

The Write Way to Read: Strengthening Student Writing Through Reading



LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

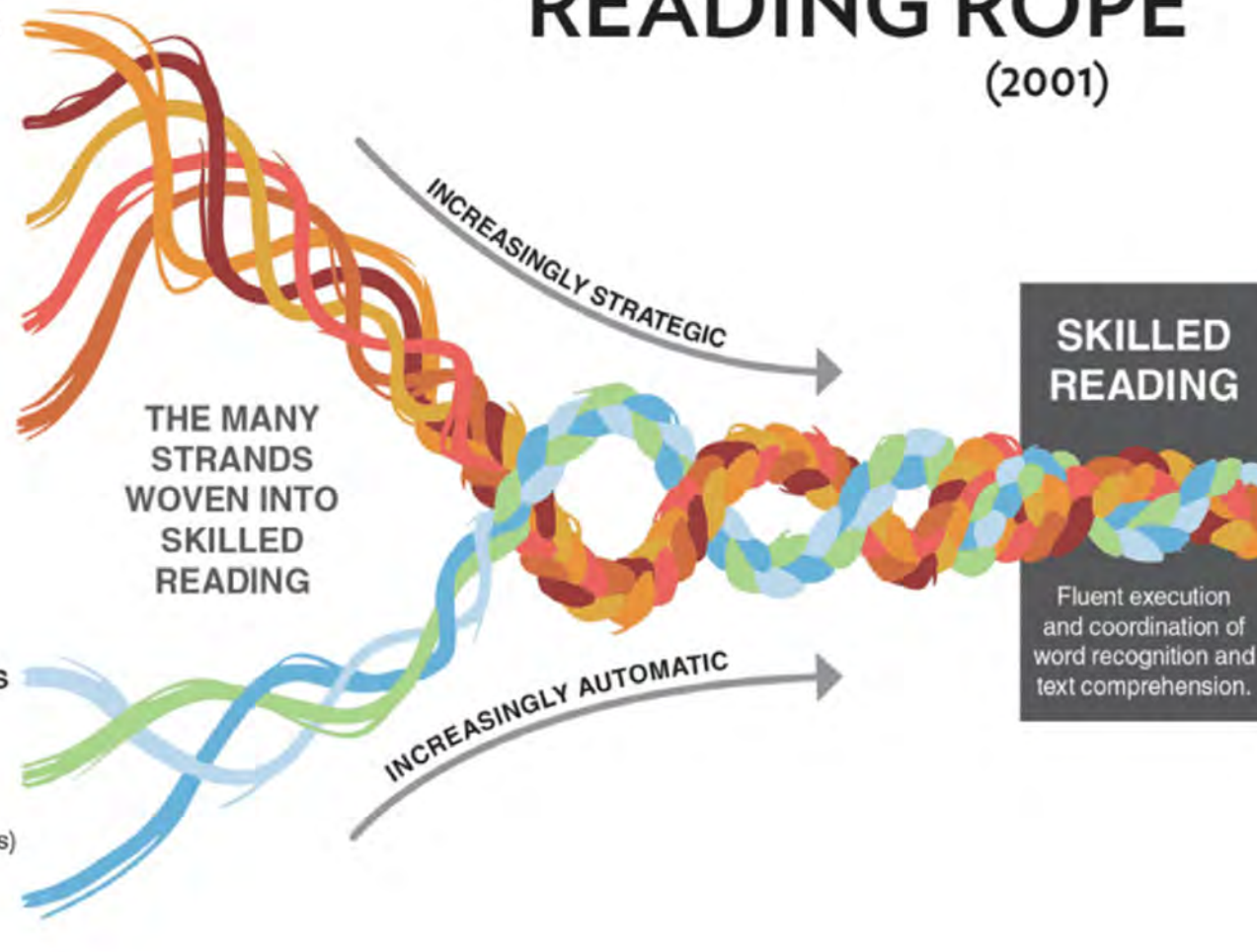
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

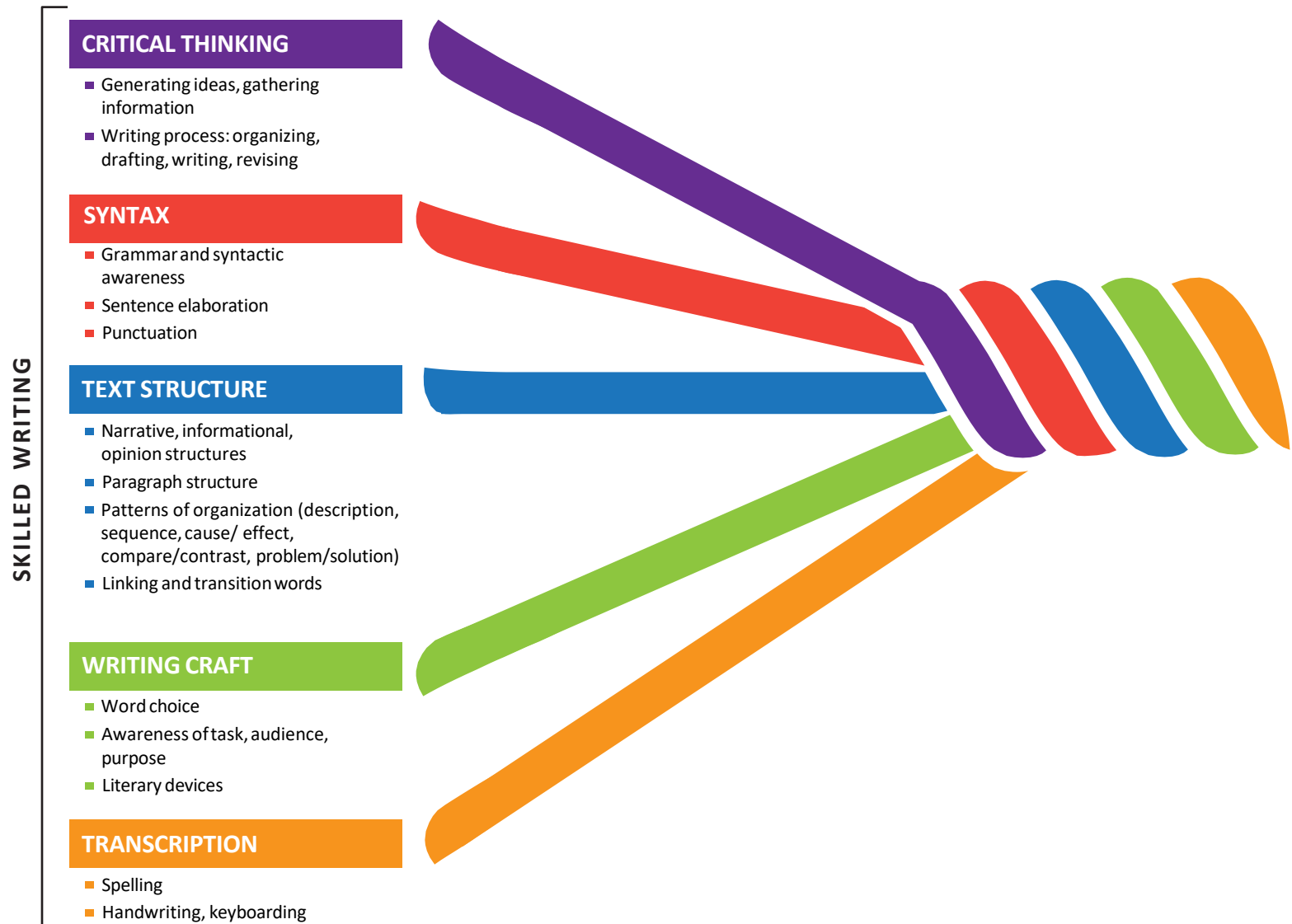
DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SCARBOROUGH'S READING ROPE (2001)

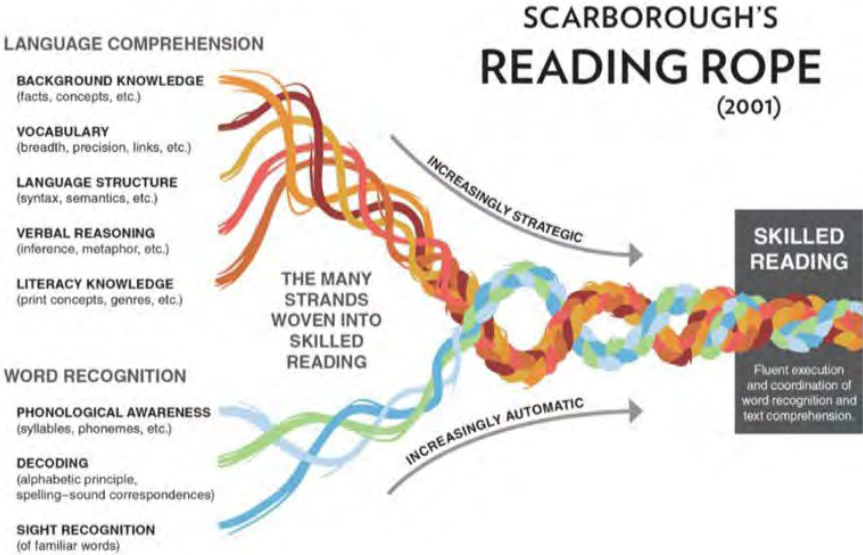


The Writing Rope

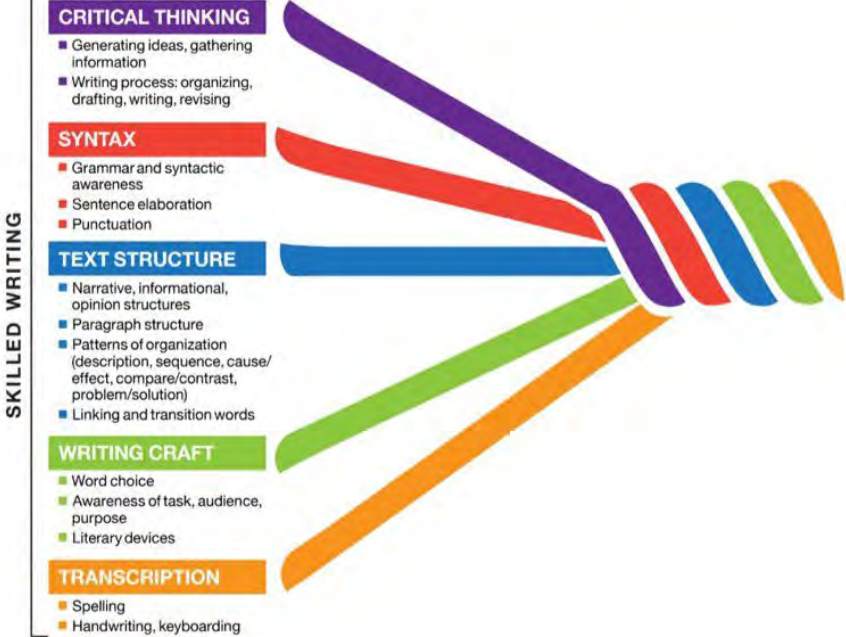


From *The Writing Rope™: The strands that are woven into skilled writing* [online article].
(<https://284ivp1abr6435y6t219n54e-wpengine.netdna-ssl.com/wp-content/uploads/2021/03/Article-The-Strands-That-Are-Woven-Into-Skilled-Writing.pdf>);
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In *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*, by Joan Sedita. (2023; Paul H. Brookes Publishing Co., Inc.)

The Reading Rope



The Writing Rope



The Reading Rope		The Writing Rope
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	↔	
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WRITING PROMPT

Write an argumentative essay about which speaker more effectively used rhetoric to advance her perspective of democracy in her speech, Sojourner Truth or Mary McLeod Bethune.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Use your best writing to complete an essay that:

- Focuses on your position;
- Combines evidence from multiple sources with your own elaboration to develop your ideas;
- Rebuts at least one counterclaim with reasoning;
- Organizes ideas logically and includes transitions within and among them;
- Provides citations for quoted material and source ideas; and
- Demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.

Source 1: Excerpt from “Ain’t I a Woman?” by Sojourner Truth

This text is from the 8th grade Florida’s B.E.S.T. ELA Standards booklist.

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain’t I a woman? I could work as much and eat as much as a man – when I could get it – and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman?

Cognitive-Strategy Sentence Starters Adapted from the <i>Teaching Secondary Students to Write Effectively</i> Practice Guide	
Revising Meanings <ul style="list-style-type: none">• At first, I thought..., but now, I think...• My latest thought about this is...• I’m getting a different picture here because...	Evaluating <ul style="list-style-type: none">• One strength of this argument is...• The evidence used here is strong/weak because...• This would be more convincing if the author provided...
Reflecting and Relating <ul style="list-style-type: none">• The big idea is...• A conclusion I’m drawing is...• The most important message is...	Analyzing Author’s Craft <ul style="list-style-type: none">• A strong or impactful sentence for me is...• This word/phrase stands out for me because...• I like how the author uses ____ to show...

Source 2: Excerpt from “What Does American Democracy Mean to Me?”
by Mary McLeod Bethune

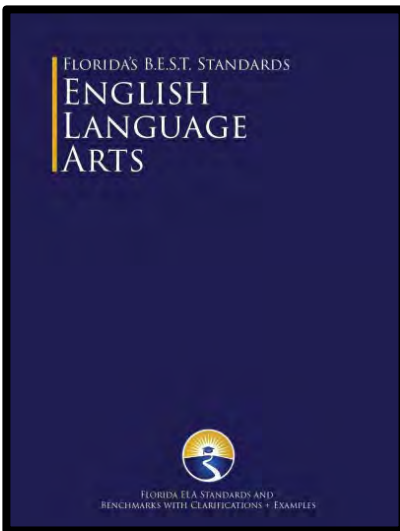
This text is from the 8th grade Florida’s B.E.S.T. ELA Standards booklist.

Our faith envisions a fundamental change as mutual respect and understanding between our races come in the path of spiritual awakening. Certainly there have been times when we may have delayed this mutual understanding by being slow to assume a fuller share of our national responsibility because of the denial of full equality. And yet, we have always been loyal when the ideals of American democracy have been attacked. We have given our blood in its defense—from Crispus Attucks on Boston Commons to the battlefields of France. We have fought for the democratic principles of equality under the law, equality of opportunity, equality at the ballot box, for the guarantees of life, liberty and the pursuit of happiness. We have fought to preserve one nation, conceived in liberty and dedicated to the proposition that all men are created equal. Yes, we have fought for America with all her imperfections, not so much for what she is, but for what we know she can be.

Perhaps the greatest battle is before us, the fight for a new America: fearless, free, united, morally re-armed, in which 12 million Negroes, shoulder to shoulder with their fellow Americans, will strive that this nation under God will have a new birth of freedom, and that government of the people, for the people and by the people shall not perish from the earth. This dream, this idea, this aspiration, this is what American democracy means to me.

Cognitive-Strategy Sentence Starters Adapted from the <i>Teaching Secondary Students to Write Effectively</i> Practice Guide	
Revising Meanings <ul style="list-style-type: none">• At first, I thought..., but now, I think...• My latest thought about this is...• I’m getting a different picture here because...	Evaluating <ul style="list-style-type: none">• One strength of this argument is...• The evidence used here is strong/weak because...• This would be more convincing if the author provided...
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Types of Texts and Features	
<p>Argumentative</p> <ul style="list-style-type: none"> • A proposition (the major premise of the argument) • Claims on which the proposition is built • Supporting evidence (facts and/or opinions) • Well-supported generalization (not fallacious reasoning) • Incorporation of anticipated objections • Strong closure <p>Informational</p> <ul style="list-style-type: none"> • A topic or theme (may be repeated) • Present tense to evoke a timeless or generalizing quality • Technical vocabulary • Descriptive attributes and characteristic events • Definitions or explanations of terms • Visual elements such as diagrams, tables and charts 	<p>Descriptive</p> <ul style="list-style-type: none"> • Description of the person, place, object or event • Use of descriptive and figurative language to help readers visualize the person, place, object or event • Qualities or characteristics may be listed or arranged in a particular order • Concrete details (sight, taste, touch, smell, sound and movement) to bring the subject to life <p>Narrative</p> <ul style="list-style-type: none"> • A setting • An introduction of characters • A problem or goal • An attempt to solve the problem—often multiple unsuccessful attempts or embedded episodes of attempts within attempts • A solution to the problem • A resolution, conclusion and/or moral



Argument

ELA.8.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

Argumentative Writing

ELA.8.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.

Scan this QR Code to view the complete
*Teaching Secondary Students to Write
Effectively Practice Guide.*



Synthesis Activity

Source 1: Excerpt from “Ain’t I a Woman?”			Source 2: Excerpt from “What Does American Democracy Mean to Me?”	
			Claim: People have remained loyal to America and fought to protect America’s core values.	Claim: Americans should work together to make the country the best it can be.
Types of Support	How does the author support the claim?	How does the author support the claim?	How does the author support the claim?	How does the author support the claim?
Rhetorical Devices and Figurative Language	<p>Rhetorical Question: She repeats, “Ain’t I a woman?” to show that she is not being treated like a woman even though she is one.</p> <p>Irony: “Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place!”</p> <p>This shows a contrast in how men say women should be treated and how Sojourner is treated.</p>	<p>Simile: “I could work as much and eat as much as a man – when I could get it – and bear the lash as well!”</p> <p>She compares herself to a man to show she is not weak.</p>	<p>Hyperbole: “We have given our blood in its defense—from Crispus Attucks on Boston Commons to the battlefields of France.”</p> <p>Everyone, including Bethune, did not actually shed blood during these wars, but many have made sacrifices for America.</p>	<p>Allusion: “...that this nation under God will have a new birth of freedom, and that government of the people, for the people and by the people shall not perish from the earth.”</p> <p>This is a famous line from the Gettysburg Address. She uses this line to encourage Americans to come together.</p>
Rhetorical Appeals	<p>Pathos: “I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me!”</p> <p>She tries to make us understand how she felt losing her children and how she thought no one cared about her sadness.</p>	<p>Ethos: “I have ploughed and planted, and gathered into barns, and no man could head me!”</p> <p>She experienced hardships first-hand that required her to be strong.</p>	<p>Pathos: “We have given our blood in its defense—from Crispus Attucks on Boston Commons to the battlefields of France.”</p> <p>This is hyperbole that appeals to emotions by referencing the sacrifice of life during war, showing American loyalty.</p>	<p>Logos: “We have fought for the democratic principles of equality under the law, equality of opportunity, equality at the ballot box, for the guarantees of life, liberty and the pursuit of happiness.”</p> <p>She is appealing to logic by highlighting that these principles are aligned with the nation’s founding ideals.</p>

Synthesis Activity

	Source 1:	
	Claim:	Claim:
Types of Support	How does the author support the claim?	How does the author support the claim?
Rhetorical Devices		
Rhetorical Appeals		
Figurative Language		

Source 2:	
Claim:	Claim:
How does the author support the claim?	How does the author support the claim?

Building Better Paragraphs

Short Response Question: How does the author use rhetorical devices, including figurative language, and appeals to develop her argument?

<p><u>Paragraph 1</u></p> <p>The speaker shows that the idea of women being weak isn't true by talking about her own life. She explains that no one helps her like they say women are supposed to be helped. She also gives examples of working hard in the fields, doing heavy labor and even suffering like men do. By saying "And ain't I a woman?" over and over, she wants the audience to see that she is a woman even though she doesn't fit the usual idea of one. She proves that being strong doesn't make her less of a woman.</p>	<p>Task 1: Annotate each of the paragraphs for:</p> <ul style="list-style-type: none"> • Explanation of the writer's view of the argument; • Evidence to support their explanation; and • Unique features of the writer's craft.
<p><u>Paragraph 2</u></p> <p>The speaker explains that women can be strong and still deserve the same respect as other women. She gives examples from her own life, like working in the fields, gathering crops and being punished. She also shares that she has had thirteen children, but most were taken away, and no one cared except Jesus. When she says, "And ain't I a woman?" she makes people think about how women like her are left out of the usual idea of what women should be. Her use of pathos makes the audience feel emotional and realize that being a woman isn't just about being treated gently, it's about being treated fairly no matter what.</p>	<p>Task 2: Decide which paragraph is good, better and best.</p> <p>Consider:</p> <ul style="list-style-type: none"> • The role of the writer's craft; • The strength of the writer's evidence and elaboration; and • The overall clarity. <p>Explain your reasoning for the best paragraph below.</p>
<p><u>Paragraph 3</u></p> <p>The speaker is saying that women don't always get treated equally. She talks about how no one helps her into carriages or gives her special treatment like they say women should get. She also says she works hard like a man, eats like a man and has been through tough times. When she repeats "And ain't I a woman?" it shows that even though she is strong, she is still a woman and should be treated fairly.</p>	<p>Task 3: Write a second paragraph on a different reason and try to use the key features of the best paragraph.</p>

Task 2 Response:

Task 3 Sentence Starters: Students can use the sentence starters to write their paragraph for Task 3.

- The author uses _____ (rhetorical device) to convey _____.
- The author explains the idea of _____ by using _____ (rhetorical device or appeal).

Task 3 Response: For Task 3, students would write a second paragraph based on features of the best paragraph. For our purposes, consider what students may write for a second paragraph using a different reason and what features we may expect to see in their writing.

Building Better Paragraphs

Short Response Question:

<u>Paragraph 1</u>	Task 1: Annotate each of the paragraphs for: <ul style="list-style-type: none">• Explanation of the writer's view of the argument;• Evidence to support their explanation; and• Unique features of the writer's craft.
<u>Paragraph 2</u>	Task 2: Decide which paragraph is good, better and best. Consider: <ul style="list-style-type: none">• The role of the writer's craft;• The strength of the writer's evidence and elaboration; and• The overall clarity.
<u>Paragraph 3</u>	Explain your reasoning for the best paragraph below. Task 3: Write a second paragraph on a different reason and try to use the key features of the best paragraph.

Task 2 Response:

Task 3 Sentence Starters:

Task 3 Response:

Opportunities to Tighten the Ropes

Opportunity #1	Opportunity #2	Opportunity #3
Incorporating writing within content areas	Integrating reading and writing	Supporting students with gaps in content knowledge

