



The Write Way to Read: Strengthening Student Writing Through Reading



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org



**What practices do you
regularly use that require
students to integrate reading
and writing skills?**



Session Objectives

- Participants will analyze and apply the connections between reading and writing, recognizing how integrating these skills enhances student comprehension, critical thinking and writing proficiency.
- Participants will examine a sample prompt and instructional strategies that will support the integration of reading and writing.

The **Reading** Rope Weaves Into Writing

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

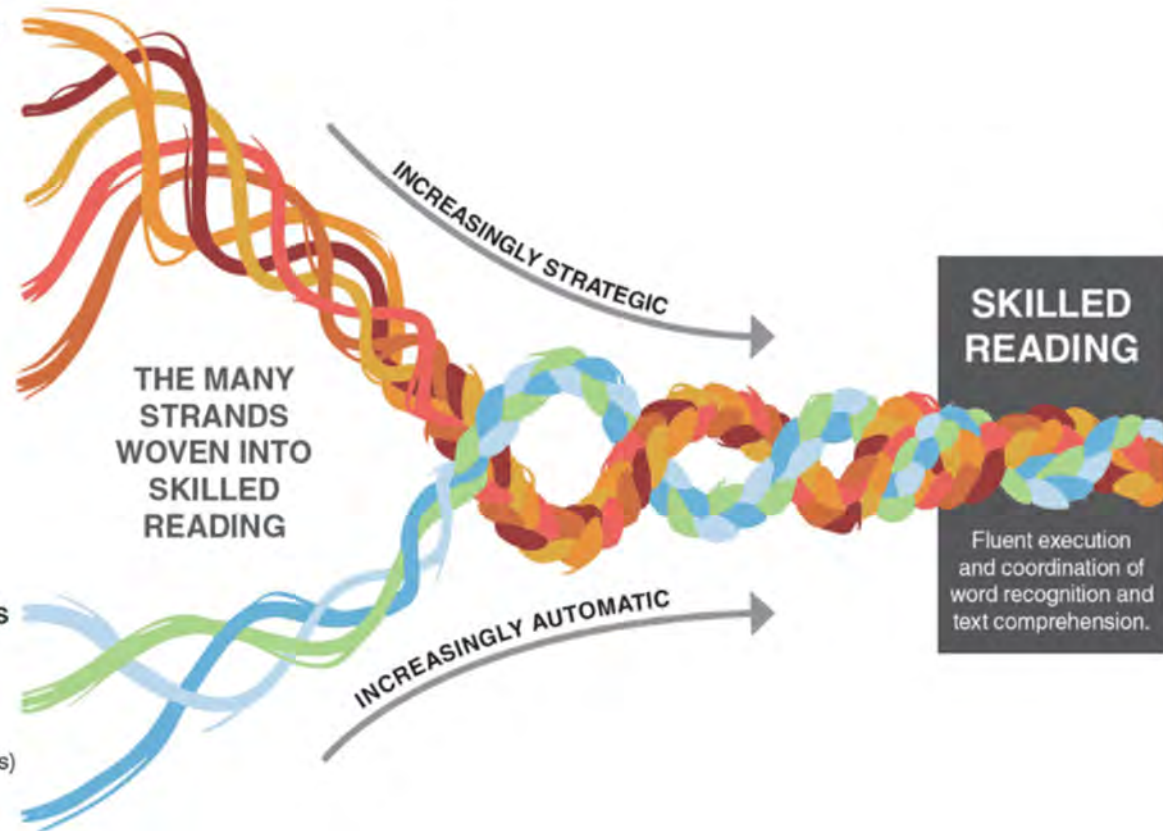
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

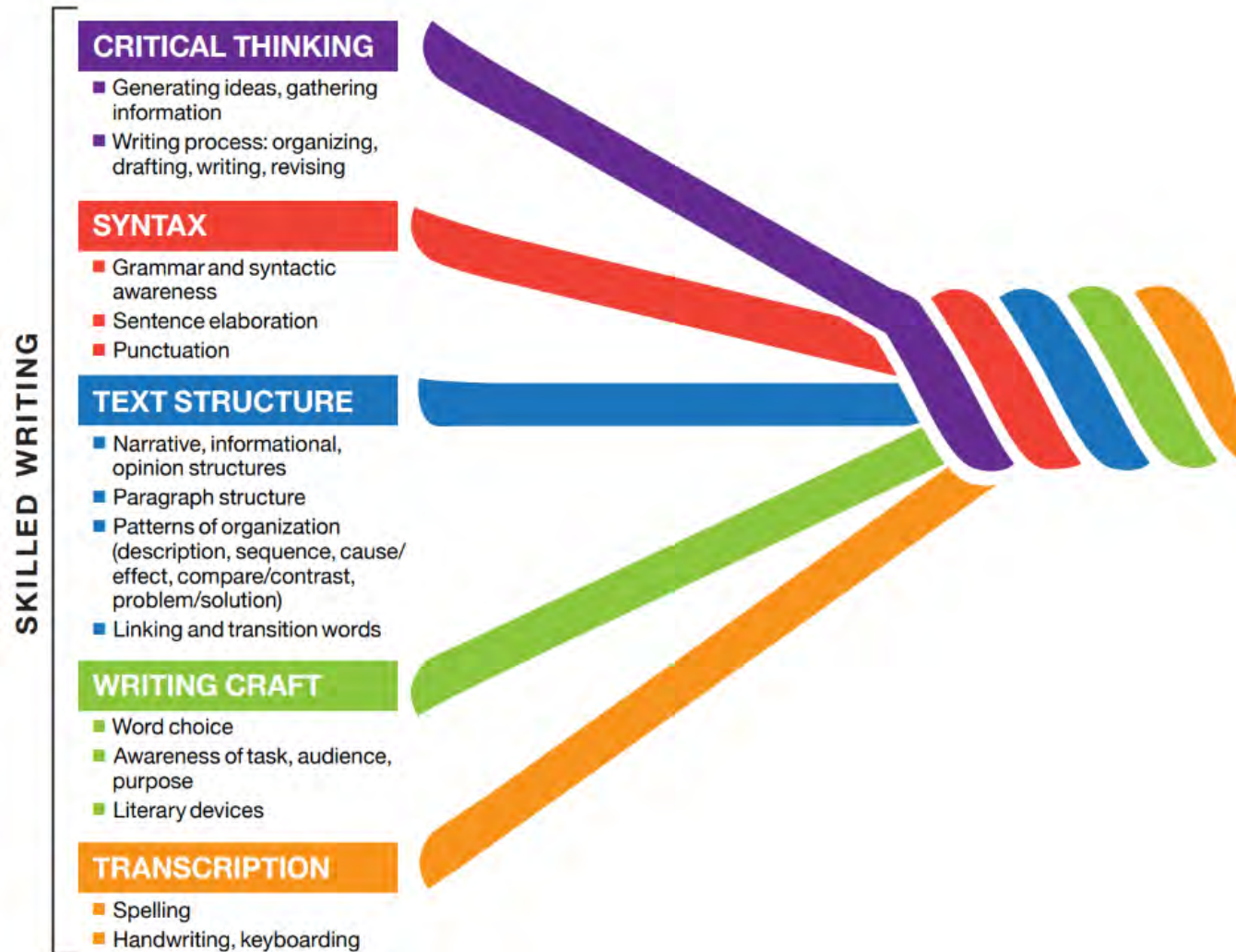
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

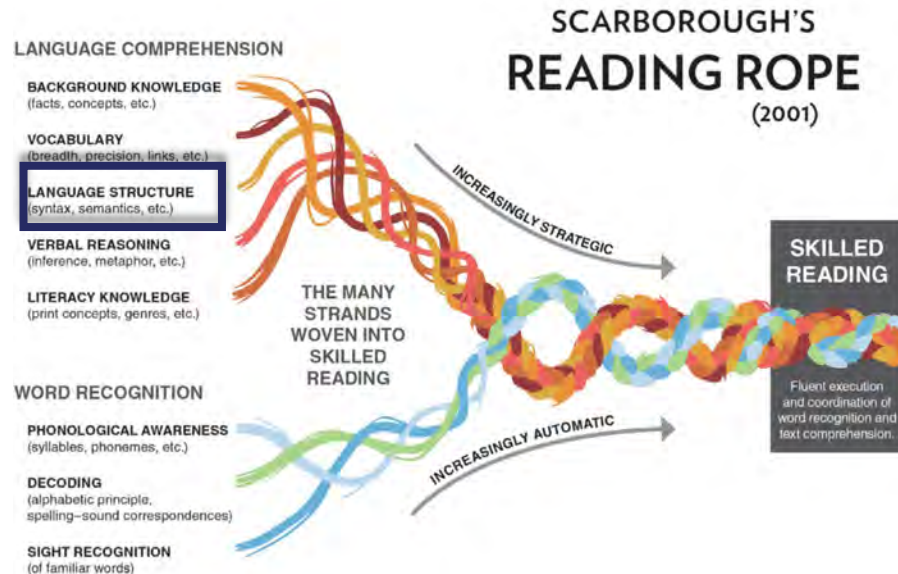


Reading Weaves Into The **Writing** Rope

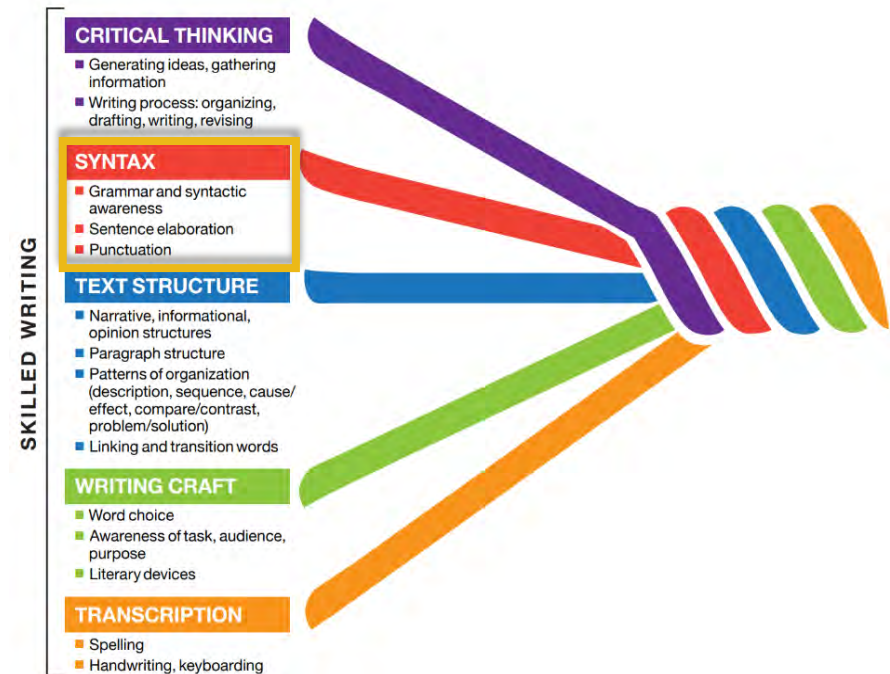


The Reading Rope Weaves Into Writing

The Reading Rope



The Writing Rope

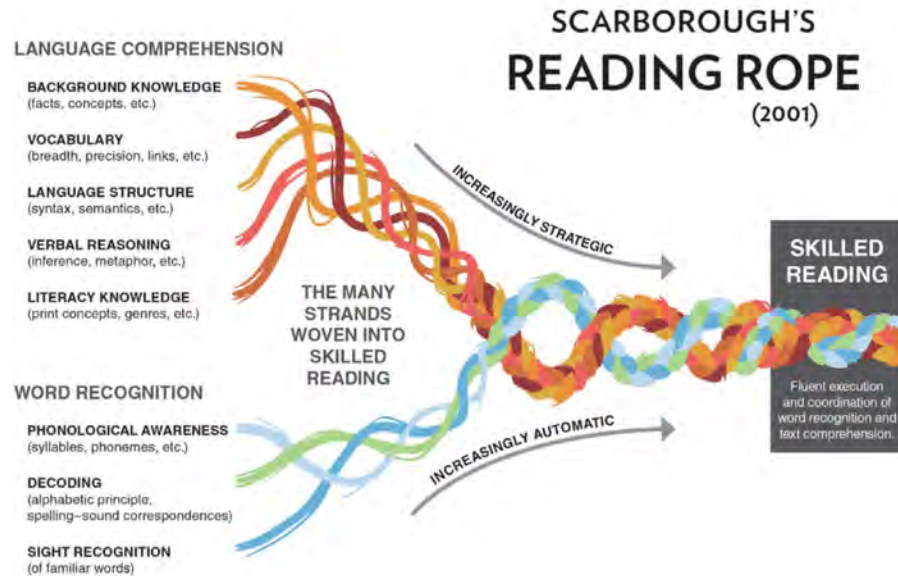


Language Structures

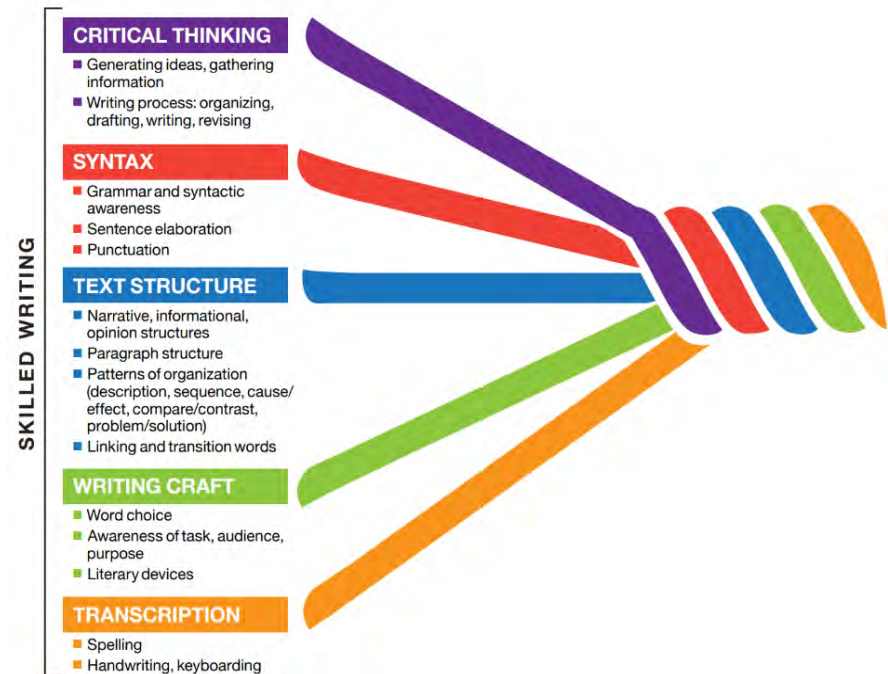
Syntax

The Reading Rope Weaves Into Writing

The Reading Rope



The Writing Rope



Verbal Reasoning

Writing Craft



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Weaving the Ropes



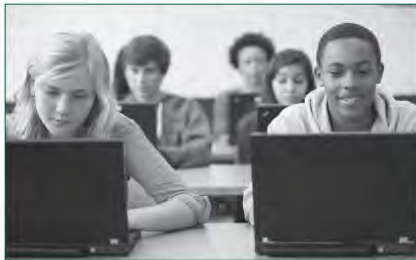
Research Recommendation

WHAT WORKS CLEARINGHOUSE™

Teaching Secondary Students to Write Effectively



Recommendation 2



Integrate writing and reading to emphasize key writing features.

Combining reading and writing together in an activity or assignment helps students learn about important text features. For example, asking students to summarize a text they just read signals that well-written texts have a set of main points, that students should understand main points while they read, and that when students write certain types of compositions they should focus on main points. Reading exemplar texts familiarizes students with important features of writing, which they can then emulate.

Exemplar texts are examples that clearly illustrate specific features of effective writing for students.

Similarly, writing with a reader in mind and reading with the writer in mind strengthens both skills.¹⁷ Writers are more effective when they tailor their writing to the reader and anticipate the impact on their audience as they write.¹⁸

Because reading and writing share four types of cognitive processes and knowledge (see Figure 2.1), integrating reading and writing can also help students develop:¹⁹

1. **Meta-knowledge**, which involves understanding the reading and writing processes in relation to goals and purposes. For example, when reading or writing an editorial, a student understands which reading and writing strategies align with this format.
2. **Domain knowledge**, which is about the substance and content that is revealed from reading and writing.

(31)

Recommendation	Levels of Evidence		
	Strong Evidence	Moderate Evidence	Minimal Evidence
1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.	◆		
2. Integrate writing and reading to emphasize key writing features.		◆	
3. Use assessments of student writing to inform instruction and feedback.			◆



Strategy 1

Recommendation 2 *(continued)*

How to carry out the recommendation

1. Teach students to understand that both writers and readers use similar strategies, knowledge, and skills to create meaning.

Students spend more time reading than writing, so they are more familiar with the skills required to read. Showing them the connection between reading and writing can help them transfer their reading skills to writing and vice versa.

Explicitly identify the connections between reading and writing for students. For example, to help students recognize a cause/effect structure when reading and use the structure when writing, ask them to read a science text with this structure. Support students as they identify key features of the cause/effect structure—for example, the use of signal words such as *because*, *cause*, *effect*, *if*, and *then*. Tell students, “So now you know some signal words authors use when they want their readers to understand causes and effects. Now you can use that knowledge when you are writing about a topic that includes cause-and-effect relationships.” Explicitly stating the connection between what students just learned from reading and how they can apply it in their own writing elevates their knowledge about the connection between reading and writing.

Help students understand that just as readers use strategies to decipher text and meaning, writers use strategies to infuse their text with meaning. For example, when reading a narrative, encourage students to visualize the setting by creating mental pictures based on the author’s use of sensory details. In the same way, when creating their own narratives, students can describe sights, smells, sounds, tastes, touches, and movements to paint a picture in their own words.

Show students how writers create meaning for readers by providing annotations on the margins of exemplar texts. The annotations can highlight the ways writers engage readers by setting up the context and focus of the text; using concrete words and sensory language to create pictures of characters, events, and experiences; and providing a conclusion that resolves conflicts or problems.

Ask students to respond to something they have read using **cognitive-strategy sentence starters**. These tools help students structure their thinking and writing, and focus on key features. Cognitive-strategy sentence starters help students write by modeling:

- what writers might say to themselves inside their heads when composing,
- what readers think when annotating texts they are reading, and
- how writers generate ideas for texts they are writing.

For example, have students read the first paragraph of an essay and complete the phrase “At first, I thought . . . , but now, I think . . .” in writing (see Example 2.1). Ask students to continue using sentence starters to write responses to each paragraph in the essay. As students move through the paragraphs, they should also note the author’s logical sequence in the essay. When students have completed writing using sentence starters, model and discuss how the author may have used similar strategies to develop the essay. For example, the teacher may say, “What do you think the author was aiming for in the first paragraph?”

Teach students to understand that both writers and readers use similar strategies, knowledge and skills to create meaning.



Strategy 2

Recommendation 2 (continued)

EXAMPLE 2.1.

Using cognitive-strategy sentence starters to generate or respond to texts⁶⁵

Strategy to Practice and Sentence Starter

Revising Meanings

- At first, I thought . . . , but now, I think . . .
- My latest thought about this is . . .
- I'm getting a different picture here because . . .

Reflecting and Relating

- The big idea is . . .
- A conclusion I'm drawing is . . .
- The most important message is . . .

Evaluating

- This could be more effective if . . .

Analyzing author's craft

- A strong or impactful sentence for me is . . .
- This word/phrase stands out for me because . . .
- I like how the author uses ____ to show . . .

How did the author's vivid language in the first paragraph achieve that goal? Similar discussions can occur when presenting exemplar texts to students.

Use specific activities that integrate writing and reading to enhance student skills and knowledge in reading and writing across disciplines.

- Activities that use key words and phrases from a story (story impressions) help students develop knowledge of text features that writers use in drafting specific narrative genres. The activity in Example 2.2 asks students to create a narrative using a selection of words from a story, helping them anticipate what they might read in that story.
- When reading multiple texts on the same topic, students can learn to evaluate and synthesize information into a cohesive summary. Teachers can also have students work together to synthesize texts on the same topic, then strengthen their learning

by writing their syntheses individually (see Example 2.3).

- A similar activity could be used to help students develop extended research arguments that incorporate opposing perspectives. Students can read diverse viewpoints, write a persuasive essay, review and evaluate a peer's writing, and revise their own writing (see Example 2.4).

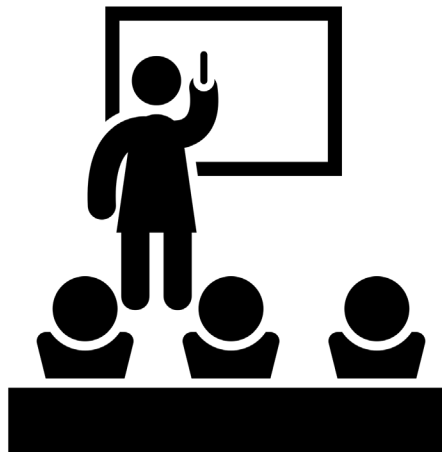
2. Use a variety of written exemplars to highlight the key features of texts.

Use exemplars to teach students the key features of effective writing so they can use them in their own writing. Exemplar texts, whether published or created by teachers or peers, can clearly illustrate specific features of effective writing. These features include strong ideation; organization and structure; word choice, grammar, punctuation, and spelling; use of literary devices; sentences meeting the writers' intentions; voice,

(34)

Use a variety of written exemplars to highlight the key features of texts.

Tie to Teaching



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.

As you read the prompt, jot down 1 benchmark from the Reading strand and 1 benchmark from the Communication strand you would teach if you were using this prompt in an 8th grade classroom.

Reading Strand

- | | |
|---------|---------|
| • R.2.2 | • R.3.1 |
| • R.2.3 | • R.3.2 |
| • R.2.4 | • R.3.4 |

Communication Strand

- C.1.3
- C.1.5
- C.3.1

Take a few minutes to
skim the speeches.



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

That man over there says that women need to be helped into

best

carri

plac

arm

into

a w

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

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.

Key Features of Writing

Types of Texts and Features

Argumentative

- 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

Informational

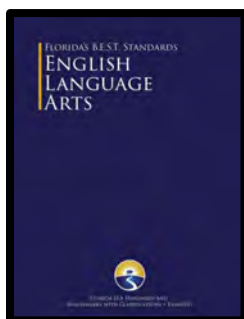
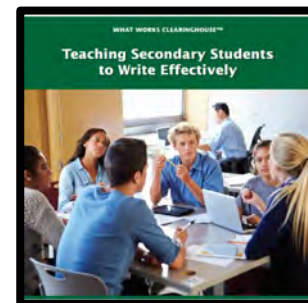
- A topic or theme (may be repeated)
- Present tense to evoke a timeless or generalizing quality
- Technical vocabulary
- Descriptive attributes and characteristic events
- Definitions or explanations of terms
- Visual elements such as diagrams, tables and charts

Descriptive

- 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

Narrative

- 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.

Cognitive-Strategy Sentence Starters

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

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 *Teaching Secondary Students to Write Effectively* Practice Guide

Revising Meanings

- At first, I thought..., but now, I think...
- My latest thought about this is...
- I’m getting a different picture here because...

Evaluating

- 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

- The big idea is...
- A conclusion I’m drawing is...
- The most important message is...

Analyzing Author’s Craft

- ★ A strong or impactful sentence for me is...
- This word/phrase stands out for me because...
- I like how the author uses ____ to show...

Cognitive-Strategy Sentence Starters

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 the prompt that:

- Focuses on your...
- Combines your...
- Rebuttal...
- Organizes your...
- Provides evidence...
- Develops a clear...
- Uses a strong...

How can we support students in internalizing the writer's techniques to use in their writing?

Write your response to the prompt in an academic audience in the space provided.

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

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 *Teaching Secondary Students to Write Effectively* Practice Guide

Revising Meanings

- At first, I thought..., but now, I think...
- My latest thought about this is...
- I’m getting a different picture here because...

Evaluating

- 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

- The big idea is...
- A conclusion I’m drawing is...
- The most important message is...

Analyzing Author’s Craft

- A strong or impactful sentence for me is...
- This word/phrase stands out for me because...
- I like how the author uses ____ to show...

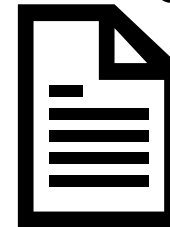
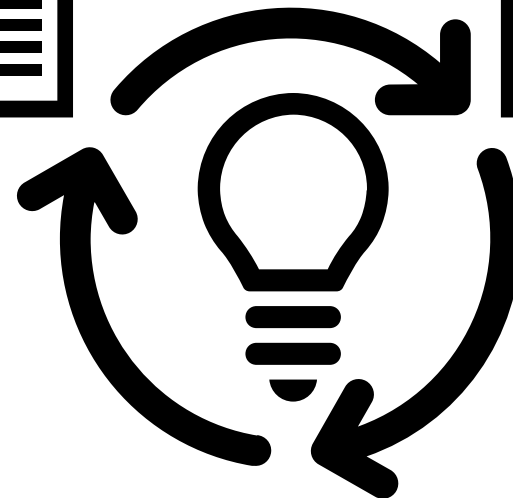
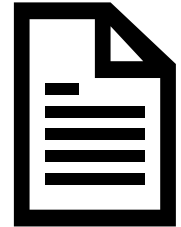
Synthesizing Texts

After reading multiple texts, we can help students deepen their understanding and build new knowledge by asking them to recognize emerging ideas and themes.

Source 1



Source 2



Source 3



Synthesizing Texts

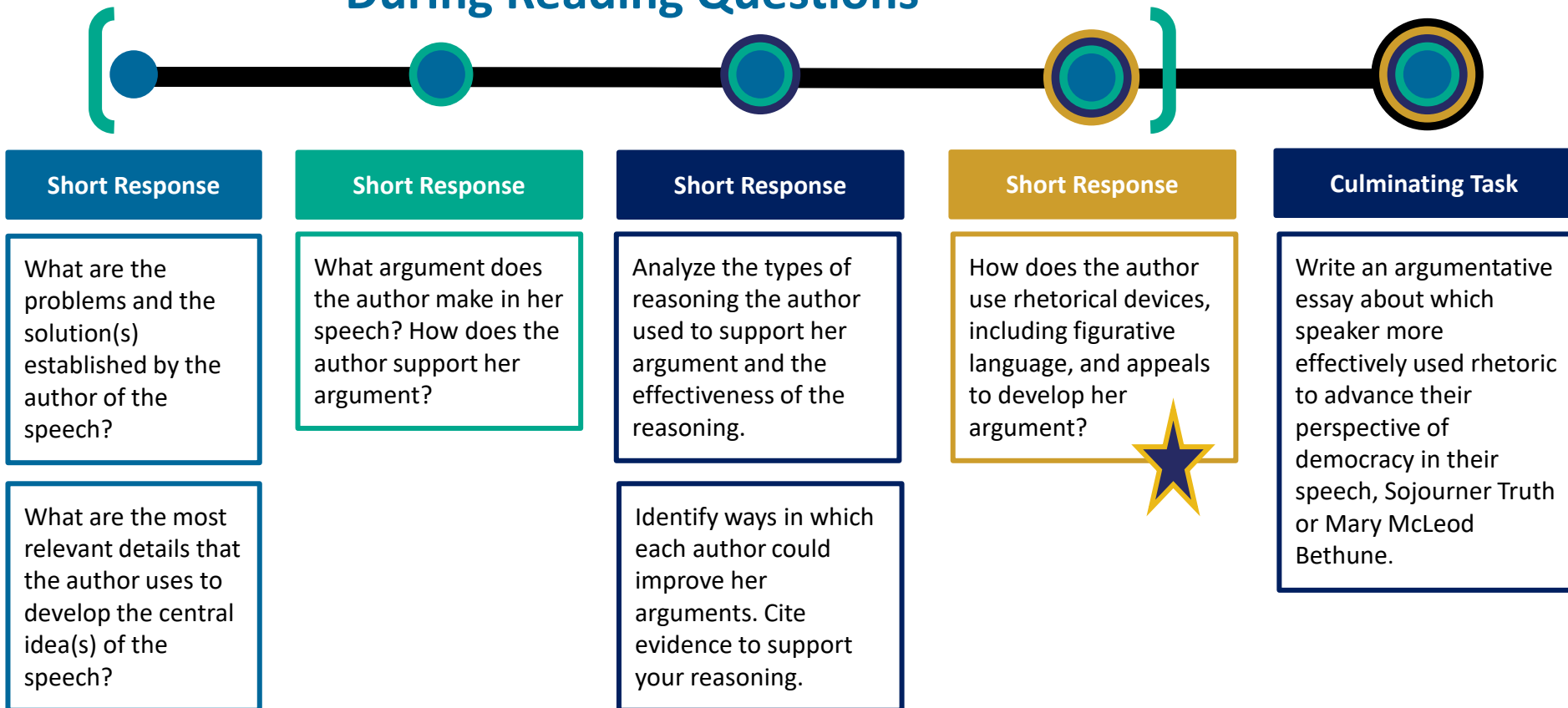
Source 1: Excerpt from "Ain't I a Woman?"			Source 2: Excerpt from "What Does American Democracy Mean to Me?"	
Claim: Women should be respected.			Claim: People have remained loyal to America and fought to protect America's core values.	Claim: Americans should work together to make the country the best 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. 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 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 first-appeals to be seen as a strong 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>	

How can we support students in internalizing the writer's techniques to use in their writing?

Writing Along the Way

As students engage with complex, grade-level texts, teachers provide intentional questions to scaffold student comprehension of the text so that students can respond to a substantial writing task.

During Reading Questions



Building Better Paragraphs

Paragraph 1

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.

Paragraph 2

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.

Paragraph 3

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.

Task 1: Annotate each of the paragraphs for:

- Explanation of the writer's view of the argument;
- Evidence to support their explanation; and
- Unique features of the writer's craft.

Task 2: Decide which paragraph is good, better and best.

Consider:

- The role of the writer's craft;
- The strength of the writer's evidence and elaboration; and
- The overall clarity.

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.

Short Response

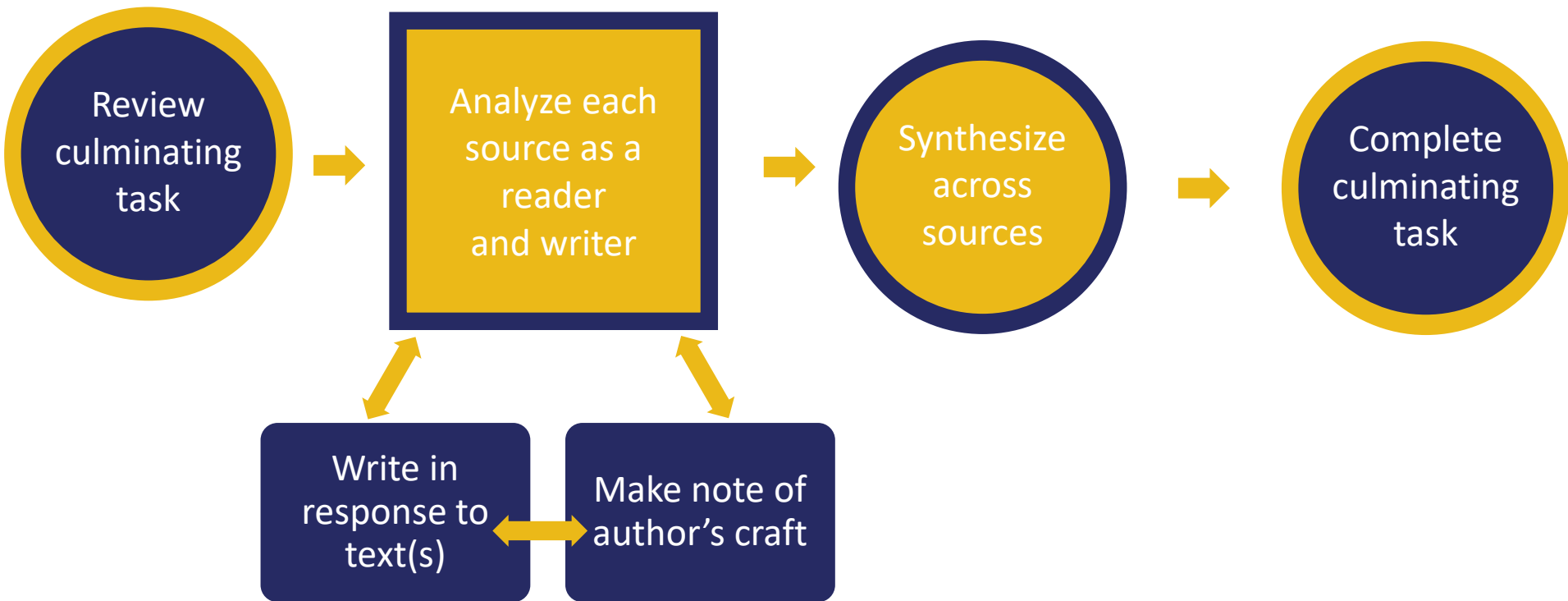
How does the author use rhetorical devices, including figurative language, and appeals to develop her argument?

How can we support students in internalizing the writer's techniques to use in their writing?

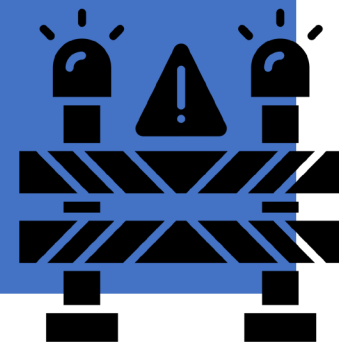


Opportunities to Tighten the Ropes

Sequencing Instruction



Opportunity #1	Opportunity #2	Opportunity #3
Incorporating writing within content areas	Integrating reading and writing	Supporting students with gaps in content knowledge
Teachers in other disciplines can combine writing with reading to accomplish specific goals such as learning, remembering and critical thinking.	In classes that teach writing, use exemplar texts to integrate reading into the class. In classes that teach reading or literature, consider including short reflective or expressive writing assignments to enhance textual understanding.	Consider setting different reading and writing goals for different students, with a plan to increase the rigor over time.



Session Objectives

- Participants analyzed and applied the connections between reading and writing, recognizing how integrating these skills enhances student comprehension, critical thinking and writing proficiency.
- Participants examined a sample prompt and instructional strategies that support the integration of reading and writing.



www.FLDOE.org



www.FLDOE.org