



# From Ideas to Expression: Using Critical Thinking to Support K-3 Writers



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

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## Objectives

- Draw connections between the components of The Writing Rope and the strands of The Reading Rope.
- Learn how to use The Process Writing Routine to provide explicit instruction in the Critical Thinking strand of The Writing Rope.
- Determine opportunities to scaffold writing instruction within each stage.

# The Reading & Writing Connection



# Scarborough's Reading Rope

## Language Comprehension

Knowledge about a variety of topics

Knowledge about word meanings

Syntax (arrangement of words) and semantics (morphemes, phrases, sentences)

Ability to use reason to understand text (inferences, metaphors, etc.)

Print concepts, genres, how literature is organized

## Word Recognition

Identifying and manipulating sounds

Applying knowledge of sound/letter relationships to read and write words

Any word that is read automatically and effortlessly without the need to decode



# Sedita's Writing Rope

## SKILLED WRITING

### CRITICAL THINKING

- Generating ideas, gathering information
- Writing process

### SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration and punctuation

### TEXT STRUCTURE

- Narrative, informational, opinion
- Paragraph structure
- Patterns of organization (description, sequence, etc.)
- Linking and transition words

### WRITING CRAFT

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

### TRANSCRIPTION

- Spelling
- Handwriting, keyboarding

## Making Connections

<b>Scarborough's Reading Rope</b>	<b>Connection</b>	<b>Sedita's Writing Rope</b>
Background Knowledge	A writer relies on background knowledge to generate ideas and gather information.	Critical Thinking (generating ideas and gathering information)

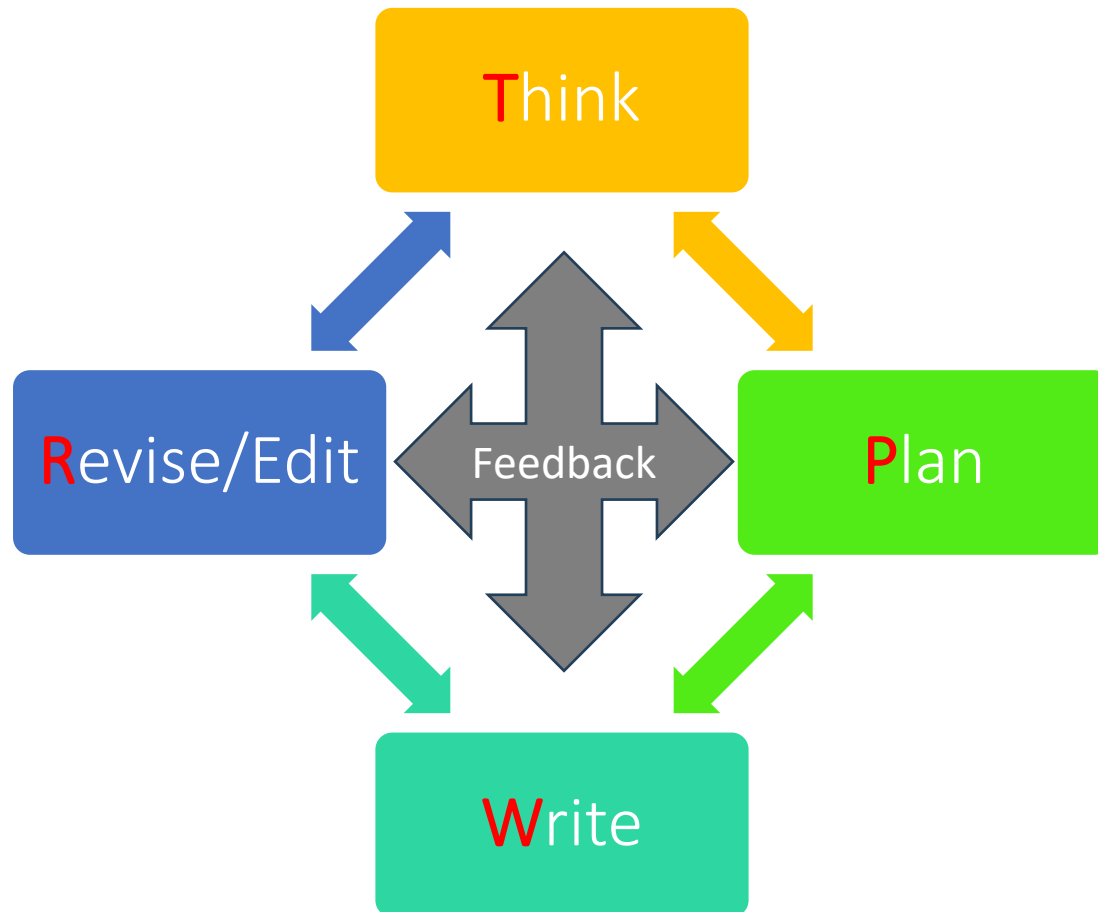


# The Writing Process

## Critical Thinking

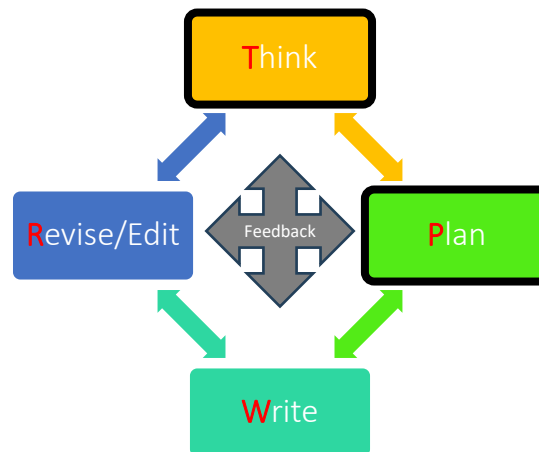
- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

# The Process Writing Routine





## Think & Plan



Topic/Central Idea/Claim:

## Text Details

## My Thoughts

## 3-Column Notes: Example

Topic/Central Idea/Claim: Seasons		
Big Ideas	Text Details	My Thoughts
autumn	<ul style="list-style-type: none"><li>• temperatures fall</li><li>• trees lose their leaves</li><li>• birds travel</li></ul>	<ul style="list-style-type: none"><li>• jumping in leaf piles</li><li>• wearing my jeans and hoodies</li><li>• ducks going south</li></ul>
winter		

Prompt: There are four seasons throughout the year: spring, summer, autumn and winter. Write an expository essay to teach others about two of these seasons. Be sure to use ideas and information from the source provided.

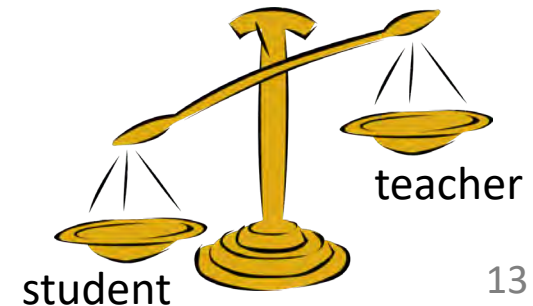
## 3-Column Notes: You Try!

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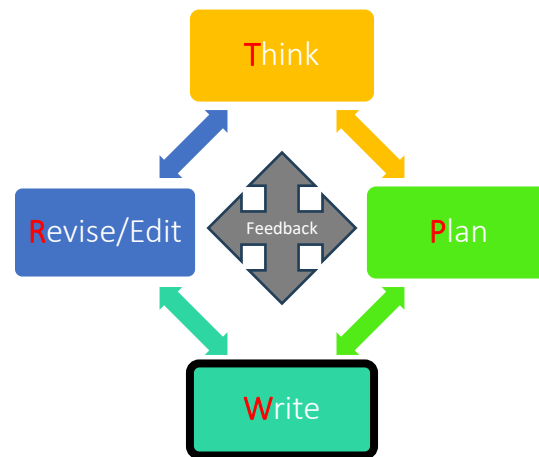
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## 3-Column Notes: Scaffolding Instruction

- Provide a graphic organizer with the columns already created.
- Prompt students with questions to activate background knowledge.
- Provide the big ideas and have students determine text details and personal thoughts.
- Provide sentence stems and a word bank.

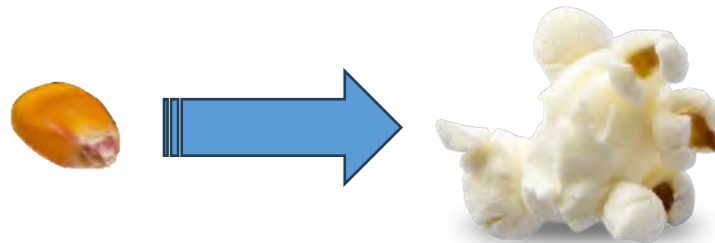


# Write



## Kernel Sentences

1. Have students look at their 3-column notes and choose a detail or thought.
2. Ask a series of questions to prompt students to orally expand upon the detail or thought.
3. When the sentence is sufficiently expanded, ask the student to write the sentence down and guide them with punctuation as needed.



## Kernel Sentences: Example

### Text Details

- temperatures fall
- lose leaves
- birds travel



Birds travel.



In autumn, birds travel south to find a warmer climate.



## Paragraph Writing

- A **topic sentence** states the paragraph's central idea.
- **Supporting sentences** provide details from the text and personal thoughts related to the central idea of the paragraph. The number of sentences depends on the number of details and thoughts you have to support the central idea.
- A **concluding sentence** provides closure to the paragraph.

## Paragraph Writing: Color-Coding

- Ask the students to turn the topic into a topic sentence.
- Guide the students to turn text details and personal thoughts into supporting sentences. Remind them to put similar ideas together.
- Tell students to restate the topic in a new way to write a concluding sentence.
- Provide students with colored pens or highlighters to color-code their paragraph to make sure they have all the parts!

Green = topic sentence

Yellow = supporting sentences

Red = concluding sentence

## Paragraph Writing: Color-Coding Example

Autumn is one of the seasons that happen during the year.

Because the days become shorter, temperatures fall and get colder.

This is when I start wearing my jeans and hoodies to stay warm! In

autumn, birds fly south to find a warmer climate. Ducks can be

seen flying in the sky to find warmer homes. Trees also begin to

lose their leaves. Some kids pile up these leaves and have fun

jumping in the piles. Autumn is a chilly but fun time of the year!

Green = topic sentence

Yellow = supporting sentences

Red = concluding sentence

# Sentence and Paragraph Writing: You Try!

## Kernel Sentences

- Choose one of your details from your 3-column notes.
- Ask a series of questions until you have a good sentence.
- Write the sentence.
- Repeat the process.

## Color-Coding a Paragraph

- Using your 3-column notes, write a simple paragraph with a topic sentence, supporting sentences and a concluding sentence.
- Color-code your paragraph according to sentence type.

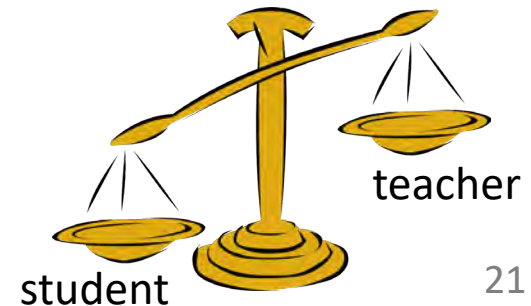
# Sentence and Paragraph Writing: Scaffolding Instruction

## Kernel Sentences:

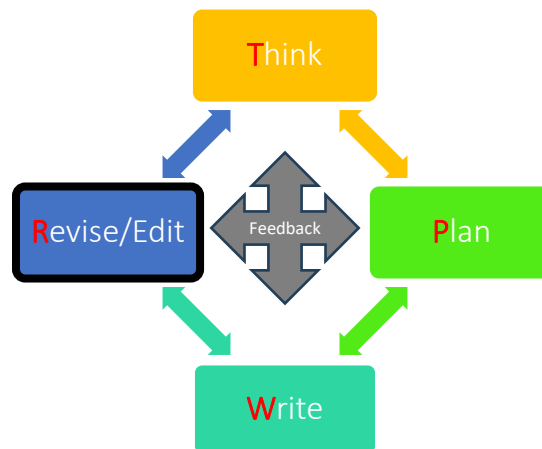
- Decrease the number of questions asked.
- Provide question cue cards or an anchor chart to guide questioning.
- Provide word lists on the topic to help expand kernel sentences.

## Paragraph Writing:

- Provide a graphic organizer with the parts of the paragraph already identified.
- Provide sentence stems within the graphic organizer.



## Revise & Edit



# Revise and Edit: Two Rounds


## Round 1: Revising

- Clarify
- Reshape
- Elaborate



## Round 2: Editing


- Capitalization
- Overall appearance/**O**ral reading
- Punctuation
- Spelling

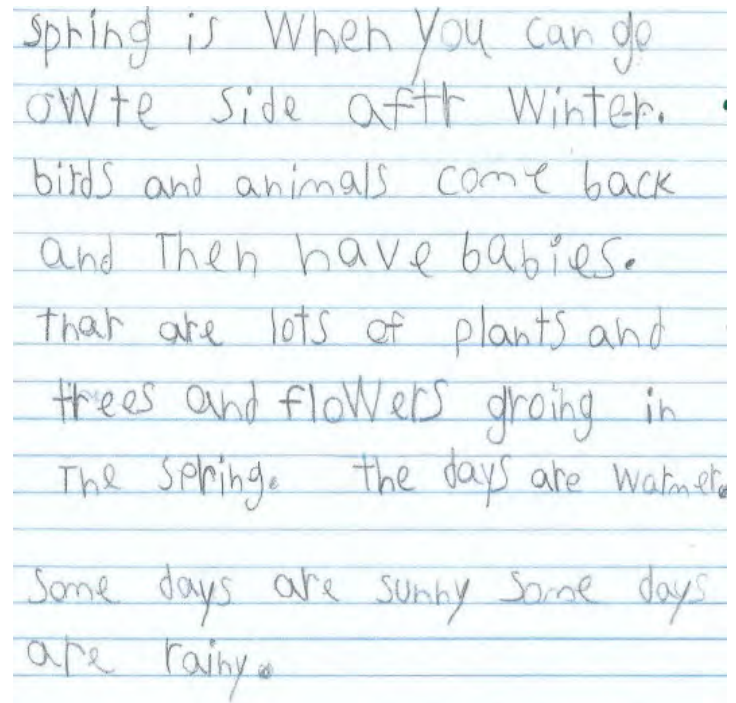
- 
- Are the ideas in my writing clear?
  - Is the piece organized?
  - Is there enough information?
  - Is there enough interesting and varied vocabulary?

# Revise and Edit: Corrective Feedback

## Round 1: Revising

- Clarify
- Reshape
- Elaborate

- 
- Are the ideas in my writing clear?
  - Is the piece organized?
  - Is there enough information?
  - Is there enough interesting and varied vocabulary?



spring is When you can go  
outside after winter.  
birds and animals come back  
and then have babies.  
there are lots of plants and  
trees and flowers growing in  
the spring. the days are warmer.  
Some days are sunny some days  
are rainy.



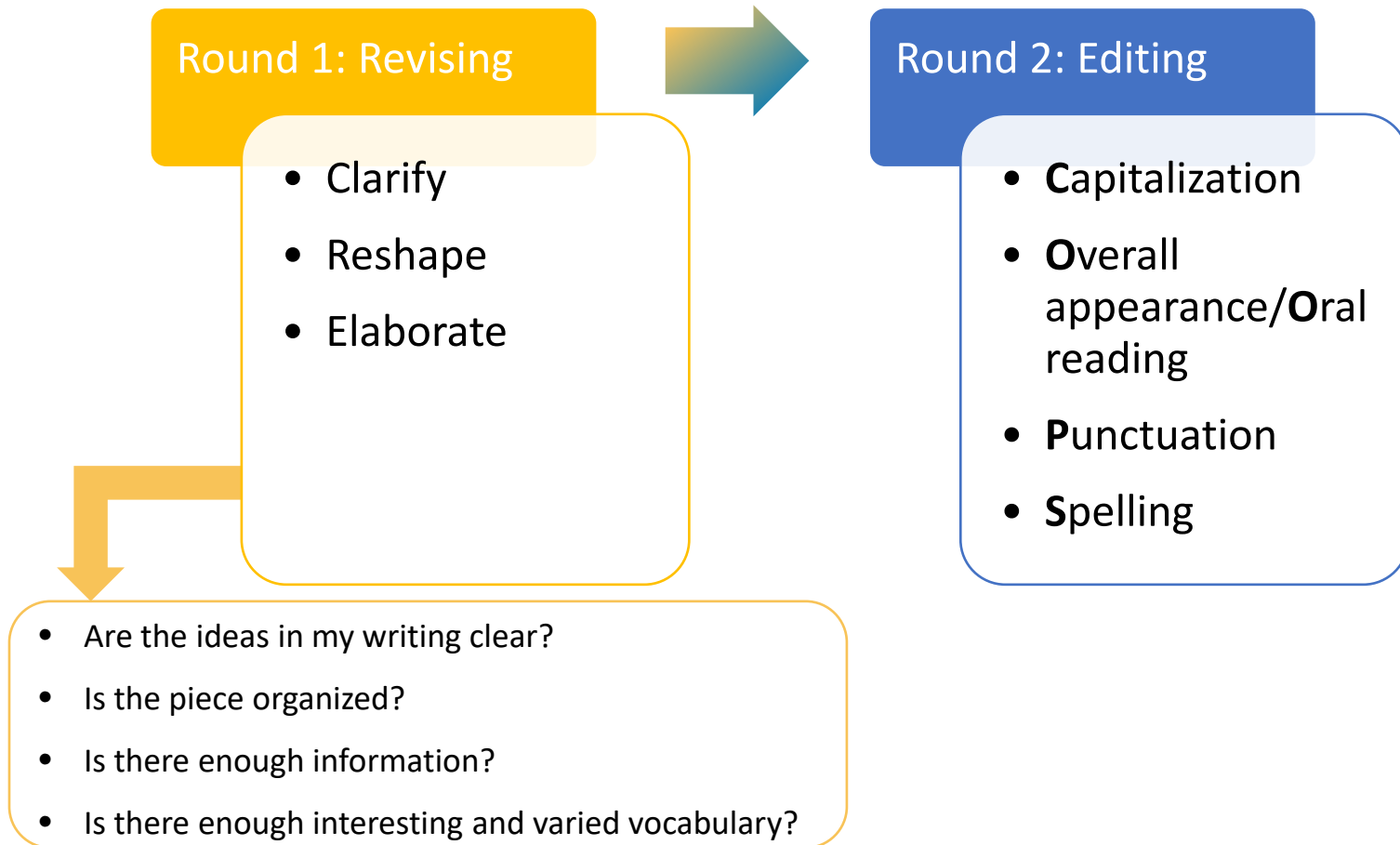
# Revise and Edit: Corrective Feedback, Continued

## Round 2: Editing

- **Capitalization**
- **Overall appearance/Oral reading**
- **Punctuation**
- **Spelling**

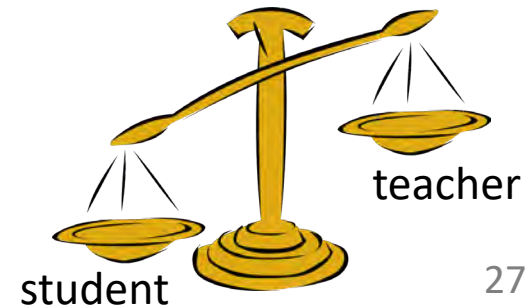
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# Revise and Edit Corrective Feedback: You Try!



## Revise and Edit: Scaffolding Instruction

- Provide a list of transition words and phrases.
- Provide peer and/or self-revision checklists.
- Prompt students with questions to clarify or elaborate their writing.
- Plan for opportunities for students to work collaboratively and listen to each other's work read aloud.



## Objectives Review

- Drew connections between the components of The Writing Rope and the strands of The Reading Rope.
- Learned how to use The Process Writing Routine to provide explicit instruction in the Critical Thinking strand of The Writing Rope.
- Determined opportunities to scaffold writing instruction within each stage.

## Reflection Activity

I *believe* in my ability to...

I am *motivated* to...

I am *committed* to...



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