to lack understanding of grammar concepts
- Difficulty editing their own writing, others' writing
- Hard time ID or creating a logical sequence of ideas
- Lack a strong vocabulary
- Don't effectively use pre-writing strategies (don't know where to start)

(Sedita, 2024)

# A Call to Action



(2003)

- Every state should revisit standards and include a comprehensive writing policy
- Double the amount of time most students spend writing, requiring a writing plan in every district, with writing taught in all subjects and in all grade levels
- Completion of a course in writing theory and practice as a condition for teacher licensing

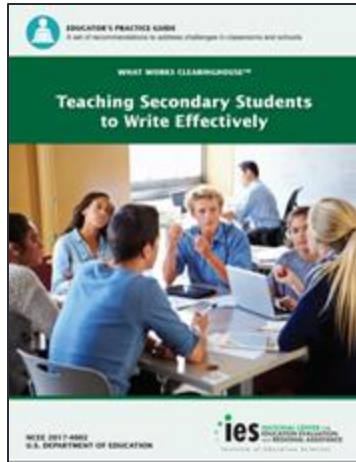
# Writing Instruction in Action

GL/Test	#	Type(s) of extended written response
3rd Grade	1	Opinion OR Informative/Explanatory
4th Grade	1	Opinion OR Informative/Explanatory
5th Grade	1	Opinion OR Informative/Explanatory
6th Grade	2	Argument AND Informative/Explanatory
7th Grade	2	Argument AND Informative/Explanatory
8th Grade	2	Argument AND Informative/Explanatory
ELA I	2	Argument AND Informative/Explanatory
ELA II	2	Argument AND Informative/Explanatory



# What does the Research Tell Us?

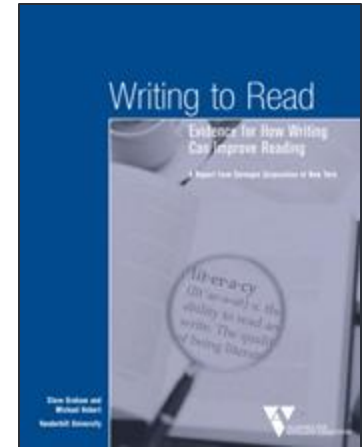
IES Guide for  
Secondary  
Students



Writing Next

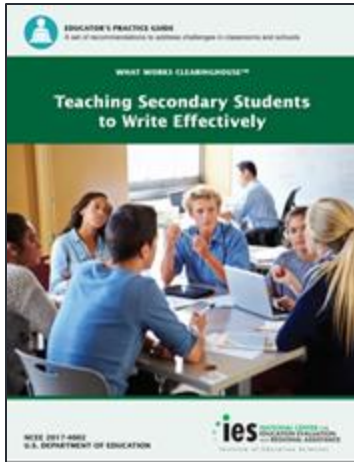


Writing to  
Read



# What does the Research Tell Us?

## IES Guide for Secondary Students

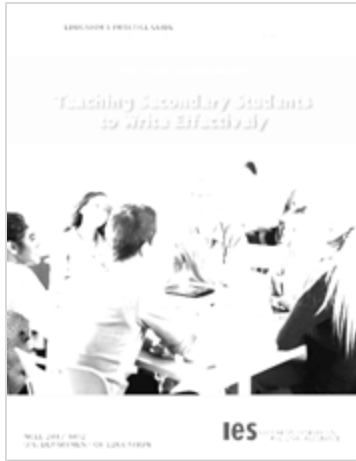


**Recommendation 1A - *Explicitly teach appropriate writing strategies***

**3-2-1 Summary Strategy  
(social studies)**

# What does the Research Tell Us

IES Guide for  
Secondary  
Students



Writing Next



**Key Element 2:**  
*Summarization*

**Explicitly and  
systematically  
teaching students  
how to summarize  
text**

# What does the Research Tell Us?

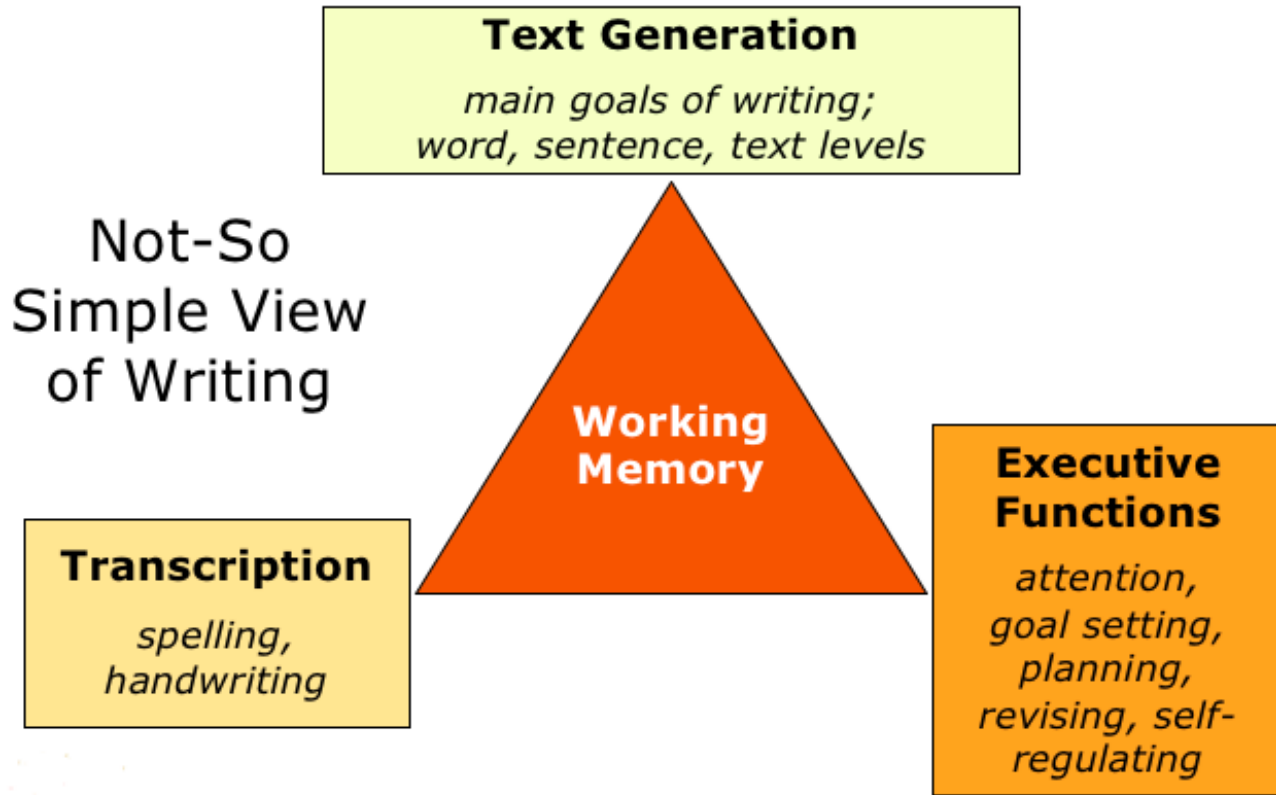
**P1 - Have students write summaries of a text (summaries of a text)**

**P2 - Teach writing skills and processes for creating text (structures for writing, paragraph/sentence construction)**

**P3 - Increase how much students write**

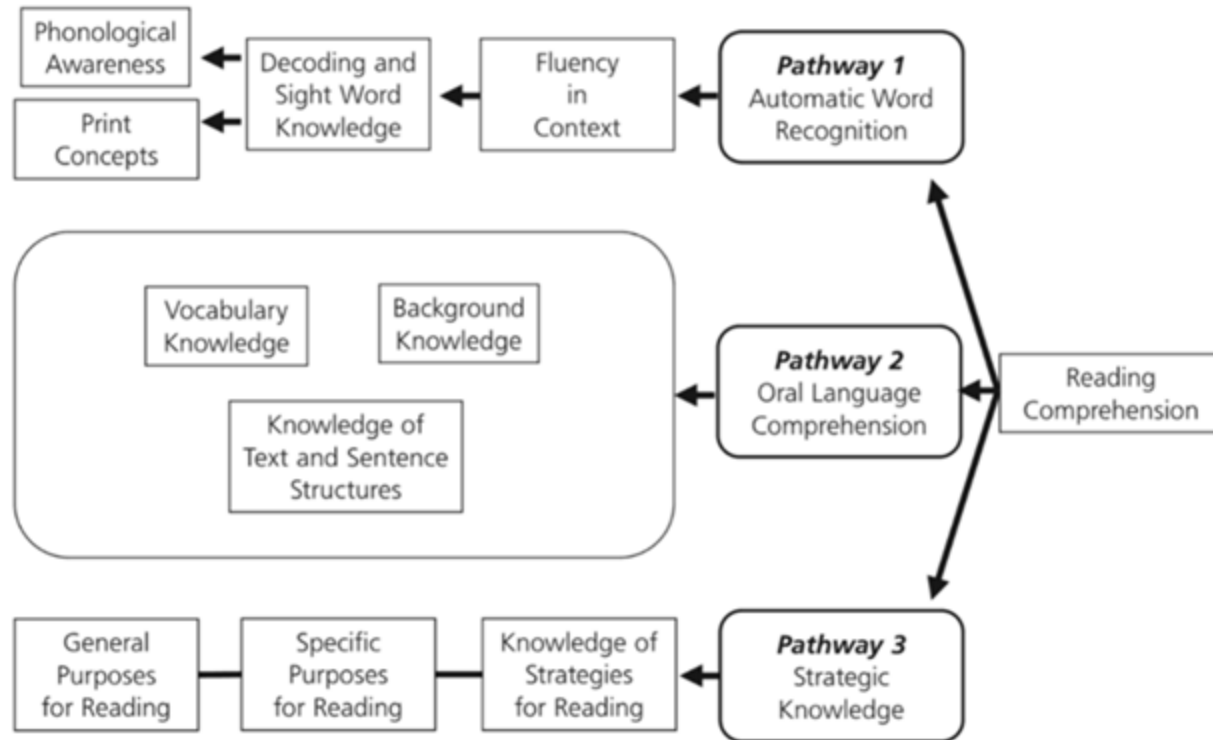
Writing to  
Read





(Beringer, 2006; Keys to Literacy)

# The Cognitive Model of Reading



The logo features the word "Ohio" in a large, white, sans-serif font against a red background. The letter "O" is replaced by a thick black circular outline. The background of the entire page is a red-tinted photograph of a group of people, likely students, looking towards the camera.

# Ohio

Ohio's Learning Standards

## English Language Arts

 **Ohio** | Department  
of Education

ADOPTED FEBRUARY 2017

### College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### TEXT TYPES AND PURPOSES\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### PRODUCTION AND DISTRIBUTION OF WRITING

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### RESEARCH TO BUILD AND PRESENT KNOWLEDGE

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### RANGE OF WRITING

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### NOTE ON RANGE AND CONTENT OF STUDENT WRITING

#### K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended periods throughout the year. See [keyboarding skill expectations](#) for grades 4-5 in the technology document here under *Basic Concepts and Basic Operations*.

#### 6-12 General and Writing in History/Social Studies, Science, and Technical Subjects 6-12

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative, — to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long periods throughout the year.



## **6-12 General and Writing in History/Social Studies, Science, and Technical Subjects 6-12**

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# Process & Reflection

Please turn to an “elbow” partner and have this conversation...

How has my thinking been challenged?  
What was confirmed?

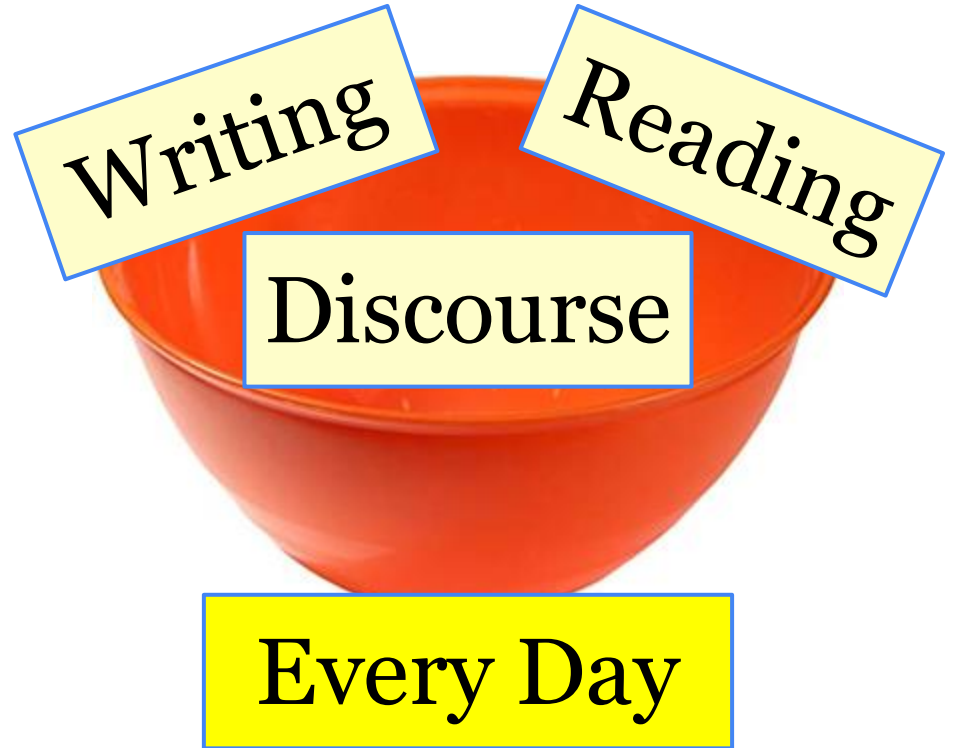
## **Agenda Item #3**

Writing and Literacy:  
One Ingredient of the Recipe

# Transferring New Skills to Practice

Joyce & Showers 2002	OUTCOMES		
	% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new skills in the field		
TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Field
Presenter explains concept	10%	5%	0%
Presenter models concept	30%	20%	0%
Participants practice during training	60%	60%	5%
Participants receive ongoing feedback in a real setting	95%	95%	95%

# Adolescent Literacy: The Dish



# Ingredient - Student Discourse

## 5 Core Academic Conversation Skills

1. Posing Initial Ideas
2. Clarifying
3. Supporting with Evidence
4. Building Ideas
5. Evaluate, Compare, and Choose One Idea over Others (Arguments)



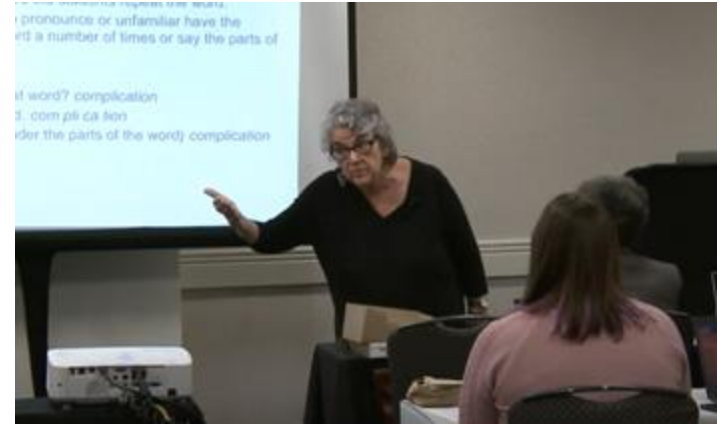
(pp.9-16)

\*In addition to cognitive, verbal, nonverbal skills needed

# Ingredient - Reading

## What is Comprehension?

- Act of understanding what you have read
- Extract meaning from what you read
- The understanding and interpretation of what you have read
- Making sense of what you read



*Anita Archer: “Intervening with Older Students”*

**Comprehension is an OUTCOME, not a STRATEGY**

# Writing to Learn Strategies (Examples)

Before Reading	
Admit Slips	Students write on an assigned topic upon entering the classroom.
Yesterday's News	Students summarize the information from a presentation, discussion, reading, or lesson from the day before.
Crystal Ball	Students describe what they think will happen next in a book, lab, or class.
Artifact Prompt	Teacher sets out several "artifacts" (items around the classroom or home) and gives the students the following prompt: A good ____ is like a ____ because ____. Students explain how a concept, theme, etc. is like the artifact selected and presents reasons why. For example, a good lab conclusion is like a magnifying glass because it makes the important things easier to see.
Misconception Check	Teacher presents students with common or predictable misconceptions about a concept, principle or process then asks the students whether they agree or disagree. Students explain their responses. Format can be written, oral, multiple choice or true-false. (For example, Northern lights are caused by reflections off the glaciers.)
Brainstorming, Mind Dump, or Topic Blast	Can be used to pre-assess or gain access to prior knowledge. Teachers give students a topic or prompt in which they list or write all they know about the topic. Teachers can use this information to guide instruction.
K-W-H-L	Given a topic, students write in columns what they Know, what they Want to know, How they will learn it, and after the lesson, what they Learned. Students can share aloud or with a partner what they learned. Teachers can monitor student responses to guide instruction, as well as assess what was learned.



# Writing to Learn Strategies (Examples)

During Reading	
Annotations	Students interact with a text by writing notes in the margin and coding the text.
Notes	Students write the main idea and supporting details during/after interacting with a text.
After Reading	
Exit Slip or Ticket to Leave	A closure activity where students write on an assigned prompt.
Awards	Students recommend someone/something for an award the teacher creates supporting their reasons using concepts from class. For example, the Most influential leader in WWII Award.
3-2-1	Teacher creates writing prompts for students' response. For example, 3 ways to identify an insect, 2 ways insects differ from spiders, and 1 question I still have about insects.
Summary or Paragraph Response	Students write a short piece that contains the major ideas or concepts of a topic. The emphasis is on the use of as few words as possible that will accurately communicate the understanding of the concept.

# Process & Reflection

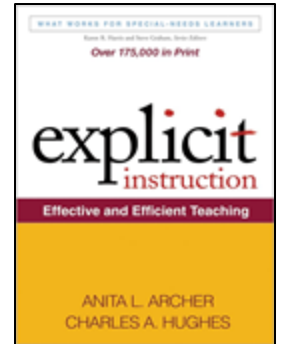
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What was confirmed?

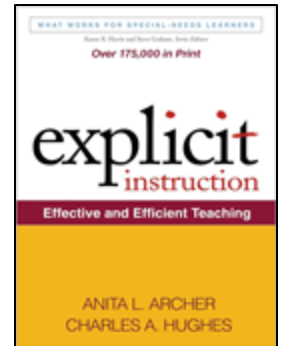
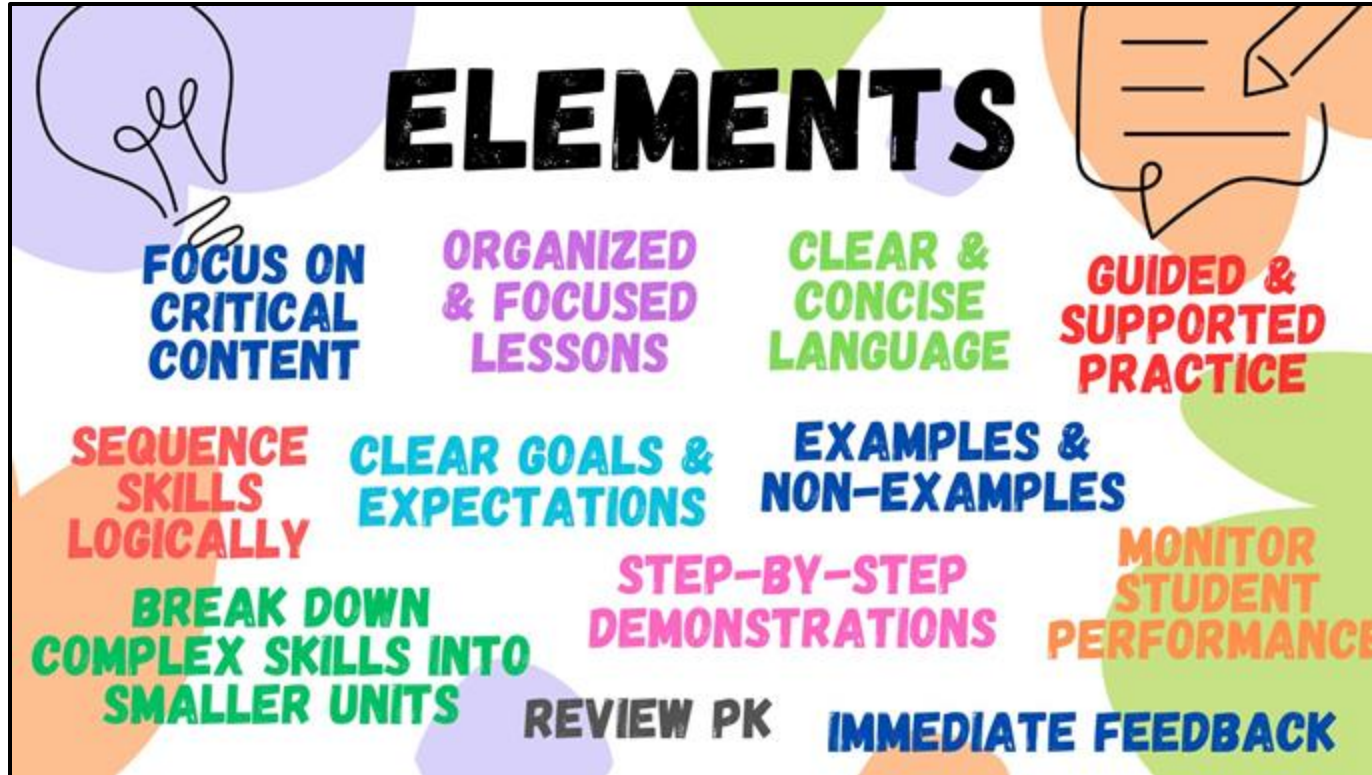
## **Agenda Item #4**

Writing Instruction with a  
Scope and Sequence

# Explicit Instruction



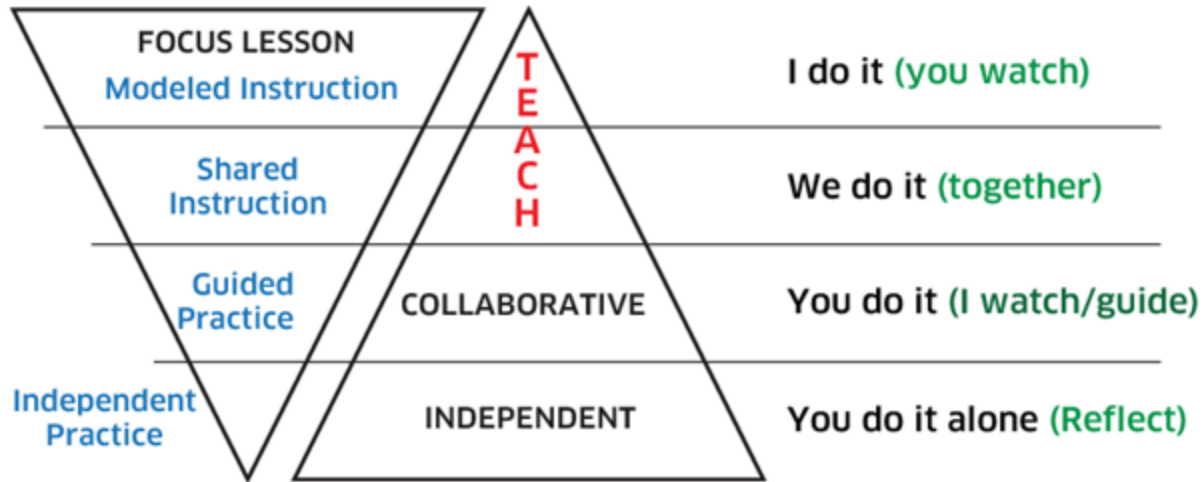
# Explicit Instruction



# Explicit Instruction

## The Gradual Release Model

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

(Fisher & Frey, 2006; Pearson & Gallagher, 1983)

# Writing Next: Grades 4-12

Writing Strategies (.82)

Summarizing (.82)

Collaborative Writing (.75)

Specific Product Goals (.70)

Word Processing (.55)

Sentence Combining (.50)

Pre-Writing (.32)

Inquiry Activities (.32)

Process Writing Approach  
(.32)

Study of Models (.25)

Writing for Content  
Learning (.23)



# Summarizing

## Teach Students...

1. What a summary is and is not
1. Skills to ID main ideas
1. How to generate summaries from non-text and text
2. How to use scaffolds to support summary writing

(Sedita, 2024)



# Summarizing

## Goal of this Activity

- ★ Work together to craft a well-written summary

## Important Skills

- ★ Identify key words and phrases in each paragraph
- ★ Create a summary sentence for each paragraph
- ★ Combine summary statements to produce an overall summary (for 3 paragraphs)

# Summarizing

## Defining Terminology

**Big Idea Topic (BIT):** includes the big idea of the passage (subject/verb/descriptor); gives us a sense of what the passage is about

**Key Words & Phrases (KWP):** Most important who or what and what is happening

**Main Ideas (MI):** Most important information about a person, place, object, or event; complete sentence and contains most important KWPs

## **Sample Paragraph Example**

For some, summer vacation meant professional development and growth. Freed from the constraints of lesson planning and deadlines, educators eagerly sought out workshops, conferences, and seminars to enhance their teaching practices. They delved into the latest research and pedagogical trends, eager to return to the classroom armed with fresh ideas and strategies to engage their students.

# Sample Paragraph Example

## Key Words and Phrases:

- Professional development and growth
- Workshops, conferences, seminars
- Fresh ideas and strategies
- Improve student engagement

**MI Sentence:** Teachers use summer for professional growth, attending events to enhance strategies and bring new ideas to the classroom.

# Summarizing

## What is the Big Idea Topic?

### Title:

*Embracing the Serenity  
of Summer*

### Big Idea Topic:

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## **Embracing the Serenity of Summer (I Do)**

As the final school bell chimed, signaling the end of another academic year, teachers everywhere breathed a collective sigh of relief. Summer vacation had arrived, and with it came a well-deserved respite from the hustle and bustle of the classroom. For many educators, this time off was more than just a break; it was an opportunity to recharge, reflect, and rejuvenate. (see handout)

# Embracing the Serenity of Summer (I Do)

## Key Words and Phrases:

- Sigh of relief
- Vacation had arrived
- Well-deserved respite
- Recharge, reflect, and rejuvenate

**MI Sentence:** The end of the school year, with teachers relieved for summer vacation, means recharging and reflecting.

## **Embracing the Serenity of Summer (We Do)**

Amidst the warmth of the summer sun, teachers found themselves embracing a slower pace of life. Gone were the early morning alarms and endless stacks of paperwork to grade. Instead, they savor leisurely mornings sipping coffee or exploring new hobbies they set aside during the school year. Whether it was traveling to exotic destinations or simply spending quality time with loved ones, these activities brought them joy and fulfillment.



# Embracing the Serenity of Summer (We Do)

## Key Words and Phrases:

- Slower pace of life
- Leisurely
- Exploring new hobbies
- Joy and fulfillment

**MI Sentence:** Summer brings teachers a slower pace of life, where they enjoy leisurely activities that bring them joy and fulfillment.

## **Embracing the Serenity of Summer (You Do)**

As the days grew longer and the evenings warmer, teachers relished in the simple pleasures of life. Whether it was lounging by the pool with a good book or hosting backyard barbecues with colleagues, they embraced the opportunity to unwind and reconnect with themselves and their community. Summer vacation wasn't just a break from work; it was a chance for teachers to nurture their own well-being and return renewed and ready to inspire the next generation.

# Embracing the Serenity of Summer (You Do)

## Key Words and Phrases:

- Opportunity to unwind and reconnect
- Nurture their own well-being
- Return renewed
- Inspire the next generation

**MI Sentence:** During summer, teachers use their break to unwind, reconnect, and renew for their own well-being so they can return to inspire students.

# Summarizing

## How to Write a Summary

1. ID main ideas, distinguish from details
1. Write main ideas in sentence form
1. Combine the sentences
1. Incorporate transition words
1. Proofread

(Sedita, 2024)

## **Embracing the Serenity of Summer (Model)**

The end of the school year, with teachers relieved for summer vacation, means recharging and reflecting. Summer brings teachers a slower pace of life, where they can enjoy leisurely activities that bring them joy and fulfillment. **Ultimately**, teachers use their break to unwind, reconnect, and renew for their own well-being so they can return to inspire students.

# Sample Pacing Guide/Scope & Sequence

## Sample Pacing Guide (Grades 7-12 Year 1)



SEMESTER ONE			
September – Mid-October	Mid-October – Mid-November	Mid-November – Late December	January
<p><b>Sentence work:</b></p> <ul style="list-style-type: none"> <li>• <b>Sentences and Fragments</b> <ul style="list-style-type: none"> <li>◦ Distinguish between a complete sentence and a sentence fragment.</li> <li>◦ Convert a sentence fragment into a complete sentence.</li> <li>◦ Identify and correct a fragment(s) in a given paragraph.</li> </ul> </li> <li>• <b>Scrambled Sentences</b> <ul style="list-style-type: none"> <li>◦ Re-arrange a sequence of words into a sentence, adding the correct punctuation and capitalization.</li> </ul> </li> <li>• <b>Sentence Types</b> <ul style="list-style-type: none"> <li>◦ Distinguish among statements, questions, exclamations, and commands, and punctuate each correctly.</li> <li>◦ Write a statement, question, exclamation, and command about a given topic.</li> <li>◦ Given a picture or text, write one or two questions about it.</li> <li>◦ Write a question for a given response.</li> </ul> </li> <li>• <b>Conjunctions</b> <ul style="list-style-type: none"> <li>◦ Write sentences using the conjunctions <i>because, but, so</i>.</li> <li>◦ Write sentences using the given term and conjunction (E.g. unhappy/because).</li> </ul> </li> </ul> <p><b>Note-taking:</b></p> <ul style="list-style-type: none"> <li>◦ Introduce key words, phrases, symbols &amp; abbreviations.</li> <li>◦ Given a sentence, reduce to key words, phrases, symbols and abbreviations, and vice versa.</li> </ul>	<p>Continue previous sentence work.</p> <p><b>Sentence work:</b></p> <ul style="list-style-type: none"> <li>• <b>Subordinating Conjunctions</b> <ul style="list-style-type: none"> <li>◦ Use subordinating conjunctions at the beginning of sentences to start dependent clauses.</li> <li>◦ Write sentences using the given term and subordinating conjunction (ex: since / school).</li> </ul> </li> <li>• <b>Appositives</b> <ul style="list-style-type: none"> <li>◦ Identify an appositive in a sentence.</li> <li>◦ Fill in blanks with appositives.</li> <li>◦ Match appositives to noun phrases.</li> <li>◦ Given a topic, write a sentence embedding an appositive.</li> <li>◦ Given an appositive, write a sentence.</li> </ul> </li> <li>• <b>Sentence Combining:</b> <ul style="list-style-type: none"> <li>◦ Combine two or more sentences.</li> </ul> </li> <li>• <b>Sentence Expansion</b> <ul style="list-style-type: none"> <li>◦ Expand a kernel sentence starting with the Q words <b>WHERE, WHEN &amp; WHY</b>.</li> <li>◦ Determine whether a specified part of a sentence tells <i>who, what, when, where, why, or how</i>.</li> </ul> </li> </ul> <p><b>Note-taking:</b></p> <ul style="list-style-type: none"> <li>◦ Continue using key words, phrases, symbols &amp; abbreviations.</li> </ul>	<p>Continue previous sentence work.</p> <p><b>Sentence work:</b></p> <ul style="list-style-type: none"> <li>• <b>Sentence Expansion</b> <ul style="list-style-type: none"> <li>◦ Expand a kernel sentence using the Q words.</li> </ul> </li> <li>• <b>Introduce Single-Paragraph Outline:</b> <ul style="list-style-type: none"> <li>◦ Model and develop as a whole class.</li> </ul> </li> <li>• <b>Start Paragraph Activities</b> <ul style="list-style-type: none"> <li>◦ Identify T.S. from a group of sentences.</li> <li>◦ Given details, generate T.S.</li> <li>◦ Distinguish T.S. from details.</li> <li>◦ Given a topic, write a T.S.</li> <li>◦ Generate a C.S. from a given T.S. &amp; details.</li> <li>◦ Use appositives, subordinating conjunctions and sentence types for T.S.'s &amp; C.S.'s.</li> <li>◦ Select T.S. from a group of sentences &amp; sentence details.</li> <li>◦ Select appropriate details from a list to support a given T.S.</li> <li>◦ Eliminate irrelevant sentences from a group of related sentence</li> <li>◦ Underline given paragraph &amp; convert into an SPO.</li> <li>◦ Given a paragraph, convert it into an SPO.</li> <li>◦ Given a topic, generate an SPO independently.</li> </ul> </li> </ul> <p><b>Note-taking:</b></p> <ul style="list-style-type: none"> <li>◦ Continue using key words, phrases, symbols &amp; abbreviations</li> </ul>	<p>Continue previous sentence work.</p> <p><b>Sentence work:</b></p> <ul style="list-style-type: none"> <li>• <b>Transitional Words &amp; Phrases</b> <ul style="list-style-type: none"> <li>◦ Fill in the correct transitional words or phrases in a paragraph.</li> <li>◦ Complete sentences using a transitional word or phrase.</li> </ul> </li> </ul> <p><b>Single-Paragraph work:</b></p> <ul style="list-style-type: none"> <li>• <b>Continue Paragraph Activities</b> <ul style="list-style-type: none"> <li>◦ Practice narrative, cause-effect, problem-solution, compare-contrast, summary SPO formats.</li> </ul> </li> </ul> <p><b>Summaries:</b></p> <ul style="list-style-type: none"> <li>◦ Use the question words without kernel (Summary: chapters, write captions, current events articles, experiences, plots)</li> <li>◦ Practice with all 3 formats: Sentence Summary, SPO, Combined Summary.</li> </ul> <p><b>Note-taking:</b></p> <ul style="list-style-type: none"> <li>◦ Continue using key words, phrases, symbols &amp; abbreviations.</li> </ul>

# View & Discuss: Reading & Writing in Science

How do reading, writing, and discourse work together?

How was mentor texts used effectively in this video?

How does writing support student thinking?



READING AND  
WRITING IN | SCIENCE

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PRODUCED BY  
WGBH  
IN ASSOCIATION WITH  
ANNENBERG LEARNER

## **Agenda Item #5**

Organize & Integrate:  
Resources to Build/Add to  
Your Tool Box



# Resources - Padlet

:Padlet

Nicholas Jacobs • 4m

## Explicit Writing Instruction

Literacy Academy - March 4, 2024

Slides Practice Guides Books/Articles Extra Resources

+

+

+

+

Ohio Literacy Academy - March 4th, 2024

*Leveraging the Power of Explicit Writing Instruction*

Ohio

Nick Jacobs, M.Ed.  
Advanced Literacy  
School Improvement  
State Support Team, Brighton  
n.jacobs@doe.ohio.gov  
(419) 756-8925 Ext. 236

PDF

3.4 Explicit Writing

WORLD WIDE COLLABORATION™

### Teaching Secondary Students to Write Effectively

PDF

508\_WWCPG\_SecondaryWriting\_122719

The Writing Rope

amazon.com

The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects

5.0 (145)

Ohio

Ohio's Learning Standards

PDF English Language Arts

ELA OLS

Writing to Read

Resources for How Writing Can Improve Reading

PDF

WritingToRead 2010

The Writing Revolution

amazon.com

The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades

4.8 (209)

APPENDIX A

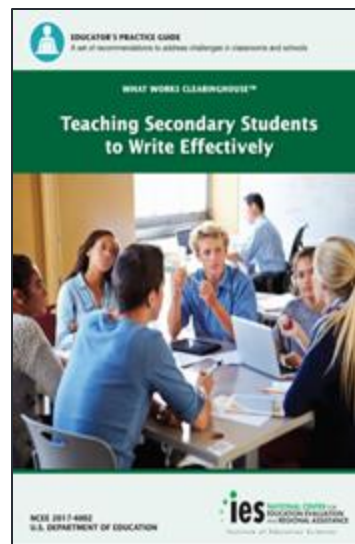
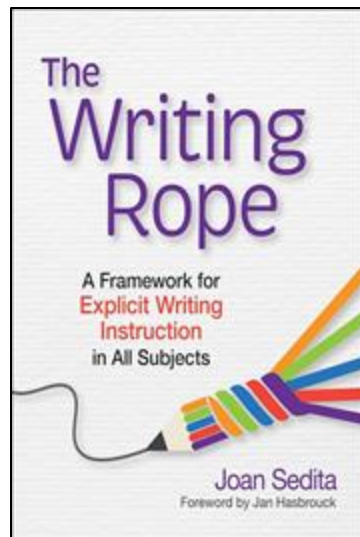
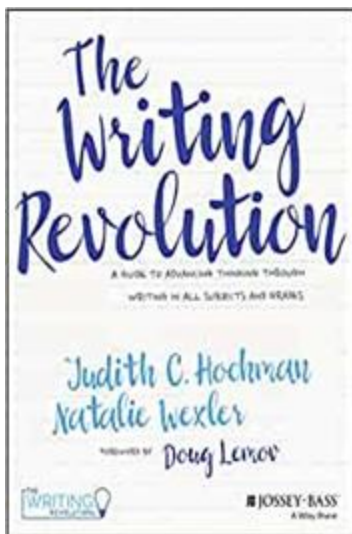
DISCIPLINARY LITERACY IN ENGLISH LANGUAGE ARTS

When students of English read, they

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# Resources - Books, Practice Guides



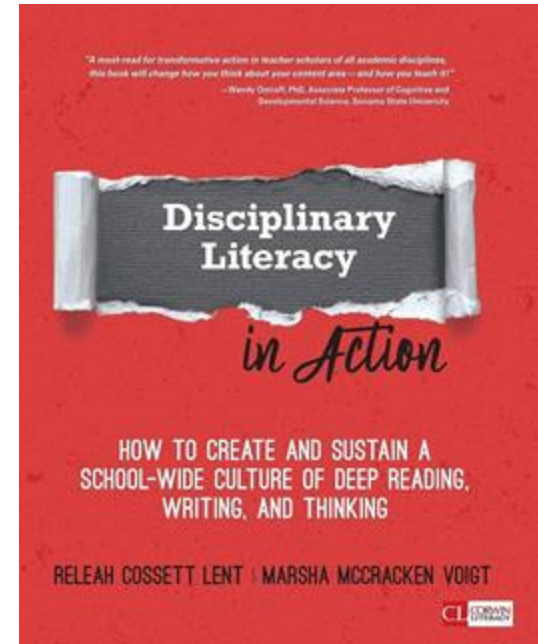
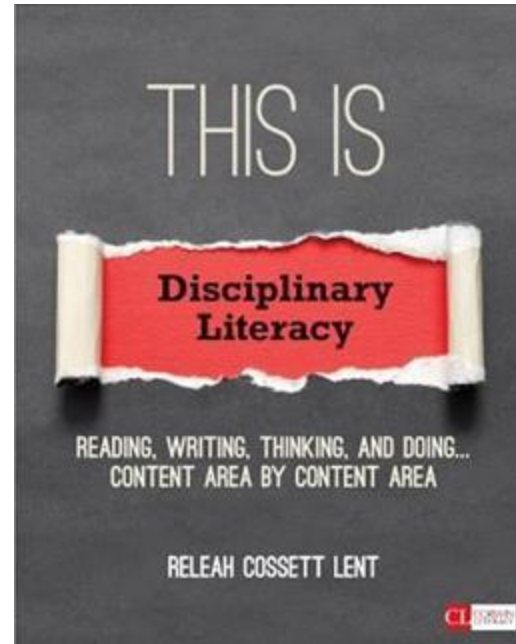
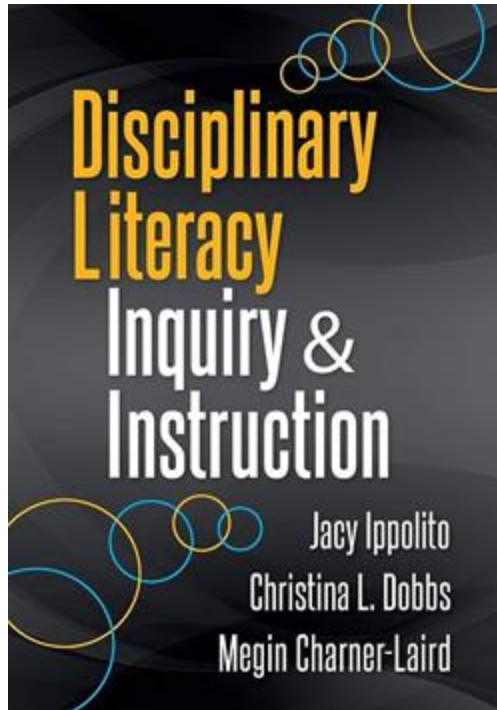
# Resources - Online Resources



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# Resources - Disciplinary Literacy



**Ohio Literacy Academy - June 11, 2024**

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**Nick Jacobs, M.Ed.**  
Adolescent Literacy  
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**State Support Team, Region 1**  
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***Thank you!!!***



**:Padlet**

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