



May, 2023

# The Science of Writing: The Writing Rope Framework for Writing Instruction

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Keys to Literacy free resources related to this workshop:

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

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

International Dyslexia Association Free Webinar Series:

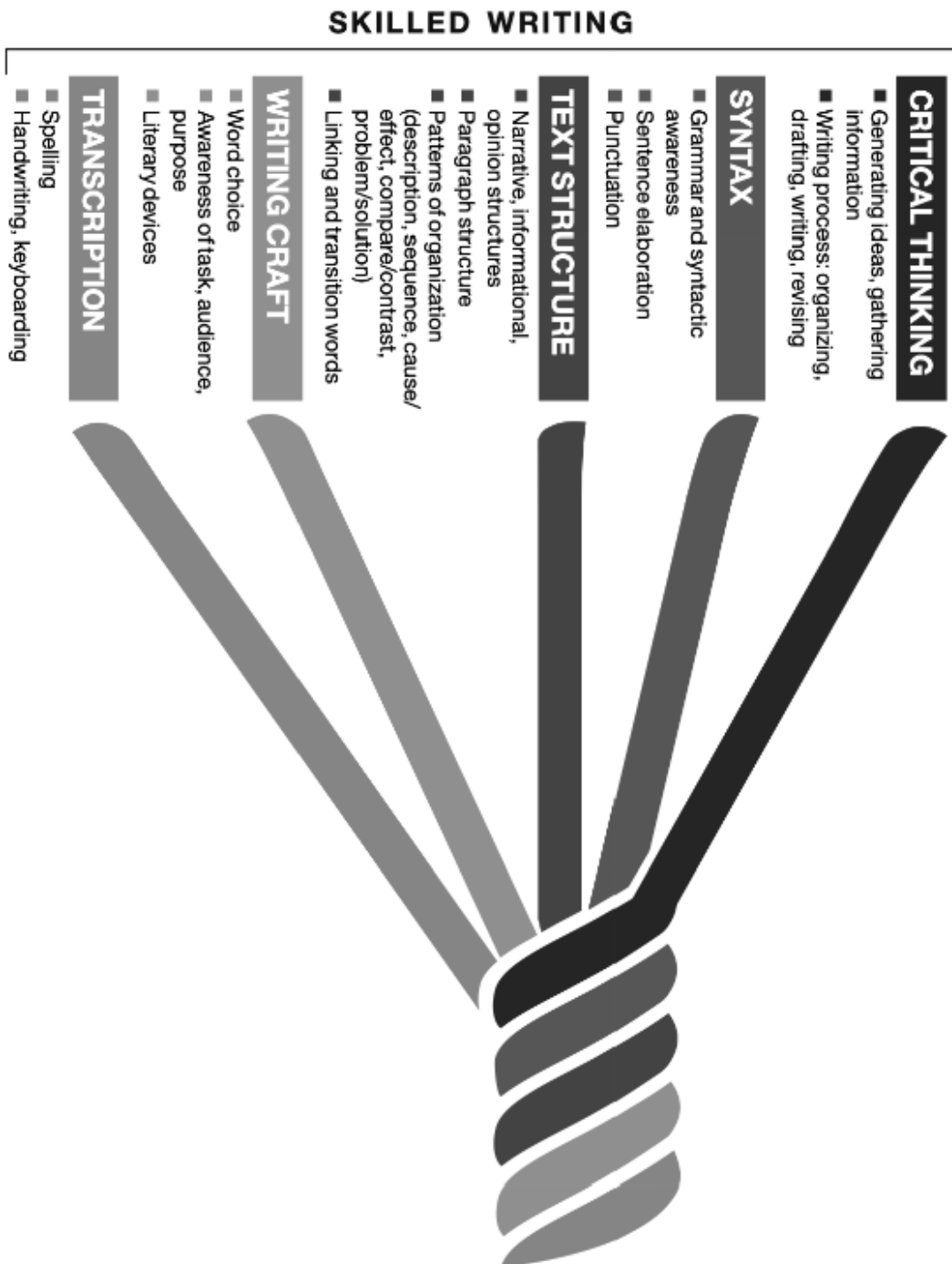
- Joan Sedita “Supporting Comprehension Through Writing About Reading”
- <https://dyslexiaida.org/webinars/>

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



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

(Sedita, 2019)



## Research Reports:

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

Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). *Teaching secondary students to write effectively* (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve the writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

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

### Focus Areas for Using Mentor Text

<b>Element</b>	<b>Specific Focus Suggestions</b>
general; all types of writing	<ul style="list-style-type: none"> <li>• writing introductions</li> <li>• writing leads</li> <li>• writing conclusions</li> <li>• incorporating transition words and phrases</li> <li>• organizing the body</li> <li>• developing and explaining ideas</li> <li>• using relevant details and rich descriptions</li> <li>• word choice and incorporating content-related vocabulary</li> <li>• creating a voice (i.e., a distinct personality, style, or point of view)</li> <li>• writing in first, second, or third person</li> <li>• using capitalization and punctuation</li> <li>• expanding sentences</li> </ul>
text features	<ul style="list-style-type: none"> <li>• writing titles</li> <li>• incorporating graphics, charts, maps and other visuals</li> <li>• generating headings and subheadings</li> </ul>
informational and opinion/argument writing	<ul style="list-style-type: none"> <li>• using specific patterns of organization (i.e., description/explanation, sequence/chronology, compare and contrast, cause and effect, problem and solution)</li> <li>• using examples</li> <li>• using quotes and dialogue</li> <li>• using anecdotes</li> <li>• stating a claim</li> <li>• explaining how evidence supports a reason</li> <li>• explaining how a reason supports a claim</li> </ul>
narrative writing	<ul style="list-style-type: none"> <li>• developing a story line: beginning, middle, end and plot sequence</li> <li>• using techniques such as flashback, foreshadow, backstory</li> <li>• creating, developing, describing characters</li> <li>• using dialogue</li> <li>• developing, describing settings</li> <li>• using simile, metaphor, personification, alliteration, imagery</li> <li>• writing a personal narrative</li> <li>• writing a biography or autobiography</li> </ul>

## Three Types of Writing

### Informational writing

**What it does:** Examines previously learned information or provides new information

**Examples:** Textbook, article, letter, speech, instructions, manual, directions, subject area report, summary of information, workplace memo, job application, resume

**Text Structure:** Organized into sections and subsections that include paragraph main ideas; tends to be organized hierarchically.

### Opinion/argument writing

**What it does:** Gives an opinion or makes an argument to convince the reader that a point of view is valid or to persuade the reader to take a specific action

**Examples:** Persuasive letters, editorials, argument essays, review of books or movies, claims about the worth or meaning of a literary work

**Text structure:** Organized around specific text components—claim, reason, evidence, counter-claim, rebuttal

### Narrative writing

**What it does:** Tells a story (real or imagined) of an experience, event, or sequence of events

**Examples:** Diary entry, biography, autobiography, personal narrative, memoir, folktale, fairy tale, fable, myth, creative fictional story, science fiction, poem, play, eyewitness account, plot summary, short story

**Text structure:** Organized around events and literary elements such as setting, characters, problem/solution

## Transition Words and Phrases

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

### **Think**

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

### **Plan**

- Organize ideas
- Use a planning guide

### **Write**

- Follow the guide
- Translate ideas into sentences and paragraphs

### **Revise**

- Review the content
- Proofread for conventions
- Rewrite



## Guiding Questions

### THINK

#### Identify Audience and Purpose

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

#### Brainstorm the Topic

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

#### Gather Information, Take Notes

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

### PLAN

#### Organize Ideas

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

#### Use a Planning Guide

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

### WRITE

#### Follow the Guide

- Have I followed the plan from my graphic organizer?

#### Translate into Sentences and Paragraphs

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

### REVISE

#### Review the Content

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

#### Proofread for Conventions

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

#### Rewrite

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

## How To Write A Summary

1. Read the material and identify the main ideas.  
Distinguish the main ideas from the details.
2. Write the main ideas in phrase form. The main ideas can be noted in a list, in a topic web, or in the left column of two-column notes.
3. Begin the summary with an introductory statement.
4. Turn the main ideas into sentences, occasionally including details when it is necessary to convey the main idea.
5. Combine the sentences into one or more paragraphs.
6. Use transition words to connect the sentences and the paragraphs.
7. Proofread the summary for punctuation, spelling, sentence structure, and content.



# Summary Template

1. List the main ideas in phrase form.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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

5. Proofread and edit your summary.

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## WAG

<b>Writing Task:</b> <i>(clear, one sentence summary of the writing task)</i>	
<b>Audience:</b> <i>(Who is this piece for? Is there a secondary audience?)</i>	<b>Purpose:</b> <i>(What is the purpose of this type of writing? What will this task accomplish?)</i>
<b>Length:</b> <i>(range)</i>	
<b>Directions &amp; Requirements:</b> <ul style="list-style-type: none"><li>• <i>(steps to guide the writer)</i></li><li>• <i>(specific requirements – e.g., certain vocabulary terms, use of transitions)</i></li><li>• <i>(formatting requirements – e.g., specific font and size, Google Doc, etc.)</i></li><li>• <i>(feedback or grading rubric if applicable)</i></li><li>• <i>(time management supports – e.g., calendar with due dates, suggested timeline)</i></li></ul>	
<b>Writing Supports:</b> <ul style="list-style-type: none"><li>• <i>(list of scaffolds – e.g., two-column notes, topic web, set of steps, writing templates, transition list)</i></li><li>• <i>(hyperlinks to electronic files)</i></li></ul>	

## Planning Questions

Writing Task	<ul style="list-style-type: none"> <li>• What content topic are you covering?</li> <li>• What type of writing task would be best to support the learning of this content?</li> </ul>
Audience	<ul style="list-style-type: none"> <li>• Does the assignment lend itself to an authentic audience (i.e., in addition to the teacher and student peers)?</li> <li>• Consider these options: members of the community, organizations or their members, businesses, politicians, younger or older students, family members, peers, blogs, student publications.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>• What do you want the writing piece to do as it relates to the topic?</li> <li>• What is the student’s personal goal for writing this piece?</li> <li>• If there is an authentic audience, what is the reason for communicating with this audience through this piece?</li> </ul>
Length	<ul style="list-style-type: none"> <li>• Suggest a range in number of words, sentences, paragraphs, or pages.</li> </ul>
Directions & Requirements	<ul style="list-style-type: none"> <li>• What content information must students address, including related vocabulary?</li> <li>• Are there any requirements related to sources?</li> <li>• Is there a particular format you want students to follow?</li> <li>• Are there any specific requirements for the introduction, body development, use of transitions, or conclusion?</li> <li>• What opportunities will be provided for peer collaboration?</li> <li>• Will the student receive feedback from peers or the teacher?</li> <li>• Will there be an opportunity for students to revise some or all of the writing piece?</li> <li>• Will the piece be graded? If yes, how?</li> </ul>
Writing Supports	<ul style="list-style-type: none"> <li>• What scaffolds will you provide all or some of the students? Possibilities:             <ul style="list-style-type: none"> <li>– Mentor Model Samples</li> <li>– Two-Column Notes</li> <li>– Topic Web</li> <li>– Writing Templates</li> <li>– Set of Steps</li> <li>– Checklists or Rubrics</li> </ul> </li> </ul>

### English Language Arts

**Writing Task:**

*In chapter five of "The Outsiders", Ponyboy recites Robert Frost's poem "Nothing Gold Can Stay". Write a short essay that identifies a theme that is present in both the poem and the novel.*

**Audience:**

*Teacher, your peers*

**Purpose:**

*to further develop your understanding of themes in literature*

**Length:**

*400-600 words*

**Directions & Requirements:**

- *Include titles and authors of book and poem.*
- *Briefly describe the characters and setting for the chapter.*
- *State a common theme.*
- *Provide at least two quotes from the chapter and two quotes from the poem that are related to the theme.*
- *Include these terms: author's purpose, interpretation, significance.*

**Writing Supports:**

- *Refer to class notes about theme.*
- *Refer to the "Short Essay Guidelines" handout.*

### Mathematics

**Writing Task:**

*Write a description of the graph and interpret the data.*

**Audience:**

*Your peers, the teacher*

**Purpose:**

*to understand the graph, to practice writing about graphs*

**Length:**

*2 to 4 paragraphs*

**Directions & Requirements:**

- *Provide an introduction that presents the main purpose of the graph. Include key words found in the title of the graph.*
- *Develop body paragraphs that describe the 2 main trends indicated in the graph. Include key figures from the data as part of your description.*
- *Provide a conclusion that paraphrases the main findings.*
- *Include at least 3 transitions.*

**Writing Supports:**

- *Discuss the graph with a partner first.*
- *Refer to the sample models of graph descriptions.*
- *Refer to the handout: Set of Steps: Graph Description.*
- *Use the writing template as a support.*
- *Refer to the list of transitions.*

<b>Science</b>	
<b>Writing Task:</b> <i>Write a short lab report.</i>	
<b>Audience:</b> <i>Your peers, the teacher</i>	<b>Purpose:</b> <i>to list materials and procedures, and identify the hypothesis, results, and your conclusion</i>
<b>Length:</b> <i>3 to 4 paragraphs</i>	
<b>Directions &amp; Requirements:</b>	
<ul style="list-style-type: none"> <li>• <i>Provide appropriate details for these components of a lab report:</i> <ul style="list-style-type: none"> <li>– <i>Hypothesis statement (introductory sentence to the report)</i></li> <li>– <i>Materials used, step-by-step procedures followed (1 to 2 paragraphs)</i></li> <li>– <i>Results (1 paragraph)</i></li> <li>– <i>Conclusion (1 paragraph)</i></li> </ul> </li> <li>• <i>For the results, describe the kind of data that was collected and summarize your observations.</i></li> <li>• <i>For the conclusion, state whether you accept or reject the hypothesis, then explain why.</i></li> <li>• <i>Include at least 2 transitions.</i></li> <li>• <i>This writing piece will be graded based on the checklist provided by the teacher.</i></li> </ul>	
<b>Writing Supports:</b>	
<ul style="list-style-type: none"> <li>• <i>Refer to the two-column notes taken during the lab.</i></li> <li>• <i>Refer to the list of transitions.</i></li> </ul>	

<b>Art</b>	
<b>Writing Task:</b> <i>Write a short Artist Statement about your painting or sculpture. Your statement will be posted next to your work at the art fair.</i>	
<b>Audience:</b> <i>The school community</i>	<b>Purpose:</b> <i>to explain the development process and intended interpretation of your piece</i>
<b>Length:</b> <i>half to one page</i>	
<b>Directions &amp; Requirements:</b>	
<ul style="list-style-type: none"> <li>• <i>Introduction that describes your piece</i></li> <li>• <i>Body: Discuss your personal motivation for creating the piece, your thought-process, steps taken to develop the piece, and symbolism or meaning you want others to derive.</i></li> <li>• <i>Conclusion: Address the challenges/successes you experienced while completing the piece.</i></li> <li>• <i>Include at least 4 appropriate art vocabulary terms from Elements and Principles.</i></li> <li>• <i>Share a first draft with a peer during time provided in class to get feedback before you write your final Artist Statement.</i></li> <li>• <i>Submit using Google Docs.</i></li> </ul>	
<b>Writing Supports:</b>	
<ul style="list-style-type: none"> <li>• <i>Refer to the model writing samples from last year's students.</i></li> <li>• <i>Refer to the writing template provided by the teacher.</i></li> </ul>	

## References:

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# The Writing Rope

Joan Sedita

The Science of Writing:  
The Writing Rope Framework  
for Writing Instruction

Joan Sedita



1



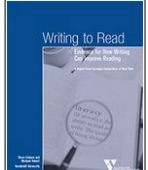

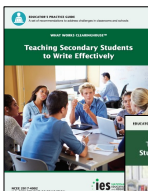
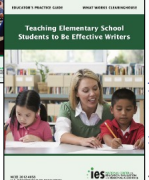
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What do we know about effective writing instruction, grades 4-12?

Writing to Read

Writing Next

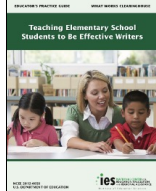
IES Guides

3

IES Report: Elementary

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

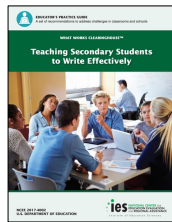


2012

4

IES Report: Secondary

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



2016

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11 Writing Next Findings  
Grades 4-12

- Writing Strategies
- Summarizing
- Collaborative Writing
- Specific Product Goals
- Word Processing
- Sentence Combining

- Pre-writing
- Inquiry activities
- Process Writing Approach
- Study of Models
- Writing for Content Learning

2007

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# The Writing Rope

Joan Sedita

## Writing to Read

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

2010

Keys to Literacy

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## Gradual Release of Responsibility

**I** Teacher-focused, modeling, direct/explicit instruction, think aloud

Guided practice **We** Whole-group, small-group, collaborative

RESEARCH: Explicit Instruction of Writing Skills & Strategies

Independent use by student **You**

Pearson & Gallagher, 1983

Keys to Literacy

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## Executive Function Challenges

**Text Generation**  
main goals of writing;  
word, sentence, text levels

**Not-So Simple View of Writing**

**Transcription**  
spelling, handwriting

**Working Memory**

**Executive Functions**  
attention, goal setting, planning, revising, self-regulating

Berninger & Winn, 2006

Keys to Literacy

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## The Challenge of Writing

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

Harris, Schmidt, Graham

Keys to Literacy

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## Writing Difficulty: Common Issues

1. Often lack critical reading skills
2. Tend to lack understanding of grammar concepts
3. Have a difficult time editing their own writing and/or the writing of others
4. Typically have a hard time identifying or creating a logical sequence of ideas
5. Often lack a strong vocabulary
6. Don't effectively use pre-writing strategies. Alternatively, they may have great difficulty in starting a piece of writing.

*What issues do you see in the writing of your students who have difficulty writing?*

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**CRITICAL THINKING**

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

**SYNTAX**

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

**TEXT STRUCTURE**

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

**WRITING CRAFT**

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

**TRANSCRIPTION**

- Spelling
- Handwriting, keyboarding

**TRANSCRIPTION, WRITING CRAFT**

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# The Writing Rope

## Joan Sedita

### Explicit Instruction is Key!

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

#### Transcription Skills

- Handwriting
- Phonics/Spelling
  - Sound-symbol recall
  - Spelling patterns
  - Sight recall
- Punctuation
- Capitalization
- Keyboarding

#### Composing Skills

- Generating ideas
- Organizing ideas
- Choosing the best words
- Using language to express ideas in sentences & paragraphs
- Awareness of TAP
- Integration of comprehension & writing skills when writing from sources

Keys to Literacy

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### The...

🔑 **Task**

🔑 **Audience**

🔑 **Purpose**

**...influence many decisions during the writing process.**

**W#4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

Keys to Literacy

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### Writer's Craft

- Good writing requires knowledge of writing skills and **writer's craft** (writers' moves).
- Writer's craft:
  - The "art" of writing*
  - Anything done on purpose to make writing look or sound a certain way*
  - Writer makes decisions about tone, voice, word choice, audience awareness, and organization*

Keys to Literacy

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### Elements of Writing Craft

- Writer's Voice**
  - Writer's unique style, emotion, personality
  - "writing from the heart" – making the reader feel emotion
  - Achieved with choice of language to describe action, setting, use of dialogue
- Narrative Point of View** (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person)
- Word Choice**
  - Purposeful use of specific vocabulary and word placement to create an effect on the reader
  - Use of descriptive, colorful language and precise words
- Literary Devices:**
  - allegory, allusion, dialogue, figurative language (metaphor, simile, analogy), flashback, hyperbole, imagery, personification

Keys to Literacy

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### Show "Mentor" Models

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

Keys to Literacy

17

### Focus Areas for Mentor Text

- General, all types of writing
- Text features
- Informational, and argument writing
- Narrative writing
- Writing techniques (writing craft)

Element	Specific Focus Suggestions
general: all types of writing	<ul style="list-style-type: none"> <li>writing introductions</li> <li>writing leads</li> <li>writing conclusions</li> <li>incorporating transition words and phrases</li> <li>organizing the body</li> <li>describing and comparing ideas</li> <li>using relevant details and rich descriptions</li> <li>word choice and incorporating content-related vocabulary</li> <li>creating a voice (i.e., a distinct personality, style, or point of view)</li> <li>writing in first, second, or third person</li> <li>using capitalization and punctuation</li> <li>expanding sentences</li> </ul>
text features	<ul style="list-style-type: none"> <li>writing titles</li> <li>incorporating graphics, charts, maps and other visuals</li> <li>generating headings and subheadings</li> </ul>
informational and opinion/argument writing	<ul style="list-style-type: none"> <li>using specific patterns of organization (i.e., description/explanation, sequence of events, compare and contrast, cause and effect, problem and solution)</li> <li>using examples</li> <li>using quotes and dialogue</li> <li>using evidence</li> <li>stating a claim</li> <li>explaining how evidence supports a reason</li> <li>explaining how a reason supports a claim</li> </ul>
narrative writing	<ul style="list-style-type: none"> <li>developing a story line: beginning, middle, and end and plot sequence</li> <li>using techniques such as foreshadow, flashback, backstory</li> <li>creating, developing, describing characters</li> <li>using dialogue</li> <li>describing, describing settings</li> <li>using simile, metaphor, personification, alliteration, imagery</li> <li>writing personal narratives</li> <li>writing a biography or autobiography</li> </ul>

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# The Writing Rope

## Joan Sedita

### Early Grades Example

*What did these authors do?*

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### Upper Grades Example

**Writing a nonfiction lead:**

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

**Which type of lead was used in the 2 examples?**

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**Example 1:**

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

**use a quote**

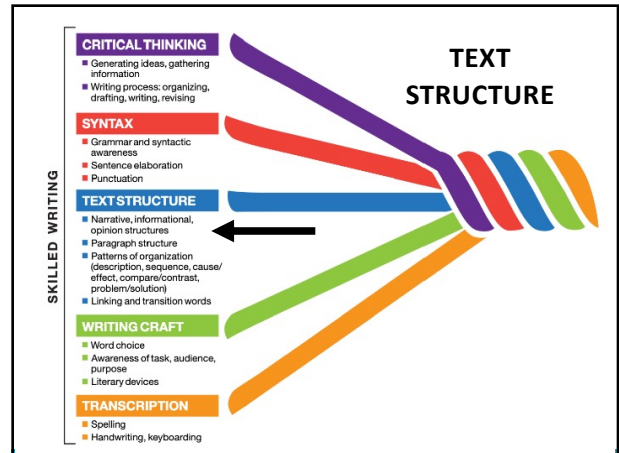
**Example 2:**

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

**present fascinating facts/details**

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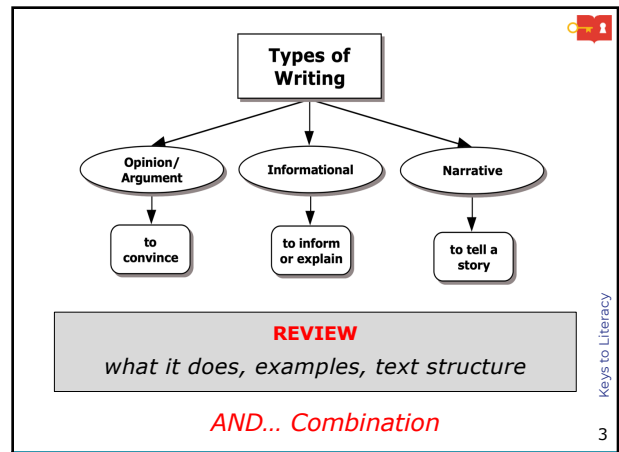


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**3 Types of Writing**

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# The Writing Rope

## Joan Sedita

### Organizing Writing

**Introduction**

- Introduce the topic of the writing piece

**Body Development**

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

**Conclusion**

- Supports the information presented, provides closure

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### Extending the Topic Web: Information

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### Extending the Topic Web: Information

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### Middle School: Science Informational Writing

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### High School: History Informational Writing

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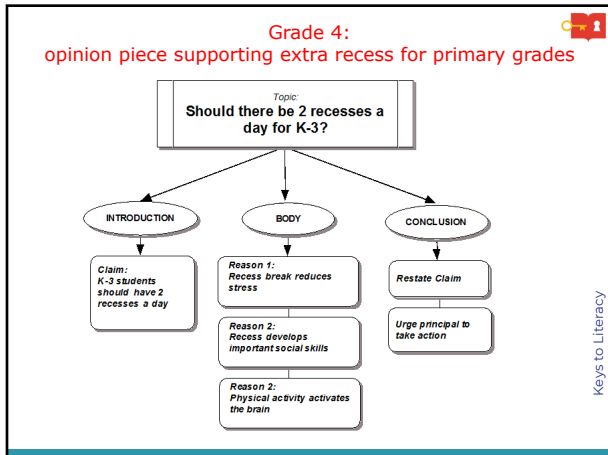
### Extending the Topic Web: Opinion

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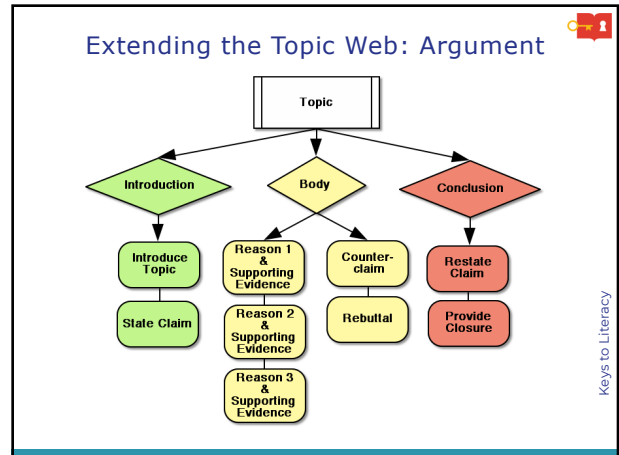
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# The Writing Rope

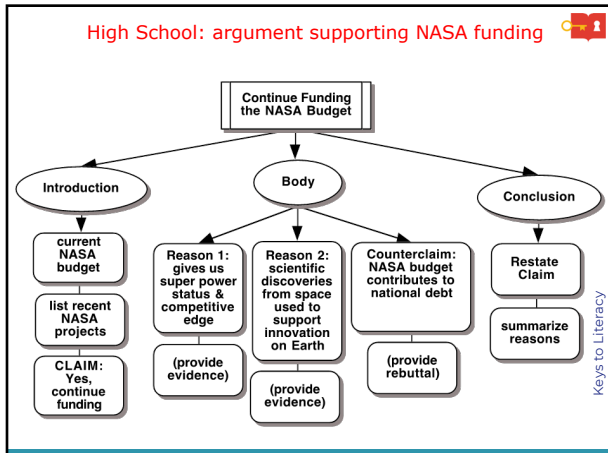
Joan Sedita



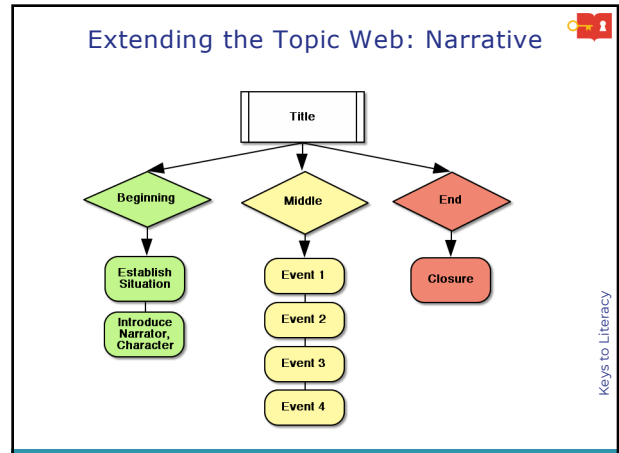
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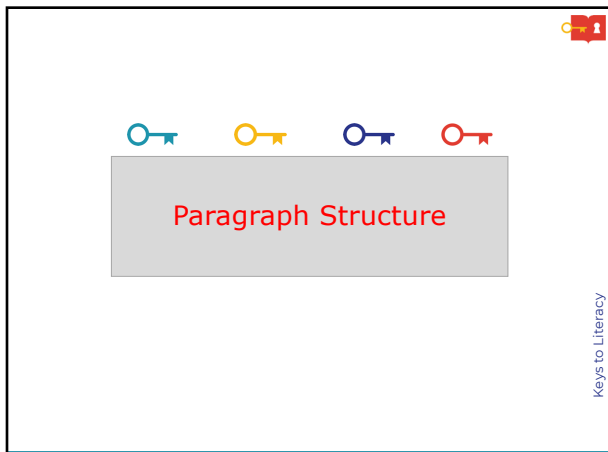
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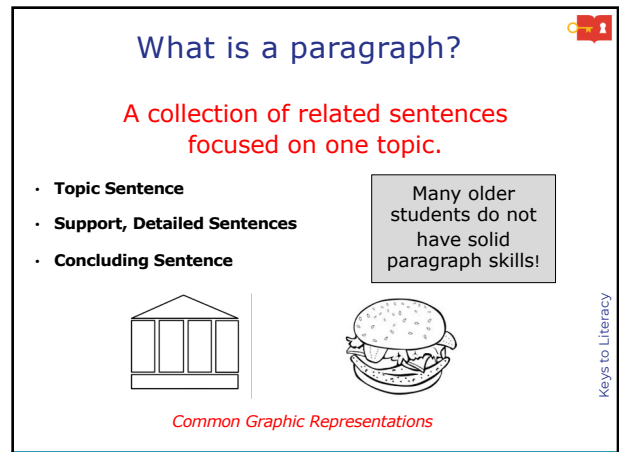
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# The Writing Rope

## Joan Sedita

### Activities to Develop Paragraph Writing

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

**Activities to Support Paragraph Main Ideas**

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

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### Color Coding Model Text

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

(science text)

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### Color Coded Student Writing

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

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### Patterns of Organization, Transitions

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### specific structures embedded in narrative or informational text

**Patterns of Organization**

- Description, Explanation**: A topic, idea, person, place, or thing is described or explained.
- Sequence, Chronology**: Presents items or events in order or tells the steps to follow.
- Cause & Effect**: Effect is what happened, cause is why something happened.
- Compare & Contrast**: Shows how two or more things are alike and/or how they are different.
- Problem & Solution**: What went wrong and how it was or could be fixed.

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### Transitions

**What is a transition?**

- Linking words, phrases, sentences
- Use to link sentences, paragraphs, and sections of text

**Used to**

- Clarify relationships (e.g., compare/contrast, cause/effect)
- Create cohesion
- Link ideas

Some students include while writing first draft, some need to consciously add them later.

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# The Writing Rope

## Joan Sedita

**Transition Words and Phrases**

Transition Words and Phrases	To indicate a time relationship
<p><b>When to use</b></p> <p>Use these words when you are writing about events that happen one after another.</p> <p><b>When to use</b></p> <p>Use these words when you are writing about events that happen at the same time.</p> <p><b>When to use</b></p> <p>Use these words when you are writing about events that happen in a certain order.</p> <p><b>When to use</b></p> <p>Use these words when you are writing about events that happen in a certain way.</p> <p><b>When to use</b></p> <p>Use these words when you are writing about events that happen in a certain place.</p> <p><b>When to use</b></p> <p>Use these words when you are writing about events that happen in a certain state.</p> <p><b>When to use</b></p> <p>Use these words when you are writing about events that happen in a certain way.</p> <p><b>When to use</b></p> <p>Use these words when you are writing about events that happen in a certain way.</p> <p><b>When to use</b></p> <p>Use these words when you are writing about events that happen in a certain way.</p> <p><b>When to use</b></p> <p>Use these words when you are writing about events that happen in a certain way.</p>	<p>after, afterward, after that, or first, at this time, before, beginning with, beyond, during, earlier, ending with, eventually, finally, following, from then on, in the meantime, last, later, meanwhile, next, now, since, soon, then, until, while</p>
	<p>below, beside, between, beyond, further on, here, next to, parallel with</p>
	<p>after, after that, finally, first, lastly, next, second, third</p>
	<p>also, another, besides, further, furthermore, in addition, likewise, moreover, similarly</p>
	<p>accordingly, finally, in conclusion, in other words, in short, in sum, to conclude, to sum up, to summarize</p>
	<p>by comparison, compared to, in like manner, likewise, similarly</p>
	<p>although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike</p>
	<p>above all, in fact, in other words, most important, once again, to repeat</p>
	<p>for example, for instance, such as, to illustrate, that is</p>
	<p>as a result, because, because of, caused by, consequently, for that reason, that is why, therefore, thus</p>
	<p>certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt</p>

Make lists of transitions available to students as a reference!

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**CRITICAL THINKING**

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

**SYNTAX**

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

**TEXT STRUCTURE**

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

**WRITING CRAFT**

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

**TRANSCRIPTION**

- Spelling
- Handwriting, keyboarding

**SKILLED WRITING**

**SYNTAX**

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**Sentences, Paragraphs**

Building Blocks of Writing!

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

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**Syntax: Sentence Structure**

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

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

**Syntactic Awareness:** understanding grammar

developing "sentence sense"

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**Improving Sentence Writing**

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

**Sentence Instruction Goals**

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

Saddler, 2012

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**Developing Syntactic Awareness**

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

- Sentence Anagrams
- Sentence Elaboration
- Sentence Combining
- Fragment or Complete

**Sentence Structure Part 2**

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

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# The Writing Rope

Joan Sedita

## Sentence Combining

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

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

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## Simple Examples

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

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

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

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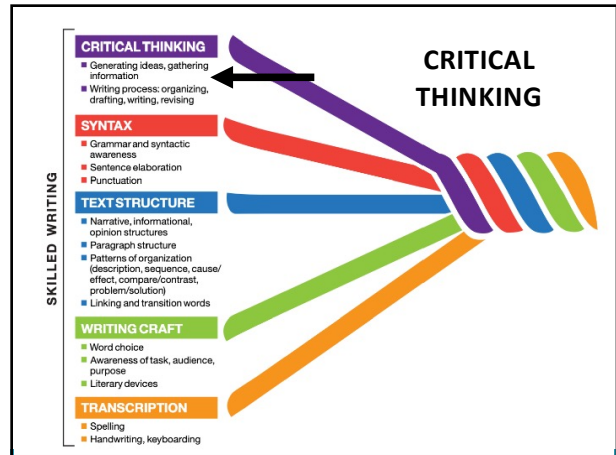
## Advanced Example

**Source: science text**

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

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Stages of the Writing Process

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Review the details under TPWR.

**The Process Writing Routine**

**Think**

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

**Plan**

- Organize ideas
- Use a planning guide

**Write**

- Follow the guide
- Translate ideas into sentences and paragraphs

**Revise**

- Review the content
- Proofread for conventions
- Rewrite

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**CC Writing #5**  
*Develop and strengthen writing as needed by **planning, revising, editing, rewriting, or trying a new approach.***

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# The Writing Rope

## Joan Sedita

### A Recursive Process



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

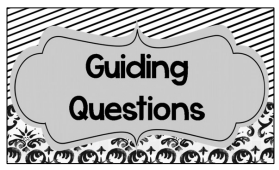
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### TPWR Guiding Questions

- Review the guiding questions for each stage of the writing process.
- Provide these questions as a scaffold for students to help them focus on each stage.

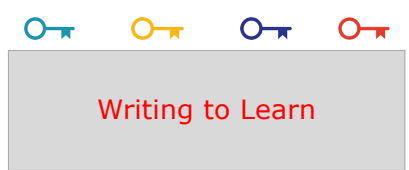


Ask your students to define the writing process!

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Writing to Learn

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### Writing to Read


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

2010

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### Writing is Thinking!



**When we write, we...**

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


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

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### Writing to Learn Skills

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



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# The Writing Rope

## Joan Sedita

### Examples




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

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### Writing from Sources

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

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### Comprehension & Writing Combined

Proficient Comprehension Skills

+

Proficient Writing Skills


=

Quality Written Responses

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

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Summary Writing

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### What is a summary?

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


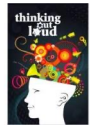


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### How To Teach Summarizing

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

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# The Writing Rope

## Joan Sedita

### How to Write a Summary

1. Identify main ideas, distinguish from details.
2. Write main ideas in phrase form.
3. Begin with an introductory statement.
4. Turn main ideas into sentences and include a few details.
5. Combine the sentences.
6. Incorporate transition words.
7. Proofread

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### Summary Template (WRITE)

**Summary Template**

1. List the main ideas in phrase form.
2. Write an introductory sentence that states the topic of the summary.
3. Turn the main ideas into sentences using your own words. You can combine some of the main ideas into one sentence.
4. Add transition words from the list below.  
*First, next, finally, before, after, during, later, also, another, in addition, in conclusion, in sum so, similarly, however, most important, for example, as a result, therefore*
5. Proofread and edit your summary.

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### WAG Writing Assignment Guide

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### WAG (Writing Assignment Guide)

- Planning tool for the teacher; simple, but transformative
- Sets clear expectations for students
- Clarity for interventionists, parents/caretakers
- Streamlines communication between teachers, across depts.
- Leverage the tech option (add *hyperlinks*) – support Executive Functions demand

Writing Task:	
Audience:	Purpose:
Length:	
Directions & Requirements:	
Writing Supports: Writing is a process. Different writers need different supports at each stage of the writing process.	

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### WAG (Writing Assignment Guide)

Writing Task: <i>clear, one sentence summary of the writing task</i>	
Audience: <i>Who is this piece for? Is there a secondary audience?</i>	Purpose: <i>What is the purpose of this type of writing? What will this task accomplish?</i>
Length: <i>range</i>	
Directions & Requirements: <ul style="list-style-type: none"> <li>• <i>steps to guide the writer</i></li> <li>• <i>specific requirements – e.g., certain vocabulary terms, use of transitions</i></li> <li>• <i>formatting requirements – e.g., specific font and size, Google Doc, etc.</i></li> <li>• <i>feedback or grading rubric if applicable</i></li> <li>• <i>time management supports – e.g., calendar with due dates, suggested timeline</i></li> </ul>	
Writing Supports: <ul style="list-style-type: none"> <li>• <i>list of scaffolds – e.g., two-column notes, topic web, set of steps, writing templates, transition list</i></li> <li>• <i>hyperlinks to electronic files</i></li> </ul>	

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### In closing...

Writing instruction should address multiple components

- All teachers can play a role
- Use explicit instruction, I/We/You, mentor models
- Avoid "assumicide"!

**CRITICAL THINKING**

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

**SYNTAX**

- Grammar and awareness
- Sentence elements
- Punctuation

**TEXT STRUCTURE**

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

**WRITING CRAFT**

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

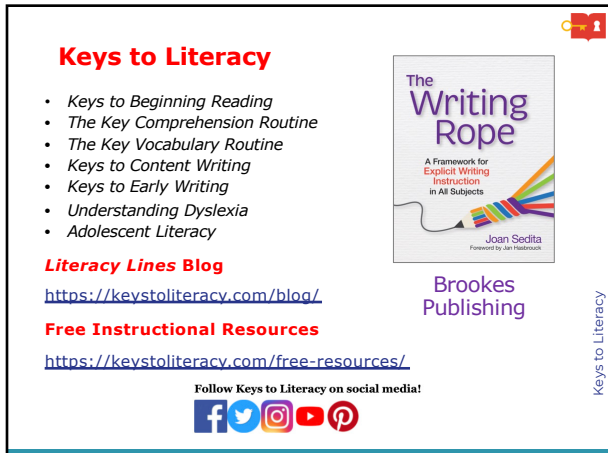
**TRANSCRIPTION**

- Spelling
- Handwriting, keyboarding

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# The Writing Rope

Joan Sedita




**Keys to Literacy**

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

**Literacy Lines Blog**  
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