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# Literacy Academy 2025

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# BRIDGING THE GAP

Building a Cohesive Writing Framework

**DEBBIE HEATH**

**HEAD PRINCIPAL**

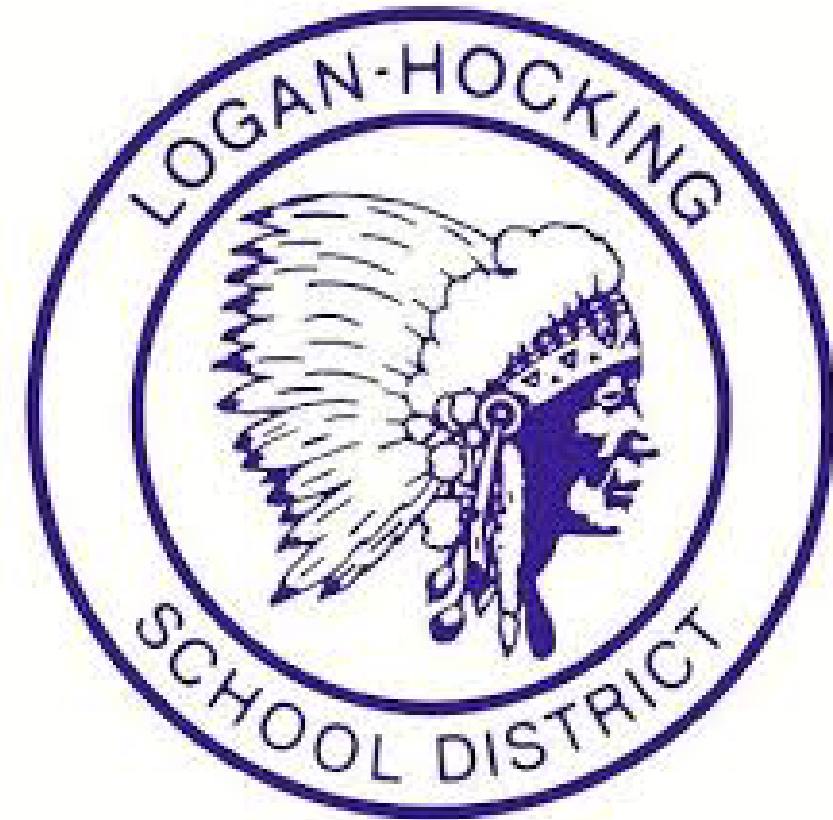
**LOGAN-HOCKING MIDDLE SCHOOL**



**LISHEA GOFF**

**GIFTED/GENERAL**

**EDUCATION TEACHER**



# OBJECTIVES

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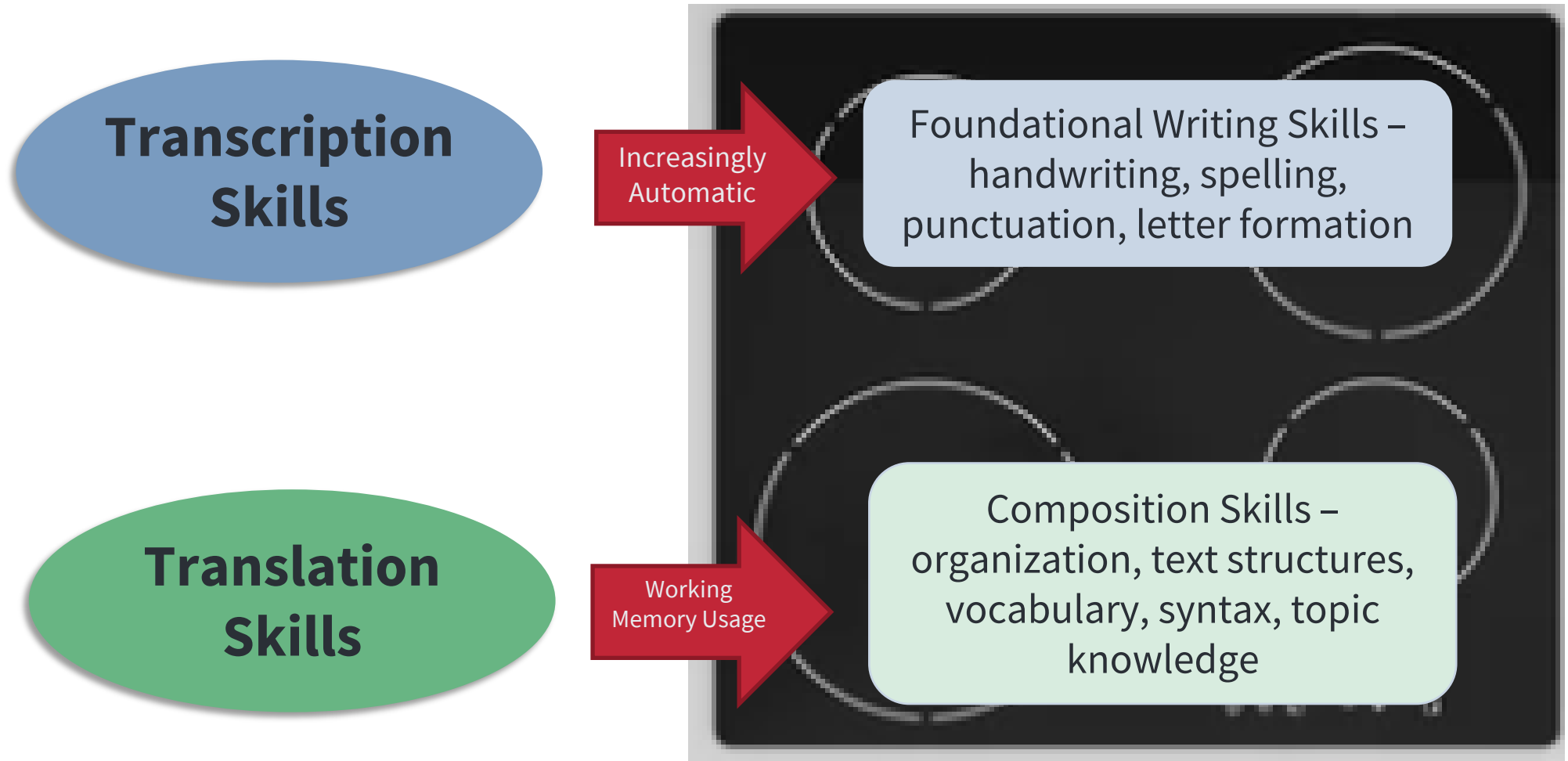


- Learn core components of an effective writing framework
- Learn practical strategies for classroom implementation
- Develop an action plan for school wide adoption
- Leave with at least one strategy and maybe a new friend who also drinks too much coffee

# BUT I HAVE TO TEACH ESSAYS

- Why syntax? “There is now a slew of rigorous studies revealing that an understanding of syntax is correlated with reading comprehension. That simply means that students who know more about how sentences are constructed do better on reading comprehension measures.”  
Shanahan, T (2002)
- “Children who are exposed to a variety of increasingly sophisticated written sentence constructions have better comprehension and more syntactic knowledge. Correspondingly, children with highly developed syntactic knowledge are better able to comprehend text that has more complex syntactic constructions.” Wolf, Gottwald, et al., (2009)

# ANOTHER WAY TO THINK ABOUT IT





# WE MUST BUILD...

## Syntactic Awareness

- **Syntax** is the study and understanding of grammar – the system and arrangement of words, phrases, and clauses that make up a sentence. In order to comprehend a sentence, the reader must process, store (in working memory), and integrate a variety of syntactic and word meaning information (Paris & Hamilton, 2009).
- **Syntactic Awareness** means having the ability to monitor the relationships among the words in a sentence in order to understand while reading or composing orally or in writing. Students build syntactic awareness through exposure to oral language when they are young and particularly through exposure to written language that they hear through read aloud or independent reading (around grade 3).

Keys to Beginning Reading Module 6 Joan Sedita





# THOUGHTS ON WRITING

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Teaching writing stamina and strategies to students significantly boosts their overall literacy by strengthening their ability to think critically, organize ideas, and express themselves clearly across all subjects. When students build writing stamina, they learn to sustain focus, develop deeper thoughts, and push past initial writer's block—skills that are essential not only for writing but also for reading comprehension and verbal communication. Strategic writing instruction helps students recognize text structures, expand their vocabulary, and make connections between ideas, all of which contribute to stronger reading and analytical skills. Ultimately, writing becomes a tool for learning, reflection, and expression, reinforcing every facet of literacy in the middle school years and beyond.



# LHMS TIMELINE

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2020- Developed an instructional framework

2021- Building implementation of Framework

2022- Plan for training teachers & doing aligned writing focus and formed literacy team in the spring

2023- Literacy team started planning and training

2024-Writing framework implementation

2025- Revised framework and continuation

# STRONG

## Smile and Greet Students

- Greet students at the door
- Set a positive tone
- Establish a safe and welcoming learning environment
- Build relationships

## Take Off

- Establish procedures and routines
- Bell Ringer
- Students work without teacher direction
- "10/10"
- Maximize instructional time

## Reel Them In

- State Learning Focus
  - Learning Target, Essential Question, Objective
- Review prior learning
- Motivate students to understand the what and why of the objective
- Make it meaningful!!

## Opportunities To Respond

- Read, Write, and Respond everyday
- Purposeful Interaction
- I Do, We Do, You Do
- Scaffold learning
- "Cold Calling"
  - Give Lifeline
  - No Opt Out

## Note Progress

- Praise, Prompt, and Leave
- "Walk around, look around, talk around."
- Working in pairs
- Feedback loop- spot errors as they occur and correct them

## Gather Data

- Summarize lesson
- Formative Assessment or Exit Slips
  - Have students learned what you intended?
  - Mastery is knowing and applying
- What was learned?
- What's next?
- Focuses future review and targets remediation and re-teaching

# INITIAL FRAMEWORK

ALL CONTENT AREAS	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
	Sentence Expansion & Unscrambling Sentences					Developing Questions				
	Notetaking - Keys or TWR									
BUILDINGWIDE ELA	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
	Sentence Expansion	Sentence Types		Single Paragraph Outline & Paragraph		Small Group Focused on writing need SPO	Multi Paragraph Essay		Testing	Revision
	Sentences & Fragments	Conjunctions				Introduction & Conclusion		1 week specific test prep		
	Scrambled Sentences	Appositives								
	Run-on Sentences	Sentence Combining								

# PUSH BACK TO “SUCCESS”

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- “I was excited to hear that the district was pushing for a cohesive writing system. I did have a fear that some teachers may not be willing to comply.
- I have seen my students go from not being able to identify a subject from a predicate, to being able to write in descriptive complete sentences. They are also now able to use correct mechanics.”
- “I was very excited to hear about TWR, as all classes in the district should be teaching the same thing when it comes to writing so students gain knowledge of how to write. It seems to have differed from class to class, year to year confusing students.”
- “I was like, "One more thing I don't have time for!" After reflecting on what I had learned, I found a seamless way to incorporate the strategies into what I was already doing. I have seen growth in the students' abilities to write more detailed sentences and deeper explanations during sense-making responses in Science.”



# FIRST YEAR RESULTS



## Beginning of the year: Resource

After the thunder storm, Jocelyn rushed outside to look at a large tree that had fallen in the street. But she could not reach the tree because...

There was a car on it so she  
was home. So that if there was  
a fire, she could get the firemen

Total Words: 11 Correctly Spelled Words: 22/1 Correct Writing Sequence: 11

The astronomer was looking through the telescope at the moon when she noticed that...

The astronomer was looking through the telescope  
at the moon when she noticed that there  
was aliens on the moon. She got out a  
camera to take a picture but they  
were already staring at her. She started  
to video and flew to her. She  
was so happy it's like they

Total Words: 51 Correctly Spelled Words: 46 Correct Writing Sequence: 41

## Middle of the year: Resource

Curriculum-Based Measurement: Written Expression Probe

Suspicious Student: [Redacted] Classroom: [Redacted] Date: 2/26/25

Last week, my friend and I were walking, and we saw a suspicious man peeking into the window of cars. We decided to follow him and ...

He chased us through the alley  
way and said where is my wife. I  
said my friend ran to get help. Why  
I told him to stop. He said stop  
yelling. Please stop! He said.

Total Words: 111 Correctly Spelled Words: 111 Correct Writing Sequence: 111

Curriculum-Based Measurement: Written Expression Probe

Suspicious Student: [Redacted] Classroom: [Redacted] Date: 1/17

Last week, my friend and I were walking, and we saw a suspicious man peeking into the window of cars. We decided to follow him and ...

he went down a really scary alley way  
but we still wanted to find out what  
he was doing. So we kept on going.  
Then he picked up a hammer and walked  
some more and broke a car window. The  
alien went off. My friend called the  
police and they came. He was still  
breaking into cars. The police got him  
and the man started at us. He  
looked away. Then our parents came. We  
talked to the police for a year.

Total Words: 111 Correctly Spelled Words: 111 Correct Writing Sequence: 111

# FIRST YEAR RESULTS 2

## Prompt: General Education

3rd Qtr Week 6

Mon: NO SCHOOL

Tue: 1. Identify 6 geographical features

Wed: Restate and answer  
2. What geographic feature did the Ancient Egyptians settle near?  
3. In what ways did the feature help them?

Thu: Arrange each fragment to make a complete sentence (no changes!)  
• alter the physical environment  
• to meet our needs  
• humans  
• because we adapt to it and modify it

Fri: Write a statement explaining how people of ancient civilizations adapted to (used) their environment.

## Progress: General Education

Week 6

1 Hills, mountains, valley, river, deserts, plains

2 water

3 to wash off

4 humans alter the physical environment because we adapt and modify it to meet our needs.

5 People of ancient civilizations use the rivers for crops and fertik



# FIRST YEAR RESULTS 3



## Beginning of the year: Cluster

Name: [REDACTED]

*Unelaborated Practice*

Directions : Revise the paragraph below.

i will tell you about my dog. he is a nice boy. we plays all the time. fav game is fetch. he is a pug. pug's are small. they noses are smooshed. there tails is swirly.

I have a dog that is named Connor. He is a very special dog. We play fetch all of the time, because it is his favorite game. His breed is a pug. They have small noses, and their tails are swirly.

## Middle of the year: Cluster

[REDACTED]

Write using the "showing not telling" method. This could be something factual or something fictitious if you're feeling extra creative. Remember to use your sensory details.

It was a cold, winter day on Hamilton's birthday. His parents were poor, so they could only afford breakfast from a dumpster. His breakfast included meat fat, dead rats, and a half-eaten french fry. Hamilton had blonde hair and blue eyes. He had a big nose that he was always made fun of for in elementary school. He was wearing a blue Nike

# MOVING FORWARD

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We plan to adjust the "pacing" for our building and specifically our ELA-driven classes as needed. Our Literacy team decided to speed up the writing portion before testing and using a spiral approach to writing skills in isolation.

# CONTENT AREA TEMPLATES

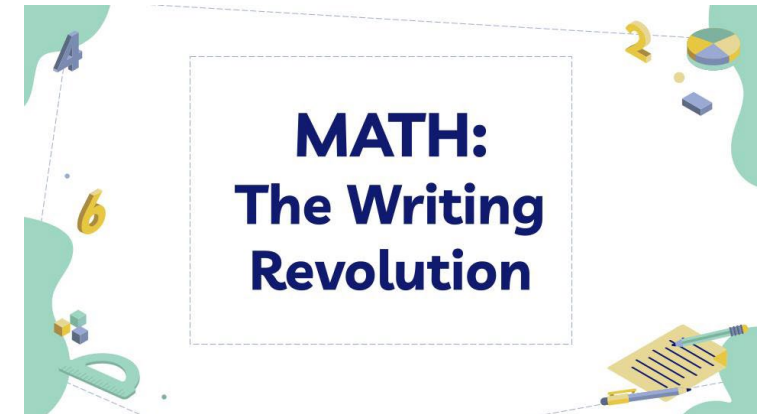
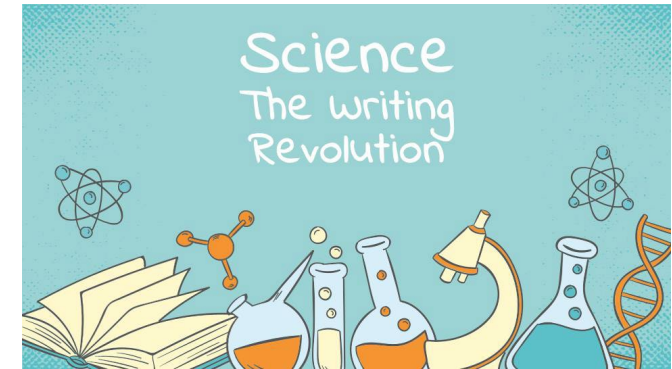
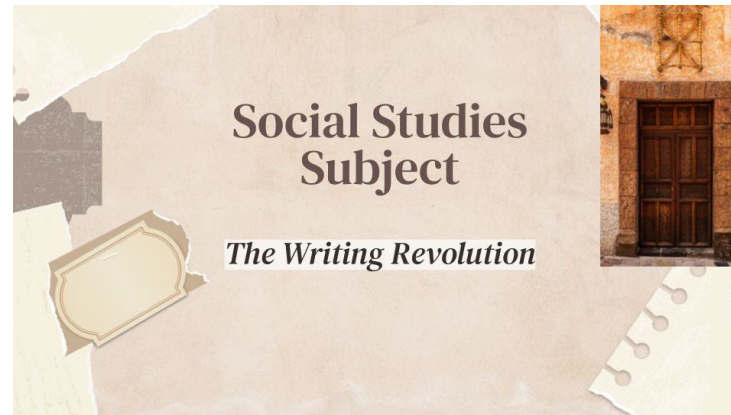
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Science

Math

Social Studies

Health/PE



# TURN AND TALK

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- What does your school do to promote writing?
- Where could they improve?
- What do you notice about your school's population?
- What challenges might arise?

# QUESTIONS?

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