

# Ohio Writing Restart Plan 2020-21

## Introduction

In an effort to share best practices in education for student learning, the team used research based on the science of writing to create this document. The standards cited in this document reflect basic foundational elements of writing and should guide classroom practice. Writing should be linked with reading each day for students to become successful writers. We worked to build a document that aligns the standards with best practice to assist all educators in the State of Ohio in reaching each student on the path to enjoying lifelong literacy. As with reading, every teacher in every Ohio school should be using these standards to teach writing to their students in every content area.

The resources, assessments, and suggestions for professional development are based upon colleagues' experiences from a variety of districts around the state. These are not endorsed by the Ohio Department of Education nor are they mandated by the ODE. They are recommended resources for districts that may choose to use them. Research shows a single process or program will not work for all children. Therefore, districts need to utilize multiple literacy and numeracy measures to reach all children. Below are two examples of approaches to teaching writing that have been used statewide.

Theoretical models associated with the science of reading, including the Simple View of Reading, Scarborough's Rope, the 4 Part Processing System, and the Changing Emphasis of Big Ideas of Reading, should be considered during the selection process to ensure resources match the needs of the learner. This is important in that both reading and writing rely on common processes and knowledge (Fitzgerald and Shanahan, 2000).

**NOTE:** When considering plans for implementing a strong restart, please consider the following:

- Examining current Multi-Tiered System of Supports and ensure that the systems include Universal Screening, Decision Rules, Diagnostics, and Progress Monitoring;
- Examining current supports and practices for students not making progress;
- Intentional collaboration focused on planning and implementation between general and special education teachers for reading instruction and supports.

## What does robust writing instruction look like?

Writing well is not just an option for young people- it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. Yet every year in the United States large numbers of adolescents graduate from high school unable to write at the basic levels required by colleges or employers. In addition, every school day 7,000 young people drop out of high school. (...) many of them because they lack the basic literacy skills to meet the growing demands of the high school curriculum.

*Writing Next*, Steve Graham and Dolores Perin

Specific writing practices were found to be especially impactful, according to the meta-analysis of writing practices, Writing to Read, and should therefore be incorporated into quality writing programs in schools:

- Teaching spelling and sentence construction skills (effect size .79)
- Teaching spelling skills grades 1-5 (effect size .68)
- Increasing time spent writing (effect size .30)
- Writing about texts, responding to texts across content areas (effect size .77)
- Taking notes about texts (effect size .47)
- Have students write summaries of texts (effect size .52)
- Have students answer questions about a text in writing (effect size .27)
- Teach the process of writing, text structure, paragraph or sentence construction skills (effect size .27)

Graham, Steve, and Michael Hebert. *Writing to Read: Evidence for How Writing Can Improve*. Carnegie Corporation *Time to Act Report*. Washington, DC: Alliance for Excellent Education, 2010. Print.

Writing instruction in Ohio schools varies from one district to another, and sometimes within building. Robust writing instruction must become the norm in all classrooms. Students move from learning to read to reading to learn and so too, must go from learning to write, including handwriting and spelling skill development, to writing to learn, or using writing as a tool to build knowledge across content areas. Writing in an academic setting leads students to retrieve information learned, for longer retention, as well as think critically about content. Writing in an emergent or early academic setting builds automaticity with the writing process, freeing up cognitive desk space to analyze content, organize ideas, add details, and improve vocabulary usage. As stated in Ohio's Plan to Raise Literacy 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)." Teaching writing from a young age, using a sequential and systematic approach allows teachers to determine gaps in a student's learning and intervene appropriately.

In today's work environment, writing has become an essential communication tool. Without the skills and the ability to use language, one cannot communicate effectively.

Writing is an essential component of learners' academic experiences and, like reading, requires **explicit, evidence-based instruction**. 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).

Just as Ohio identified an evidence-based framework for reading, the writing framework is based upon the research of Virginia Berninger, et al. The Simple View of Writing can be used as a guide for the two domains necessary for skilled writing: Foundational Skills x Composition = Skilled Writing. These two domains (foundational skills and composition) include the components of **transcription, self-**

**regulation** and **text generation** with **working memory**. In addition to the Simple View of Writing, the Writing Rope by Joan Sedita (2019), is also referenced in this document. Similar to the Reading Rope (Hollis Scarborough), the writing rope identifies strands that should be woven to create skilled writers. Those strands include critical thinking, syntax, text structure, writing craft and transcription.

This document will use the information from empirical data and theoretical models of literacy to identify appropriate standards from the Ohio Department of Education ELA standards within the topics of Text Types and Purposes; Production and Distribution; Research to Build (and Present) Knowledge; and Range of Writing. Below is an outline of two methods for teaching writing often used in Ohio classrooms – **writing workshop** and **explicit writing instruction across content areas**. These two models have differences that should be taken into consideration when choosing programs that work best for students.

**Writing Workshop** is one means of teaching writing in the English Language Arts classroom that structures its instruction based in the immediate need of the children in the classroom. Writing workshop consists of a mini lesson, student uninterrupted writing time (independent practice), teacher conferencing to provide writing feedback and check on application of skills taught, and occasionally a prompted writing assignment. Peer editing, peer consultation about the writing, and peer response occur, allowing the student writer to then reflect and react to the writing in a different way. The writing workshop method does not explicitly teach the writing process, but instead offers mini lessons on specific writing skills, often based on formative assessment data. This methodology works for some, but not all students, as a more explicit approach following a scope and sequence may be necessary.

**Explicit Writing Instruction across content areas** is an evidence-based practice that follows a scope and sequence of writing skills including handwriting, spelling, sentence formation, sentence expansion, syntax, paragraph formation, note taking, types of writing, and multi paragraph essay formation. This methodology does not teach these skills in isolation, but through application and connection to texts that are used in multiple content areas. In explicit writing instruction, the teacher uses gradual release (I do, we do, you do) with additional time spent on the guided practice, or “we do”, component of instruction to ensure mastery of content and independent practice of appropriate skills. Based on the principals of instruction outlined in the book *Explicit Instruction* (Archer and Hughes, 2011) explicit instruction also includes specific components of design and delivery, such as modeling, prompting, critical content, pace of the lesson, and feedback. There is a scope and sequence of skills to ensure essential components are not missed.

The Ohio Department of Education featured two of these approaches to explicit writing instruction at the 2019 and 2020 Ohio Literacy Academies - *The Writing Revolution* (2020) and *Writing Matters* (2019). *The Writing Revolution* is based upon the Hochman Method and includes explicit instruction in writing; using sentences as the building blocks of all writing; embedding writing into the content areas of the curriculum; understanding that the content of the curriculum drives the rigor of the writing; grammar should be taught in context of student writing; and important phases are planning and revising. William Van Cleave, author of *Writing Matters*, shares explicit instructional routines for teaching syntax and writing from sentence level through multi-paragraph level. His instructional routines follow a scope and sequence and allow for connection and application to a variety of texts across content areas. These are not programs, but pedagogy / practices. Both professional learning experiences and books provide

insight for teachers to plan for and implement systematic writing instruction in multiple grade levels and content areas.

**Use of Mentor Texts** are written pieces that serve as examples of quality writing for students. Multiple writing programs include the use of mentor texts. High quality mentor texts expose students to a variety of writing styles and voices. Teacher sharing of mentor texts and then sharing reflections and comments about the writing strategy or style, etc. of the author allows students to learn how to use mentor texts to support their writing. When districts use grade level text sets (around a unit or theme) in reading and content area instruction, these texts can serve as the mentor texts to build reading comprehension skills and build general knowledge and knowledge of language structures.

\*As with any evidence-based study, districts must review the demographics of the sample studied to assure that the demographics of the study match the demographics of the district. Evidence based practice based upon evidence from a specific population, therefore, must be viewed with a critical eye when adopting the practice for a school district. Districts also must determine the specific details for implementation of any writing process used. For example, writing workshop has a variety of component sections. A district needs to determine the structure of those sections as well as the time required.

### **Best Practice in Teaching Writing**

*Writing is integrated with reading to increase student comprehension and understanding. Reading and writing are not separate subjects to be taught in isolation. Both reading and writing instruction are improved when teachers:*

- Teach the process of writing, text structures for writing, paragraph or sentence construction skills;
- Teach spelling and sentence construction skills; and
- Write about the texts that they are reading

Best practice in writing instruction includes a variety of elements including the following (taken from Graham & Perin, 2007).

- Writing strategies
- Summarization
- Collaborative writing
- Specific product goals
- Work processing
- Sentence combining
- Prewriting
- Inquiry activities
- Process writing approach
- Study of models
- Writing for content learning

### **Providers and Resources for Professional Development**

- Writing Matters – William Van Cleve
- Writing Revolution

- The Ohio Writing Project - Miami University
- [The Kastner Collection Writing PD and Resources](#)
- From Talking to Writing, Jennings and Haynes
- Virginia Berninger - [Evidence-Based, Developmentally Appropriate Writing Skills K to 5: Teaching the Orthographic Loop of Working Memory to Write Letters, Spell Words, and Express Ideas](#)

### Professional Reading

- *The Writing Revolution: A Guide for Advancing Thinking Through Writing* (2017), by Judith C. Hochman and Natalie Wexler (K-12)
- [The Strands that are Woven Into Writing](#), by Joan Sedita
- [One Sentence at a Time](#)
- [Effective Writing Instruction, Time for a Revolution](#)
- [6 Evidence-Based Tips Guaranteed to Boost Writers Workshop](#)
- [Evidence-Based Practices for Writing Instruction](#) (2014), by Gary Troia
- *Six Plus One Traits of Writing* (2005), by Ruth Culham
- [Teaching Elementary School Students to be Effective Writers](#), by Steve Graham
- *The Inside Guide to the Reading-Writing Classroom, Grades 3-6: Strategies for Extraordinary Teaching* (2018), by Leslie Blauman
- *The Writing Thief: Using Mentor Texts to Teach the Craft of Writing* (2016), by Ruth Culham
- *Using Benchmark Papers to Teach Writing With the Traits: Grades 3-5* (2010), by Ruth Culham
- *Writing to Read: Evidence for How Writing Can Improve Reading* (2010), by Steve Graham and Michael Hebert

### Videos

- Video: [What Works in Teaching Writing](#), Steve Graham
- Video: [Poetry in a Primary Writing Workshop](#)
- [Video: The Structure of the English Language, William Van Cleave](#)
- [Video: William Van Cleave Writing Matters](#)
- [Video: The Simple View of Writing](#)

### Direct Instruction During Times of Distance/Remote Learning

Direct or explicit instruction can and should occur during times when distance or remote learning is necessary. Gradual release can be used to deliver instruction through a live online lesson or through a recorded lesson that is sent to students via a link or through the district's Learning Management System (LMS).

### Resources and Considerations for Distance/Remote Learning

- [Explicit Instruction Online Series: The Magic Is in the INSTRUCTION, Part 1](#) (Video), Anita Archer
- [Ohio's Remote Learning Resource Guide](#)
- [Rethinking Direct Instruction in Online Learning](#)
- [Sample Remote Learning Tool for Using Gradual Release in Distance Learning](#)
- [Suggestions for Including Direct Instruction \(DI\) in Distance Learning](#)
- [UFLI Virtual Teaching Hub Writing Strategies Lessons \(Sentences, Handwriting\)](#)



## Elementary Instruction

### Grades K-3

#### Area of Focus # 1 Transcription

Ohio's Plan to Raise Literacy Achievement	Writing Rope Strands	ODE Rubric Correlation <i>(applicable beginning in Grade 3)</i>
Transcription <ul style="list-style-type: none"> <li>➤ Keyboarding</li> <li>➤ Spelling</li> <li>➤ Punctuation</li> <li>➤ Spatial Organization</li> </ul>	Transcription <ul style="list-style-type: none"> <li>➤ Spelling</li> <li>➤ Keyboarding</li> </ul>	Conventions of Standard English (spelling, capitalization, punctuation)

#### ODE Standards

##### **Course of Study: Production and Distribution of Writing**

**W.K.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.1.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.2.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

##### **Course of Study: Conventions of Standard English**

**L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.

**L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.

##### **Course of Study: Conventions of Standard English**

**L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**L.1.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Form and use possessives.
- e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

#### **Assessment**

- [Informal Spelling Inventory](#)
- [Neuhaus Spelling Inventories](#)
- *Word Journeys* (2000), Kathy Ganske
- [Letter Name and Sound Identification Assessment](#)
- [Hearing and Recording Sounds in Words](#) or Dictated Sentence Assessment
- Writing Rubrics by Genre
- Writing Checklist

#### **PD, Resources, and Strategies**

- [Spelling: Reading Rockets Video](#)
- [Importance of Teaching Handwriting](#)
- [Write Make Right, Diana King](#)
- [Teaching Spelling Choose Your Words \(and techniques\) Carefully](#)
- [What Should Morphology Instruction Look Like, Reading Rockets & Tim Shanahan](#)
- [Shared Writing](#): readwritethink.org
- [Interactive Writing](#): readingrockets.org
- [Guided Writing](#): readingrockets.org
- [Punctuate Dialogue Lesson Idea](#): Smekens Education Solutions, Inc.
- [10 Common Purposes Conventions Serve in Writing](#)
- [Teach Conventions in Context](#), Smekens Institute
- [Teaching Elementary Students to Be Effective Writers](#), IES Practice Guide

<b>Area of Focus # 2 - Self-Regulation and Executive Function</b>		
<b>Ohio's Plan to Raise Literacy Achievement</b>	<b>Writing Rope Strands</b>	<b>ODE Rubric Correlation</b> <i>(applicable beginning in Grade 3)</i>
Self-Regulation and Executive Function <ul style="list-style-type: none"> <li>➤ Navigate text</li> <li>➤ Graphic organizers</li> <li>➤ Visual images to support vocabulary meaning and comprehension</li> <li>➤ Visual task analysis</li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>➤ Generating ideas, gathering information</li> <li>➤ Writing process: organizing, drafting, writing, revision</li> </ul> Writing Craft <ul style="list-style-type: none"> <li>➤ Word choice</li> <li>➤ Awareness of task, audience purpose</li> <li>➤ Literary devices</li> </ul>	Evidence and Elaboration  Purpose, Focus, and Organization
<b>ODE Standards</b>		
<p><b>Course of Study: Text Types and Purposes</b></p> <p><b>W.K.1:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).</p> <p><b>W.1.1:</b> Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.1:</b> Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.3.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p style="padding-left: 20px;">b. Provide reasons that support the opinion.</p> <p><b>Course of Study: Text Types and Purposes</b></p> <p><b>W.K.2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p><b>W.1.2:</b> Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p>		

**W.2.2:** Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

b. Develop the topic with facts, definitions, and details.

### **Course of Study: Text Types and Purposes**

**W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**W.1.3:** Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W.2.3:** Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### **Course of Study: Research to Build and Present Knowledge**

**W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**W.1.7:** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**W.2.7:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**W.3.7:** Conduct short research projects that build knowledge about a topic.

### **Course of Study: Research to Build and Present Knowledge**

**W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.

**W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### **Course of Study: Production and Distribution of Writing**

**W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers

and add details to strengthen writing as needed.

**W.1.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Course of Study: Range of Writing**

**W.3.10:** 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 discipline-specific tasks, purposes, and audiences.

**Course of Study: Knowledge of Language**

**L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Choose words and phrases for effect.

**Assessment**

- [Sample Kindergarten Narrative Writing Rubric](#)
- [Sample Informational Writing Rubric, Kindergarten](#)
- [Ohio's State Test Informative/Explanatory Writing Rubric, Grade 3-5](#)
- [Ohio's State Test Opinion Writing Rubric, Grades 3-5](#)
- [What are Rubrics and Why are They Important?](#)
- *How to Create and Use Rubrics for Formative Assessment and Grading* (2013), Susan M. Brookhart

**PD, Resources, and Strategies**

- [The Writing Process](#): readwritethink.org
- [K-1 Narrative Writing, Nancy Fetzer](#)
- [The Writing Process, K-2](#)
- [Heart Maps and Writing](#): Generating Ideas
- *Craft Lessons* (1998), Ralph Fletcher
- *Building Early Literacy and Language Skills – Lucy Hart Paulson*
- *About the Authors* (2004), Katie Wood Ray

<b>Area of Focus # 3 - Text Generation</b>		
<b>Ohio's Plan to Raise Literacy Achievement</b>	<b>Writing Rope Strands</b>	<b>ODE Rubric Correlation</b> <i>(applicable beginning in Grade 3)</i>
Text Generation <ul style="list-style-type: none"> <li>➤ Generation and organization of ideas</li> <li>➤ Word, sentence, and paragraph level</li> <li>➤ Influenced by oral language</li> </ul>	Syntax <ul style="list-style-type: none"> <li>➤ Grammar and syntactic awareness</li> <li>➤ Sentence elaboration</li> <li>➤ Punctuation</li> </ul> Text Structure <ul style="list-style-type: none"> <li>➤ Informational and opinion structures</li> <li>➤ Paragraph structure</li> <li>➤ Patterns of organization</li> <li>➤ Linking and transition words/phrases</li> </ul>	Conventions of Standard English (usage, sentence formation)
<b>ODE Standards</b>		
<p><b>Course of Study: Text Types and Purposes</b></p> <p><b>W.3.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ol> <p><b>W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ol> <p><b>W.3.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence</li> </ol>		

that unfolds naturally.

- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

**W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### **Course of Study: Conventions of Standard English**

**L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
- f. Produce and expand complete sentences in shared language activities.

**L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home).
- f. Use frequently occurring adjectives.
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.
- i. Produce simple, compound, and complex sentences.

### **Assessment**

- [Sample Writing Rubric: readwritethink.org](http://readwritethink.org)
- [Ohio's State Test Informative/Explanatory Writing Rubric, Grade 3-5](#)
- [Ohio's State Test Opinion Writing Rubric, Grades 3-5](#)
- [What are Rubrics and Why are They Important?](#)

- *How to Create and Use Rubrics for Formative Assessment and Grading* (2013), Susan M. Brookhart
- Writing Checklist

### PD, Resources, and Strategies

- [Constance Weaver's 12 Principles for Teaching Grammar \(in context\) \(article\)](#)
- [Define the Purpose of Every Grammar Skill](#), Smekens Institute
- [Teach Conventions in Context](#), Smekens Institute

## Grades 4-5

### Area of Focus # 1- Transcription

Ohio's Plan to Raise Literacy Achievement	Writing Rope Strands	ODE Rubric Correlation
Transcription <ul style="list-style-type: none"> <li>➤ Keyboarding</li> <li>➤ Spelling</li> <li>➤ Punctuation</li> <li>➤ Spatial organization</li> </ul>	Transcription <ul style="list-style-type: none"> <li>➤ Spelling</li> <li>➤ Keyboarding</li> </ul>	Conventions of Standard English (spelling, capitalization)

### ODE Standards

#### Course of Study: Production and Distribution of Writing

**W.4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

**W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

#### Course of Study: Conventions of Standard English

**L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

**L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

**L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

**L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you) to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

#### **Assessment**

- [Informal Spelling Inventory](#)
- [Neuhaus Spelling Inventories](#)
- *Word Journeys* (2000), Kathy Ganske
- [Ohio's State Test Informative/Explanatory Writing Rubric, Grade 3-5](#)
- [Ohio's State Test Opinion Writing Rubric, Grades 3-5](#)

#### **PD, Resources, and Strategies**

- *ODE: Word Smarts Using Morphology*, William Van Cleave
- *Morphology Matters*, William Van Cleave
- [The Structure of English Language](#), William Van Cleave
- *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* (2005), Jeff Anderson
- *Patterns of Power* (2007), Jeff Anderson with Whitney La Rocca
- *Phonics & Spelling Through Phoneme-Grapheme Mapping*, Kathryn Grace, M.Ed.
- *Megawords* (1998), Kristin Johnson
- *Phrases & Sentences for Reading & Spelling* (2013), William Van Cleave and S. Caroline Dover
- [How Spelling Supports Reading](#) (article), Louisa C. Moats
- [How Words Cast their Spell - Moats](#)
- *Unlocking Literacy: Effective Spelling & Phonics Instruction* (2003), Marcia K. Henry

<b>Area of Focus # 2 - Self-Regulation and Executive Function</b>		
<b>Ohio's Plan to Raise Literacy Achievement</b>	<b>Writing Rope Strands</b>	<b>ODE Rubric Correlation</b>
Self-Regulation and Executive Function <ul style="list-style-type: none"> <li>➤ Navigate text</li> <li>➤ Graphic organizers</li> <li>➤ Visual images to support vocabulary meaning and comprehension</li> <li>➤ Visual task analysis</li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>➤ Generating ideas, gathering information</li> <li>➤ Writing process: organizing, drafting, writing, revising</li> </ul>	Evidence and Elaboration
	Writing Craft <ul style="list-style-type: none"> <li>➤ Word choice</li> <li>➤ Awareness of task, audience purpose</li> <li>➤ Literary devices</li> </ul>	Purpose, Focus, and Organization
<b>ODE Standards</b>		
<b>Course of Study: Text Types &amp; Purposes</b> <p><b>W.4.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>W.5.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>W.4.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ol>		

- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**Course of Study: Production & Distribution of Writing**

**W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).

**W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Course of Study: Research to Build & Present Knowledge**

**W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

**W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

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**Course of Study: Text Types & Purposes**

**W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

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- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

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- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or character(s); organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Course of Study: Research to Build & Present Knowledge**

**W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**W.4.10:** 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 discipline-specific tasks, purposes, and audiences.

**W.5.10:** 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 discipline-specific tasks, purposes, and audiences.

### **Course of Study: Conventions of Standard English**

**L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**L.4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).

**L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### Assessment

- [Ohio's State Test Informative/Explanatory Writing Rubric, Grade 3-5](#)
- [Ohio's State Test Opinion Writing Rubric, Grades 3-5](#)
- [The Writing Revolution Assessment Tools](#)
- [TWR Single Paragraph Rubric](#)

*Writing Pathways, Performance Assessment & Learning Progressions, Grades K-8* (2013), Lucy Calkins

#### PD. Resources, and Strategies

- *Writing Matters* (2012), William Van Cleave
- *The Writing Revolution: A Guide for Advancing Thinking Through Writing* (2017), Judith C. Hochman and Natalie Wexler (K-12)
- [Keys to Literacy Website](#) , Joan Sedita
- *From Striving to Thriving Writers* (2018), Sara Holbrook & Michael Salinger with Stephanie Harvey
- [Heart Maps and Writing](#)
- [Persuasive Strategy Guide](#): readwritethink.org
- [RAFT Writing Strategy](#): readwritethink.org
- [Shared Writing Strategy Guide](#): readwritethink.org
- [Write Alouds](#): readwritethink.org
- [The Writing Process](#): readwritethink.org
- *Four Square Writing Method: Grades 4-6* (2010), Judith & Evan Gould

<b>Area of Focus # 3 - Text Generation</b>		
<b>Ohio's Plan to Raise Literacy Achievement</b>	<b>Writing Rope Strands</b>	<b>ODE Rubric Correlation</b>
<p>Text Generation</p> <ul style="list-style-type: none"> <li>➤ Generation and organization of ideas</li> <li>➤ Word, sentence, and paragraph level</li> <li>➤ Influenced by oral language</li> </ul>	<p>Syntax</p> <ul style="list-style-type: none"> <li>➤ Grammar and syntactic awareness</li> <li>➤ Sentence elaboration</li> <li>➤ Punctuation</li> </ul> <p>Text Structure</p> <ul style="list-style-type: none"> <li>➤ Informational and opinion structures</li> <li>➤ Paragraph structure</li> <li>➤ Patterns of organization</li> <li>➤ Linking and transition words/phrases</li> </ul>	<p>Conventions of Standard English (usage, punctuation, sentence formation)</p>
<b>ODE Standards</b>		
<p><b>Course of Study: Conventions of Standard English</b></p> <p><b>L.4.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</li> </ul> <p><b>L.5.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> </ul>		

- e. Use correlative conjunctions (e.g., either/or, neither/nor)

**L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

**L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you) to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?)
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

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**Course of Study: Text Types and Purposes**

**W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

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- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid

comprehension, if needed.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or character(s); organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

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- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

#### **Course of Study: Production & Distribution of Writing**

**W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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#### **Assessment**

- [TWR Evaluating Writing Samples Checklist](#)
- [Ohio's State Test Informative/Explanatory Writing Rubric, Grade 3-5](#)
- [Ohio's State Test Opinion Writing Rubric, Grades 3-5](#)

#### **PD, Resources, and Strategies**

- [The Writing Revolution Book Resources](#)
- *Heart Maps: Helping Students Create and Craft Authentic Writing* (2016), Georgia Heard
- [Keys to Literacy Website](#)
- [Persuasive Strategy Guide](#): readwritethink.org
- [RAFT Writing Strategy](#): readwritethink.org

- [Shared Writing Strategy Guide](#): readwritethink.org
- [Write Alouds](#): readwritethink.org
- [The Writing Process](#): readwritethink.org
- [Syntax Matters \(Video\)](#), William Van Cleave
- [Improving Sentences via Sentence Combining Instruction](#) (Article), Bruce Saddler
- [Writing Next](#) (Article), Steve Graham and Dolores Perin
- *The Writing Revolution: A Guide for Advancing Thinking Through Writing* (2017), Judith C. Hochman and Natalie Wexler (K-12)
- [Stop Arguing with Me! Developing Argumentative Writing in Adolescent Learners](#), William Van Cleave ODE Literacy Academy

Secondary Instruction		
Grades 6-8		
Area of Focus # 1 - Transcription		
Ohio's Plan to Raise Literacy Achievement	Writing Rope Strands	ODE Rubric Correlation
Transcription <ul style="list-style-type: none"> <li>➤ Keyboarding</li> <li>➤ Spelling</li> <li>➤ Punctuation</li> <li>➤ Spatial organization</li> </ul>	Transcription <ul style="list-style-type: none"> <li>➤ Spelling</li> <li>➤ Keyboarding</li> </ul>	Conventions of Standard English (spelling, capitalization)
ODE Standards		
<b>Course of Study: Production &amp; Distribution of Writing</b>		
<b>L.6.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., myself, ourselves).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>		
<b>L.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell words correctly.</li> </ol>		

- L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/ listener interest, and style.
  - Maintain consistency in style and tone.
- W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
- L.7.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old [,] green shirt”).
  - Spell words correctly.
- L.8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - Use an ellipsis to indicate an omission.
  - Spell words correctly.

#### Assessment

- [Achieve the Core: Grades 3-11: Assessing Language Standards \(Grammar and Conventions\) for College and Career Readiness](#)
- Writing Rubrics by Genre
- Writing Checklists

#### PD, Resources, and Strategies

- [Words Their Way: Vocabulary for Middle and High School](#)
- [Sentence Sense – William Van Cleve](#)

### Area of Focus # 2 - Self-Regulation and Executive Function

Ohio’s Plan to Raise Literacy Achievement	Writing Rope Strands	ODE Rubric Correlation
Self-Regulation and Executive Function <ul style="list-style-type: none"> <li>➤ Navigate text</li> <li>➤ Graphic organizers</li> <li>➤ Visual images to support vocabulary meaning and comprehension</li> <li>➤ Visual task analysis</li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>➤ Generating ideas, gathering information</li> <li>➤ Writing process: organizing, drafting, writing, revising</li> </ul>	Evidence and Elaboration
	Writing Craft <ul style="list-style-type: none"> <li>➤ Word choice</li> <li>➤ Awareness of task, audience purpose</li> <li>➤ Literary devices</li> </ul>	Purpose, Focus, and Organization



## ODE Standards

### Course of Study: Text Types & Purposes

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

- b. Introduce claim(s) and organize the reasons and evidence clearly.
- c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

### Course of Study: Production & Distribution of Writing

**W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**L.6.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression and/or characters; organize an event sequence that unfolds naturally and logically.

- b. Use narrative techniques—such as dialogue, pacing, and description—to develop experiences, events, and/or characters.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### Course of Study: Research to Build & Present Knowledge

**W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.

**W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- b. Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**W.6.10:** 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 discipline-specific tasks, purposes, and audiences.

**W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Establish a thesis statement to present an argument.
- b. Introduce claim(s), acknowledge alternative or opposing claims, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a thesis statement to present information.

### **Course of Study: Production & Distribution of Writing**

**W.7.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### **Course of Study: Research to Build & Present Knowledge**

**W.7.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

### **Course of Study: Text Types & Purposes**

**W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Establish a clear thesis statement to present an argument.
- b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrate an understanding of the topic or text.
- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

**W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a clear thesis statement to present information.
- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Course of Study: Production & Distribution of Writing**

**W.8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.8.6** Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.

**Course of Study: Research to Build & Present Knowledge**

**W.8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

**Course of Study: Text Types & Purposes**

**L.6.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression and/or characters; organize an event sequence that unfolds naturally and logically.

- b. Use narrative techniques—such as dialogue, pacing, and description—to develop experiences, events, and/or characters.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Establish a thesis statement to present an argument.

**W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a thesis statement to present information.

**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques—such as dialogue, pacing, and description—to develop experiences, events, and/or characters.

**Course of Study: Production & Distribution of Writing**

**W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Course of Study: Research to Build & Present Knowledge**

**W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Course of Study: Research to Build & Present Knowledge**

**W.6.10:** 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 discipline-specific tasks, purposes, and audiences.

**W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.

- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- e. Establish and maintain a formal style.

**W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.7.3:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques—such as dialogue, pacing, and description—to develop experiences, events, and/or characters.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**Course of Study: Research to Build & Present Knowledge**

**W.7.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply grade 7 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims”).

**W.7.10:** 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 discipline-specific tasks, purposes, and audiences.

**L.7.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely.
- b. Recognize and eliminate wordiness and redundancy.

**L.7.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better

understand each of the words.

- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Course of Study: Text Types & Purposes**

**W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Establish a clear thesis statement to present an argument.
- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- e. Establish and maintain a formal style.

**W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a clear thesis statement to present information.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.

**W.8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques—such as dialogue, pacing, description, and reflection—to develop experiences, events, and/or characters.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### **Course of Study: Production & Distribution of Writing**

**W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**W.8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### **Course of Study: Research to Build & Present Knowledge**

**W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as but not limited to the Bible and the Epic of Gilgamesh, including describing how the material is rendered new”).
- b. Apply grade 8 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

**W.8.10:** 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 discipline-specific tasks,

purposes, and audiences.

**Assessment**

- [Ohio Department of Education Informative/Explanatory Writing Rubric](#)
- [Ohio Department of Education Argument Writing Rubric](#)
- Turnitin.com (Rubric Library)

**PD, Resources, and Strategies**

- [Stop Arguing with Me! Developing Argumentative Writing in Adolescent Learners, William Van Cleave ODE Literacy Academy](#)
- [Toulmin Model of Argument](#)
- [RAFT Writing Strategy](#)

**Area of Focus # 3 - Text Generation**

Ohio's Plan to Raise Literacy Achievement	Writing Rope Strands	ODE Rubric Correlation
<p>Text Generation</p> <ul style="list-style-type: none"> <li>➤ Generation and organization of ideas</li> <li>➤ Word, sentence, and paragraph level</li> <li>➤ Influenced by oral language</li> </ul>	<p>Syntax</p> <ul style="list-style-type: none"> <li>➤ Grammar and syntactic awareness</li> <li>➤ Sentence elaboration</li> <li>➤ Punctuation</li> </ul>	<p>Conventions of Standard English (usage, punctuation, sentence formation)</p>
	<p>Text Structure</p> <ul style="list-style-type: none"> <li>➤ Informational and opinion structures</li> <li>➤ Paragraph structure</li> <li>➤ Patterns of organization</li> <li>➤ Linking and transition words/phrases</li> </ul>	

**ODE Standards**

**Course of Study: Text Types & Purposes**

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

- d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the argument presented.

**W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- d. Use appropriate transitions to clarify the relationships among ideas and concepts.

- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from the information or explanation presented.

**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

**L.7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**L.7.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old [,] green shirt”).

**L.8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active voice and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

**L.8.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
- b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).

### **Course of Study: Text Types & Purposes**

**W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.

- f. Provide a concluding statement or section that follows from and supports the argument presented.

**W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.

- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**W.7.3:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Course of Study: Production & Distribution of Writing**

**W.7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**Course of Study: Text Types & Purposes**

**W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.

- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among aim(s), counterclaims, reasons, and evidence.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

**W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Course of Study: Production & Distribution of Writing**

**W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience

**Assessment**

- Writing Rubrics

**PD, Resources, and Strategies**

- [Writing Revolution](#)
- *Lessons that Change Writers* (2017), Nancie Atwell
- [Notice and Note, then Write: Quickwrites](#)
- *Teaching Middle School Writers What Every English Teacher Needs to Know* (2010), Laura Robb

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<b>Grades 9-12</b>		
<b>Area of Focus # 1 - Transcription</b>		
<b>Ohio's Plan to Raise Literacy Achievement</b>	<b>Writing Rope Strands</b>	<b>ODE Rubric Correlation</b>
Transcription <ul style="list-style-type: none"> <li>➤ Keyboarding</li> <li>➤ Spelling</li> <li>➤ Punctuation</li> <li>➤ Spatial organization</li> </ul>	Transcription <ul style="list-style-type: none"> <li>➤ Spelling</li> <li>➤ Keyboarding</li> </ul>	Conventions of Standard English (spelling, capitalization)
<b>ODE Standards</b>		
<b>Course of Study: Production and Distribution of Writing</b> <b>W.9-10.6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  <b>W.11-12.6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
<b>Assessment</b> <ul style="list-style-type: none"> <li>• <a href="https://www.turnitin.com/">https://www.turnitin.com/</a> (Similarity Check, ETS e-Rater)</li> </ul>		
<b>PD, Resources and Strategies</b> <ul style="list-style-type: none"> <li>• Google Suite Training and/or Google certification</li> <li>• Microsoft for Educators - Training</li> </ul>		
<b>Area of Focus # 2</b>		
<b>Ohio's Plan to Raise Literacy Achievement</b>	<b>Writing Rope Strands</b>	<b>ODE Rubric Correlation</b>
Self-Regulation and Executive Function <ul style="list-style-type: none"> <li>➤ Navigate text</li> <li>➤ Graphic organizers</li> <li>➤ Visual images to support vocabulary meaning and comprehension</li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>➤ Generating ideas, gathering information</li> <li>➤ Writing process: organizing, drafting, writing, revising</li> </ul>	Evidence and Elaboration

<p>➤ Visual task analysis</p>	<p>Writing Craft</p> <ul style="list-style-type: none"> <li>➤ Word choice</li> <li>➤ Awareness of task, audience purpose</li> <li>➤ Literary devices</li> </ul>	<p>Purpose, Focus, and Organization</p>
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**ODE Standards**

**Course of Study: Text Types and Purposes**

**W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Course of Study: Research to Build and Present Knowledge**

**W.9-10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Course of Study: Production and Distribution of Writing**

**W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

**W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

**Assessment**

- [Ohio Department of Education Informative/Explanatory Writing Rubric](#)

- [Ohio Department of Education Argument Writing Rubric](#)
- <https://www.turnitin.com/> (Rubric Library)

**PD, Resources and Strategies**

- Responding as a Spectator: The Writing Conference- from Cynthia D. Urbanski's *Using the Workshop Approach in the High School English Classroom* (page 121)
- Planning Mnemonics- from Jennifer Berne's *The Writing-Rich High School Classroom* (page 50)
- Toulmin Model- A Strategy for Structuring Arguments
- [Toulmin Model of Argument](#)
- [RAFT Strategy](#)

**Area of Focus # 3 - Text Generation**

Ohio's Plan to Raise Literacy Achievement	Writing Rope Strands	ODE Rubric Correlation
Text Generation <ul style="list-style-type: none"> <li>➤ Generation and organization of ideas</li> <li>➤ Word, sentence, and paragraph level</li> <li>➤ Influenced by oral language</li> </ul>	Syntax <ul style="list-style-type: none"> <li>➤ Grammar and syntactic awareness</li> <li>➤ Sentence elaboration</li> <li>➤ Punctuation</li> </ul>	Conventions of Standard English (usage, punctuation, sentence formation)
	Text Structure <ul style="list-style-type: none"> <li>➤ Informational and opinion structures</li> <li>➤ Paragraph structure</li> <li>➤ Patterns of organization</li> <li>➤ Liking and transition words/phrases</li> </ul>	

**ODE Standards**

**Course of Study: Conventions of Standard English**

**L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Course of Study: Production and Distribution of Writing**

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style

are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Assessment

- [P.I.E. Paragraph 1](#)
- [P.I.E. Paragraph 2](#)
- <https://www.turnitin.com/> (Similarity Check, ETS e-Rater)

#### PD, Resources and Strategies

- Ohio Department of Education Thesis Statement Exemplars
- [Standard Guidance: W.1 & 2, Grades 6-12 Establishing a Thesis](#)
- [P.I.E. Paragraph Slideshow](#)

## Content Area Writing

Engaging students in quality writing tasks throughout the school day is a critical part of a K-12 literacy program, which also includes promoting writing activities in the content areas. As students write, their thinking becomes visible, and the teacher uses this tool to teach the subject area content. Therefore, all teachers are writing instructors.

Content area writing is the process of writing in science, social studies, mathematics, and other technical classes for the purposes of helping students organize their thoughts and deepen their understanding of concepts. Students can cognitively engage through writing before, during, and after a content area lesson, and this allows students to gain more ownership. Teachers can use content area writing to encourage students to extend their reasoning, evaluate claims, and manipulate content materials in many diverse ways. Writing in the content areas is especially important as it helps students record their conceptual thinking as it is formulated, which enhances their metacognition. Increased metacognition is associated with improved achievement.

#### Best Practices

Writing should be used for a variety of purposes to advance learning of content material and clarify thinking. It should be used to allow students to explore, clarify, and reflect upon material they read, listen to, and experience. Writing in content areas needs to go beyond the traditional written report/research paper. It should be incorporated into day to day activities in the classroom and it can take many different forms.

In the disciplines, students should use writing as a means to reflect. This includes reacting to new material and making connections to prior material. This might include writing a narrative in math class to explain how the solution to a problem would change if order of operations changed. A second-best practice is to use writing to summarize, compare, contrast, and describe new information. A student could use a flowchart in science to describe a process. Writing is a means to contribute new knowledge and skills to long-term memory. Bio Poems might be used in social studies to learn new information about a historical figure.

Content area writing allows students to extend their learning beyond the course content. For example, students can complete a written investigation of a topic that has been studied in order to further their knowledge. Finally, content area writing allows learners to communicate with an audience which also facilitates long term memory of material. Students can write a brochure about a topic to share with classmates.

### Curriculum/Standards Identified

#### **Text Types and Purposes:**

##### **CCSS.ELA-LITERACY.CCRA.W.1**

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

##### **CCSS.ELA-LITERACY.CCRA.W.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.

##### **CCSS.ELA-LITERACY.CCRA.W.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:**

##### **CCSS.ELA-LITERACY.CCRA.W.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

##### **CCSS.ELA-LITERACY.CCRA.W.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

##### **CCSS.ELA-LITERACY.CCRA.W.6**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge:**

##### **CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

##### **CCSS.ELA-LITERACY.CCRA.W.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.

##### **CCSS.ELA-LITERACY.CCRA.W.9**

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

#### **Range of Writing:**

**CCSS.ELA-LITERACY.CCRA.W.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.

**Assessment**

There has been disagreement about how to assess writing in content classrooms. This is largely because many teachers equate writing with "writing a report" or "research paper" for a grade. In its best use, writing in content classrooms should be used as an integral tool for students to learn, think critically, and commit information to long term memory. This means that with the exception of the occasional research report, assessment of writing in the content areas should be a way to formatively assess student learning of the content material. It should provide a window into how deeply students understand the material.

- [6+1 Writing Rubrics](#)

**PD, Resources, and Strategies**

- [Teaching Secondary Students to Write Effective: Educators Practice Guide \(Works Clearinghouse\)](#)
- [Disciplinary Literacy](#)
- [The Writing Revolution](#)
- [RACE Strategy](#)
- [Teaching Secondary Students to Write: What Works Clearinghouse](#)
- [What is Writing to Learn:](#)
- [WBRA: Writing in Every Content Area](#)

**Contributing Team Members**

<p><b>Reading Lead:</b></p> <p>Elizabeth Lolli, Ph.D., Superintendent Dayton City Schools</p> <p><b>K-3:</b></p> <p>Rebecca Hackney, Senior Academic Coordinator, Dayton City Schools</p> <p>Carla Castator, Assistant Director of Literacy, Hamilton City Schools</p>	<p><b>4-5:</b></p> <p>Alison Gettler, Intermediate Literacy Coach, Hamilton City Schools</p> <p>Robin Szary, Intermediate Literacy Coach, Hamilton City Schools</p> <p><b>6-8:</b></p> <p>Andrea Blevins, Executive Director of Curriculum, Hamilton City Schools</p>	<p><b>9-12:</b></p> <p>Rachael Murdock, Assistant Principal, Dayton City Schools</p> <p>Meghan Mitman, Teacher Leader, Dayton City Schools</p> <p><b>Content/Disciplinary Reading:</b></p> <p>Stephanie Starcher, Ed.D., Superintendent Fort Frye Local Schools</p>
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## **Financial Considerations**

This document outlines a clear model for student academic success. The screeners, assessments, resources and professional development referenced in this document reflect the collective thoughts of the team for implementing a comprehensive literacy program. It would be irresponsible to not mention the potential cost for implementing our recommendations. The supporting professional development offered by experts in literacy and research based instructional practice have a cost and should be supported by local, state and federal recovery funds.

If funds are not available as noted above, the school districts that have worked to design this document are willing to build a collaborative model to share information, strategies, and best practices with districts that serve the students in the State of Ohio.

Understanding how the brain works as children learn to read and write is paramount to breaking the cycle of poverty.

## **Conclusions**

All of Ohio's school districts must place a high priority on literacy learning as they help students restart from the loss of instruction due to the COVID-19 pandemic. Highly effective literacy programs build each child's foundation by linking reading and writing. This literacy plan is designed to minimize unnecessary repetition of prioritizing the English Language Arts content standards by each individual district. This document serves to provide best practices in writing instruction, high quality professional development options and assessments appropriate for all grade levels. The use of direct/explicit instruction, as well as the other best practices shared here can be applied to other content area subjects because writing must occur across the curriculum. Students can and will become writers, readers and thinkers if all teachers teach reading and writing in their classrooms.