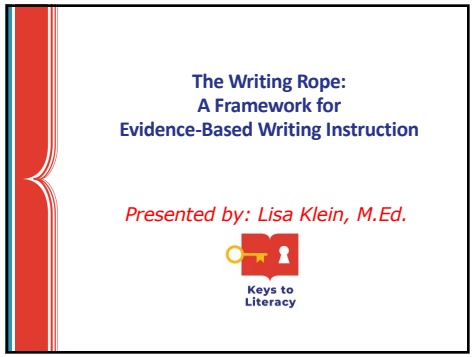

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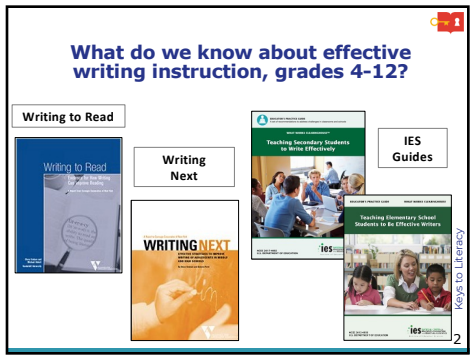

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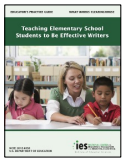
IES Report: Elementary



2012

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.

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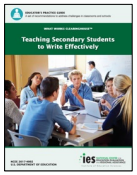
2

5

IES Report: Secondary



2016

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

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2

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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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2

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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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2

8

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

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9

Executive Function Challenges

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

Not-So Simple View of Writing

Working Memory

Transcription
spelling, handwriting

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

Berninger & Winn, 2006

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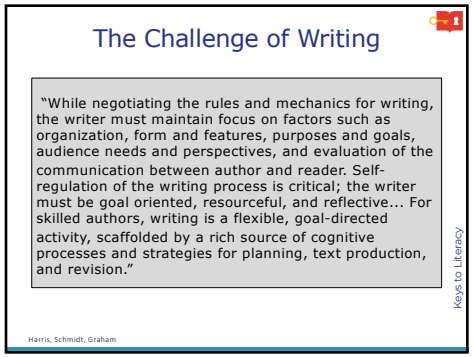

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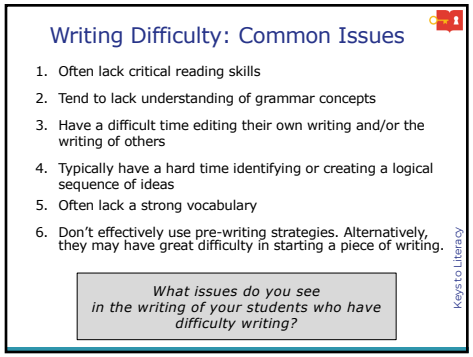

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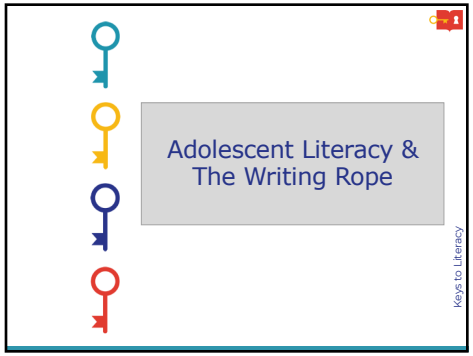

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What is adolescent literacy?

- Grades 4-12
- Reading, writing, listening & speaking taught and practiced in all subjects
- Instruction that is culturally responsive and considers student motivation

How can schools support it?

- Develop school literacy plans that guide decisions about curricula, instructional materials, and PD
- Teach content literacy skills in all subject areas
- Make it a priority to assess literacy skills
- Provide interventions to struggling students based on individual needs

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Why focus on adolescent literacy?

Literacy is the ultimate gatekeeper for students!

Physics | Astronomy | Earth Science | Biology | Math | Engineering | History | Business | Economics | Government | Literature | Psychology | Technology | Art | Music

Reading & Writing
Speaking & Listening

It is the foundation for learning all subjects!

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Consider the Needs of ALL Students

Struggling	Weak	Grade Level	Above Grade
Significant intervention time, small-group instruction	Some support, smaller size classes, target weak areas	Grade-level reading & writing embedded in content instruction	Advanced, challenging reading & writing embedded in content instruction

Tiers II & III

Tier I: All Students

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Levels of Instruction

Disciplinary Literacy	**advanced reading/writing to learn** *specialized reading strategies unique to subject areas*	**TIER I** Provide accommodations, modifications, scaffolds that ensure struggling learners can access the same essential content knowledge as their non-struggling peers
Content Literacy	**reading/writing to learn** *vocabulary, comprehension, writing strategies used across all subjects*	
Basic Literacy	**learning to read/write** *intervention for basic skills, including words study, fluency, vocabulary, comprehension, writing*	**TIER II & III** Remediate to develop basic skills

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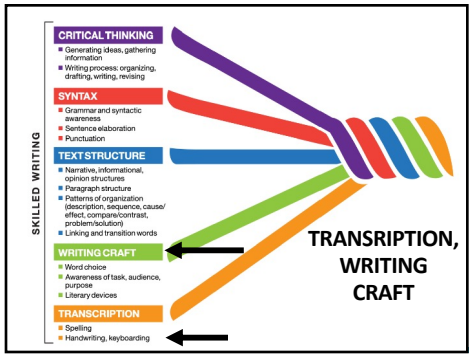

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Explicit Instruction is Key!

- 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

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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**.

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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*

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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 (1st, 2nd, 3rd 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*

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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 a certain type or genre*
- Show models of **every stage** in the **writing process**.
- Provide models of what the **completed writing** assignment should look like.

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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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Focus Areas for Mentor Text

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

Focus Areas for Using Mentor Text

Element	Specific Focus Suggestions
general, all types of writing	• writing introductions • writing titles • writing conclusions • incorporating transition words and phrases • organizing the body • developing and explaining ideas • using quotes, dialogue, and descriptions • word choice and incorporating content-related vocabulary • creating a voice (i.e., a distinct personality, style, or point of view) • writing in first, second, or third person • using capitalization and punctuation • expanding sentences
text features	• writing titles • incorporating graphics, charts, maps and other visuals • generating headings and subheadings
informational and opinion/argument writing	• using specific patterns of organization (i.e., description/explanation, sequence, problem/solution, compare and contrast, cause and effect, problem and solution) • using examples • using quotes and dialogue • using anecdotes • using facts • explaining how evidence supports a reason • explaining how a reason supports a claim
narrative writing	• developing a story line: beginning, middle, and end plot sequence • using literary elements like flashback, foreshadow, backstory • creating, developing, describing characters • using dialogue • developing, describing settings • using similis, metaphor, personification, alliteration, imagery • writing a personal narrative • writing a biography or autobiography

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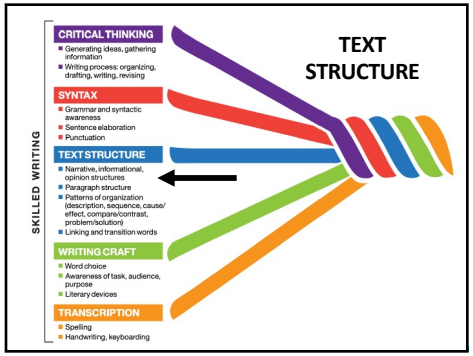

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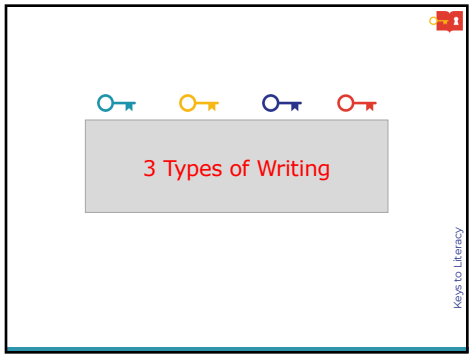

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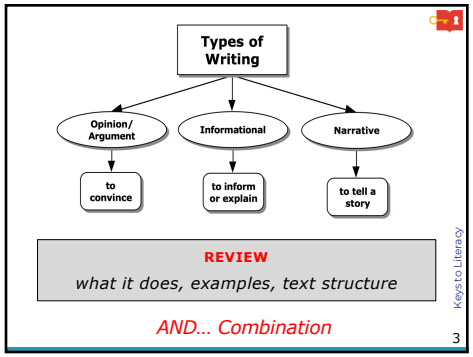

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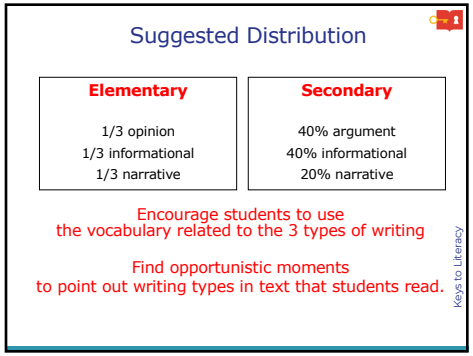

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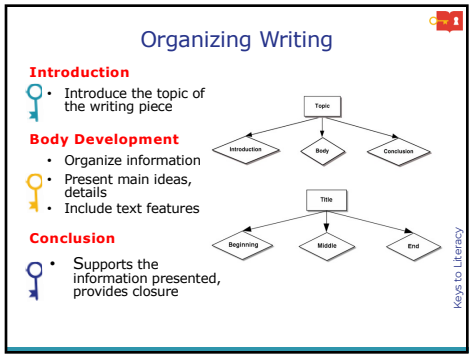

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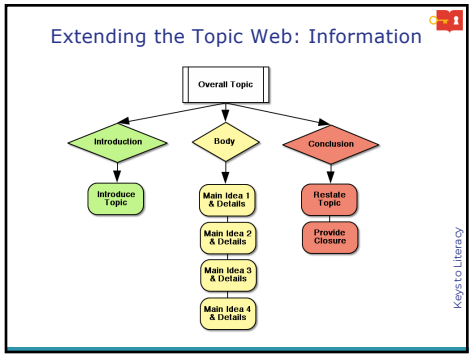

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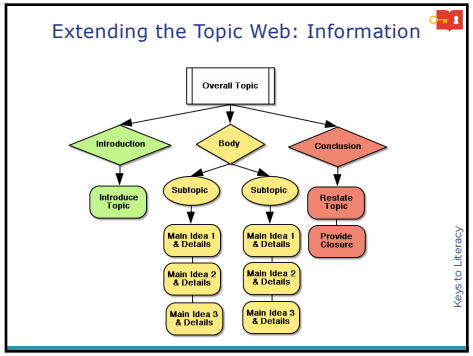

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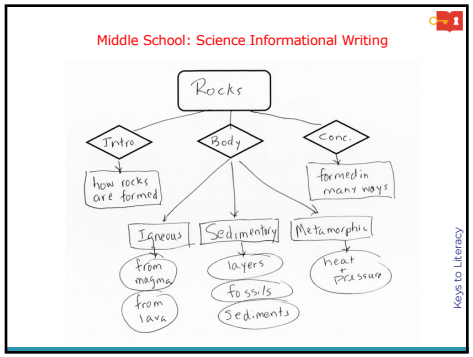

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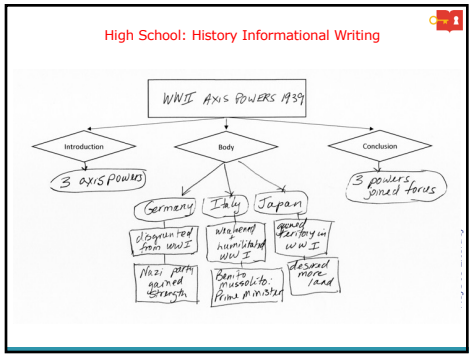

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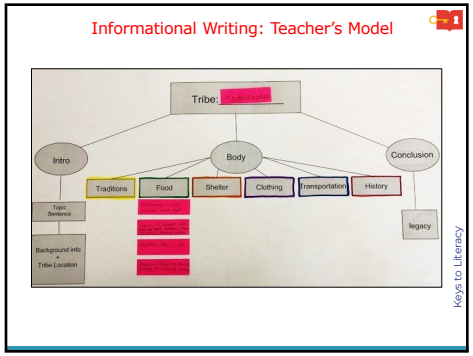

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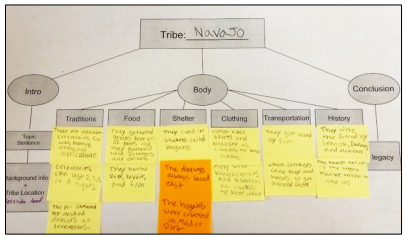
Informational Writing: Student's Version



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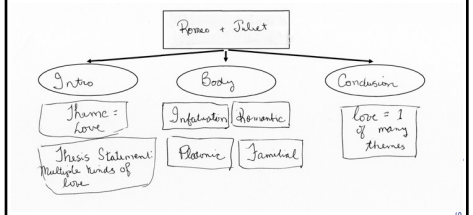
English: Informational Literary Analysis - Theme



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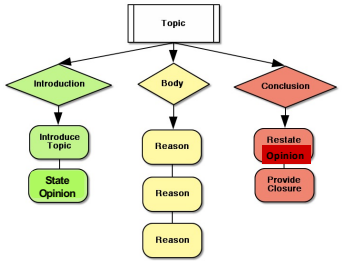
Extending the Topic Web: Opinion



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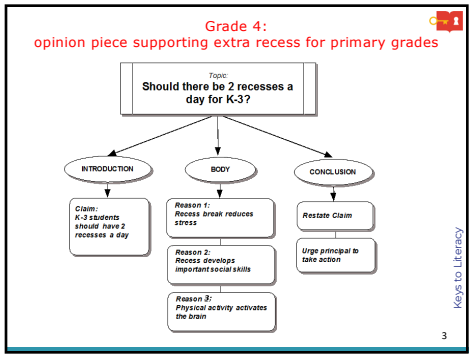

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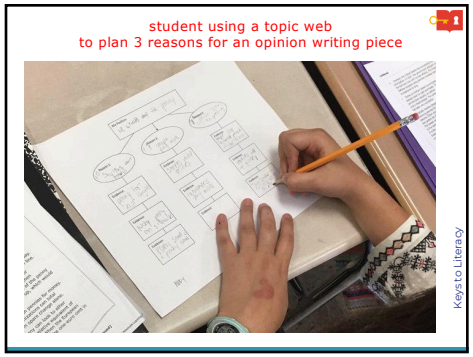

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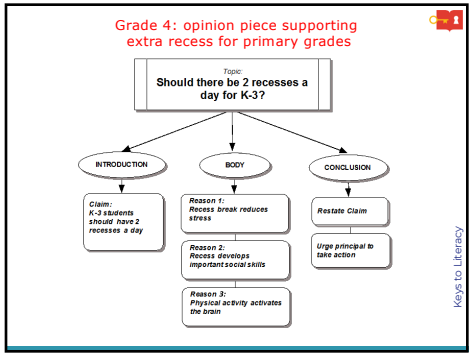

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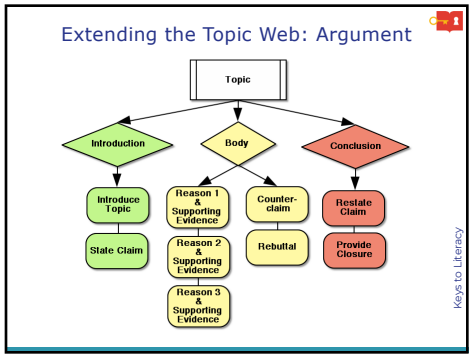

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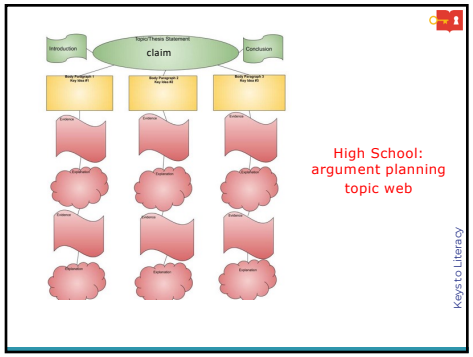

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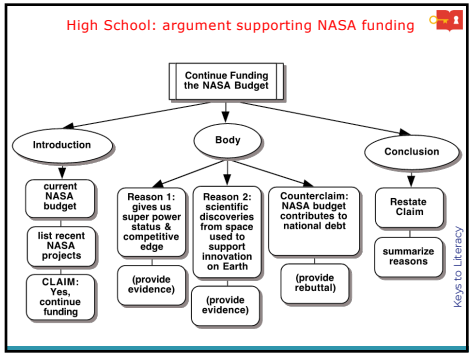

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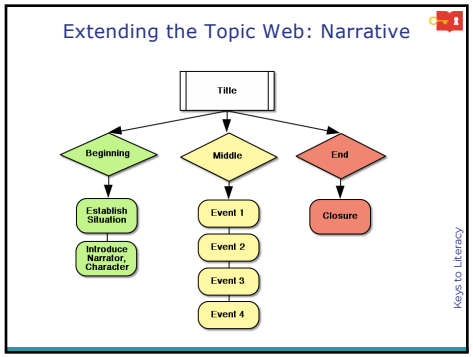

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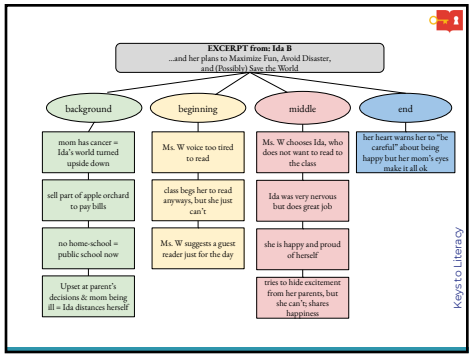

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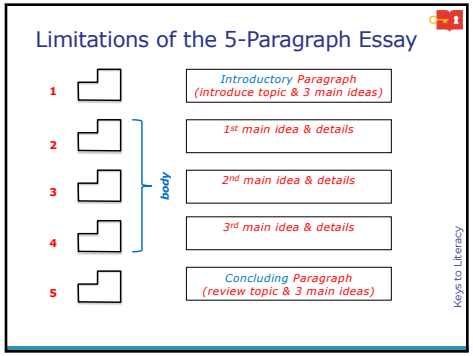

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Paragraph Structure

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What is a paragraph?

A collection of related sentences focused on one topic.

- **Topic Sentence**
- **Support, Detailed Sentences**
- **Concluding Sentence**

Many older students do not have solid paragraph skills!

Common Graphic Representations

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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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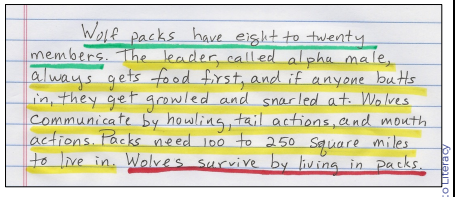
Color Coded Student Writing



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Activity 1: Identify the Topic Sentence

a. She lays two to four white eggs in the burrow.

b. She stays near the burrow for about three days, then leaves it.

c. Sea lizards hatch from eggs.

d. The female lizard digs a burrow deep in the sand.

e. The young hatch after three to four months.

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Activity 2:
Identify the Sentence That Doesn't Belong

a. A baby turtle lives in a tangle of weeds.
b. The weeds are just beneath the surface of the water.
c. Just a little fish bite could rip it open but she is safely hidden in the weeds.
d. Grown up Loggerheads have a hard shell.
e. She can find tiny crabs and shrimps to eat in the weeds.

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Activity 3:
Create a Topic Sentence

T.S. A whale breathes through a hole in its head.

This is called a blowhole. When a whale dives, it holds its breath. When it comes up, it breathes out. A big spout of spray comes out of its blowhole. Up it goes, high in the air.

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Patterns of Organization, Transitions

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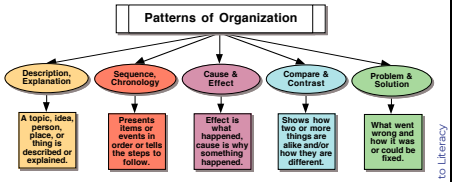
specific structures
embedded in narrative or informational text



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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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Make lists of transitions available to students as a reference!

Transition Words and Phrases

To indicate a time relationship	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
To indicate spatial placement	below, beside, between, beyond, further on, here, next to, parallel with
To list or present a series of ideas	after, after that, finally, first, lastly, next, second, third
To add information or continue a line of thought	also, another, besides, further, furthermore, in addition, likewise, moreover, similarly
To summarize or show conclusion	accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up, to summarize
To show comparison	by comparison, compared to, in like manner, likewise, similarly
To show contrast	although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike
To repeat information or stress a point	above all, in fact, in other words, most important, once again, to repeat
To provide an example or illustrate a point	for example, for instance, such as, to illustrate, that is
To show cause and effect	as a result, because, because of, caused by, consequently, for that reason, that is why, therefore, thus
To state the obvious	certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt

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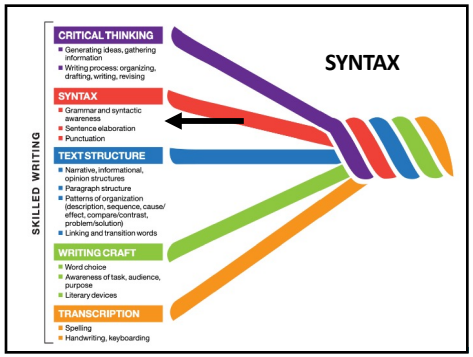

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Sentences, Paragraphs

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 | **Sentence Structure Part 2**

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

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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.

Wildlands are public and private lands and include landscapes such as grazed rangeland and active timberland, which support native ecosystems.

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Examples

the energy water the driven cycle is sun's by

The water cycle is driven by the sun's energy

that soldiers clothing them wore
Colonial camouflaged

Colonial soliders wore clothing that camouflaged them.

diagonals in trapezoid both congruent pairs
an angles are isosceles of base and

In an isosceles trapezoid, both pairs of base angles and diagonals are congruent.

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Expanding "Kernel" Sentences

- Basic simple sentence: Noun and verb
- Elaborate the subject - Add adjectives
  e.g. color, size, shape, number
- Elaborate the predicate - Add adverbs
  words that end in –ly
- Add phrases (where, why, how, when)
  time of day, weather, location
- Compound the subject
- Compound the predicate
- Combine two sentences into a compound sentence

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Haynes & Jennings 5

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The turtle swims.

Elaborate the subject: adjectives

The small, green turtle swims.

Elaborate the predicate: adverbs.

The small, green turtle swims quickly.

Add a where phrase.

The small, green turtle swims quickly into the seaweed.

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Compound the subject.

The turtle and his friend dive quickly into the seaweed.

Compound the predicate.

The small, green turtle and his friend dive and swim quickly into the seaweed.

Add a dependent clause.

Because he is frightened, the small, green turtle and his friend dive and swim quickly into the seaweed.

Combine two into a compound sentence.

Because he is frightened, the small, green turtle and his friend dive and swim quickly into the seaweed, and they hide from predators.

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Create a Sentence Elaboration

Create a kernel sentence, then expand.

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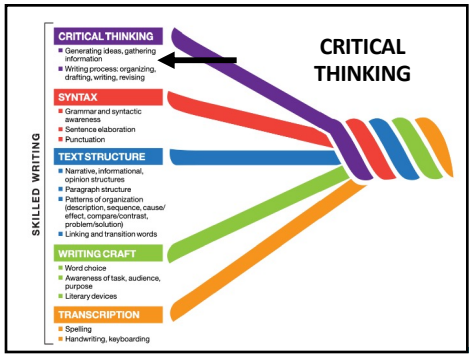

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Stages of the Writing Process

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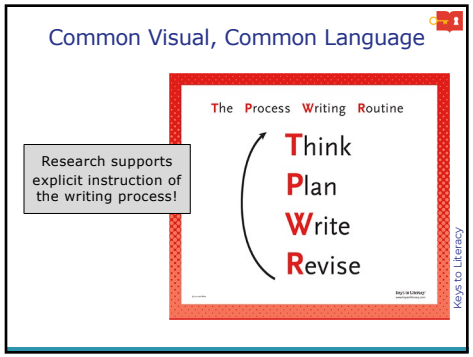

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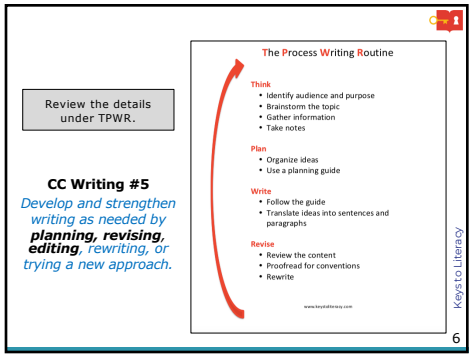

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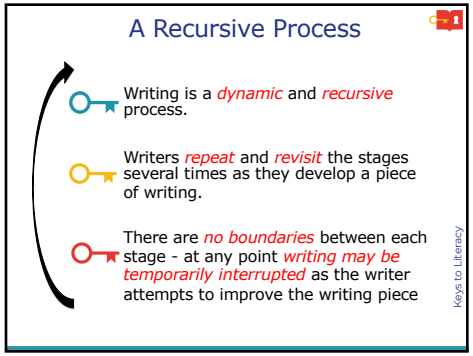

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TPWR Guiding Questions

- 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.

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Writing is Thinking!

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

When we write, we…

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

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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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Examples

General Academic	Authentic, Real-World	Subject Specific
• Summary • Essay, composition • Short answer test question • Description, explanation • Sequence, chronology • Compare & contrast • Cause & effect • Problem & solution	• Letter • Article • Editorial • Brochure, poster • Info-graphic • Blog post • Proposal • Advertisement • Book, movie review • Resume, cover letter	• *Science*: lab report • *Social Studies*: *writing about historical events* • *Math*: describe, explain a graph • *ELA*: literary analysis, poem • *Art*: developing an artist's statement or analysis of an art work

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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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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: *clear, one sentence summary of the writing task*	
Audience: *Who is this piece for?* *Is there a secondary audience?*	**Purpose:** *What is the purpose of this type of writing?* *What will this task accomplish?*
Length: *range* **Directions & Requirements:** • *steps to guide the writer* • *specific requirements – e.g., certain vocabulary terms, use of transitions* • *formatting requirements – e.g., specific font and size, Google Doc, etc.* • *feedback or grading rubric if applicable* • *time management supports – e.g., calendar with due dates, suggested timeline* **Writing Supports:** • *list of scaffolds – e.g., two-column notes, topic web, set of steps, writing templates, transition list* • *hyperlinks to electronic files*	

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You Try It!

Use a WAG to plan a writing task for your students.

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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Summary Writing

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What is a summary?

- A shorter, condensed statement of the main ideas or events from something read, said, or done
- Includes only a few essential details
- An important "life skill"
- Different from retell, paraphrase,
- 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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How to Write a Summary

1. Distinguish main ideas from details.
2. Write 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.

MIST

M*ain ideas listed*

I*ntroductory sentence*

S*entences with main ideas*

T*ransitions added*

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Transition Words

purpose

Transition Words and Phrases

To indicate a time relationship	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
To indicate spatial placement	below, beside, between, beyond, farther on, here, next to, parallel with
To list or present a series of ideas	after, after that, finally, first, lastly, next, second, third
To add information or continue a line of thought	also, another, besides, further, furthermore, in addition, likewise, moreover, similarly
To summarize or show conclusion	accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up, to summarize
To show comparison	by comparison, compared to, in like manner, likewise, similarly
To show contrast	although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike
To repeat information or stress a point	above all, in fact, in other words, most important, once again, to repeat
To provide an example or illustrate a point	for example, for instance, such as, to illustrate, that is
To show cause and effect	as a result, because, because of, caused by, consequently, for that reason, that is why, therefore, thus
To state the obvious	certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt

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Summary

5 transitions words 20pts
topic sent. +4 details sent. 40pts
4 vocab words 40pts

Ancient Greece's Religious Beliefs

Most importantly Ancient Greece was a polytheistic civilization. First they believed in a family of gods and goddesses called the Twelve Olympians. In addition the gods were immortals, meaning they live forever. They resided on Mount Olympus with Zeus as the ruler of the gods and all humanity. Also to honor Zeus, they held the olympic games every four years. People also went to oracles to get advice. In conclusion, the Ancient Greeks religious beliefs are explained in myths.

Helen 2015

First, the phoenicians were an important Mediterranean civilization. Second, purple dye made from snails and cedar wood helped them again wealth through trade. Next, they were a great sea power and even explored into the Atlantic Ocean. Then they developed a system of writing with 22 consonants, an alphabet, which helped them record trade. At last, the phoenicians established many colonies in Africa, and the most important, Carthage. Last but not least, the phoenicians spread civilization in the ancient Mediterranean world.

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Summarizing Requires Main Idea Skills

Source	Summary will be based on:
paragraph	topic sentence
multi-paragraph expository text *(article, textbook section)*	paragraph main ideas
narrative: plot summary	main events
narrative: summary of literary elements	main ideas about character, setting theme, etc.
topic web	topic, sub-topics
two-column notes	left column main ideas
non-text	topics, main ideas, main events

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Scaffolds

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Scaffold the Source

- Break up text into sections: See the bracketed sections – space is provided to write main ideas.
- Point out headings: Provide clues to main ideas.
- Provide main idea clues: Underline, add margin notes.

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Pre-Writing Scaffolds

top-down topic web

List of main ideas

1.
2.
3.
4.

two-column notes
(left column)

summary template

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Example: List of Main Ideas

1. panic on island
2. ship sails by
3. fire goes out
4. they kill the pig

There is a lot of panic and arguing on the island during chapter 4. **First**, Ralph sees that a ship sails by and wonders why it didn't stop. He learns that the reason is **because** the boys let the fire go out. **Then** the boys are hungry and lacking food, **so** they decide to a try and kill a pig.

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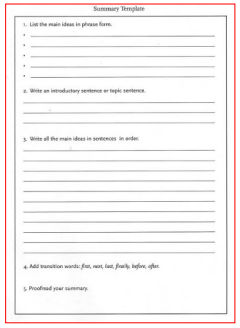

Summary Template

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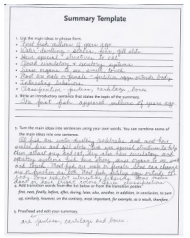
Template to Summary


Summary Template

FISHES

*The **first** fish appeared millions of years ago. **Today**, all fish are water-dwelling vertebrates and most have scales, fins, and gill slits. Fish use special structures to help them attract prey and eat. They **also** have closed circulatory systems and excretory systems. **In addition**, fish have strong sense organs to see, smell, and touch. Most fish are either male or female, **although** some can change sex or function as both. Most fish fertilize eggs outside the body. **However**, some fish fertilize eggs inside the body and then give birth to live fish. Some fish exhibit interesting behaviors. **For example**, some males dance or have bright colors. There are three main classifications of fish, including jawless, those with cartilage, and those with bones.*

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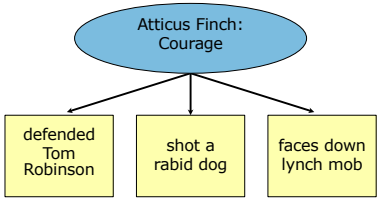
Example: Top-Down Topic Web

Summarize how the character Atticus Finch in To Kill a Mockingbird demonstrates courage.



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Sample Summary

Throughout *To Kill a Mockingbird*, Atticus Finch demonstrates that he is a courageous man. **For instance**, he was willing to face criticism and threats of violence to defend Tom Robinson, a black man who was on trial during the Jim Crow era. Atticus **also** shows his courage by shooting a rabid dog that was running wildly in the streets **even though** he could have been bit. **Finally**, Atticus protects Tom by facing down a mob that is trying to lynch him.

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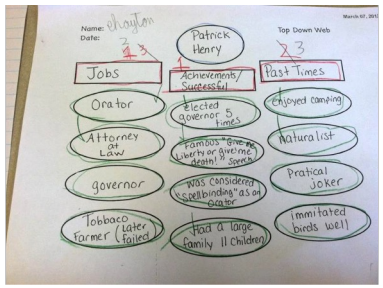
5th grader uses topic web to plan a summary



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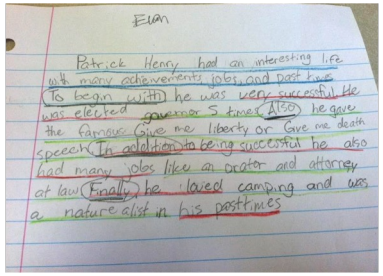
The student wrote the summary and used color to compare to the topic web.



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Causes of Floods

Too much rain	• when there is a lot of rain pools of water form • water cannot seep into the ground fast enough • water spread across land • causes flash floods
Frozen ground	• water cannot seep into frozen ground • happens in the mountains • snow melt and rain move downhill • mountain streams flood the valley below
Hurricanes	• winds push huge waves onto shore • heavy rain falls inland • hurricane wind and water cause damage
Tsunami	• waves caused by earthquake or volcano eruptions in ocean • waves swamp the coast • very little warning

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Summary

There are four things that can cause a flood. First, too much rain that can't seep into the ground can start a flash flood. **Another** cause is frozen ground and melted snow and rain coming from mountains. A **third** cause is hurricanes that push waves onto shore and bring heavy rain. **Finally**, a tsunami brings waves that swamp the coast.

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The Colonists Revolt

Example: notes

tension builds	• "no taxation without representation" • Proclamation of 1763 • Sugar Act • Stamp Act • Quartering Act • Boston Massacre • Tea Act
Colonists rebel with boycotts, protests, threats	• tar & feathering • Sons of Liberty threaten to burn down houses of stamp sellers • Boston Tea Party
war is on the horizon	• Olive Branch petition rejected by King George, Aug 1775 • Patrick Henry's speech – "Give me liberty or give me death • Lexington and Concord "...shot heard round the world..." April 1775

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The Colonists Revolt

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Summary

The Colonists revolted for several reasons. Tensions began to build as colonists were taxed more and more without representation. **For example**, the Sugar Act and the Tea Act imposed new taxes on Colonists without giving them a say. **Therefore**, many colonists began to boycott, protest and make threats to show their anger. **For example**, colonists began tarring and feathering tax collectors. **Finally**, war was on the horizon once King George rejected the Olive Branch Petition. This set the stage for the start of the revolution with the "shot heard round the world".

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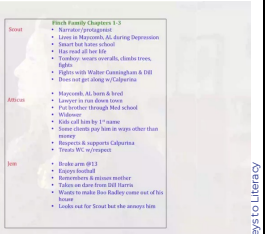
Main Characters, Chapters 1-3

To Kill a Mockingbird



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More Scaffolds

- Introduce summary using everyday life examples.
- Practice with short, oral summaries (e.g., ticket out the door)
- Scaffold the text before students write a summary.
  - e.g., chunk the text
  - e.g., provide a list of the main ideas or events
- Provide a partially completed summary.
- Allow students to write summaries in small collaborative groups.

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Example: Partially Completed Summary

The _____ revolted for several reasons. _____ began to build as colonists were taxed more and more without _____. **For example**, the _____ and the Tea Act imposed new taxes on Colonists without giving them a say.
Therefore, many colonists began to _____, protest and make threats to show their anger.
For example, colonists began tarring and feathering _____. **Finally**, war was on the horizon once King George rejected the _____. This set the stage for the start of the _____ with the "shot heard round the world".

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Summary WAG

Writing Assignment Guide: Henderson Island Summary

Writing Task:
Write a summary of the article South Pacific island paradise is being overrun by seafaring plastic trash.

Audience
primary audience: a peer in this class that was absent today, and needs to be caught up in order to participate in tomorrow's discussion and video viewing (source B).
secondary audience: teacher

Purpose
- to summarize the main points of the article in order to deepen your understanding and expand your background knowledge about this topic
- to demonstrate your understanding of the content in this article to your audience

Length: 1-2 paragraphs

Directions & Requirements:
1. Read the article and take two column notes (option A: by hand; option B: electronic). *Active readers monitor understanding as they read.*
2. After reading the article, use the "How to Write a Summary Checklist" as a guide to complete the assignment.
3. You must inlude the appropriate summary components (*introductory statement, main ideas, only necessary details/examples, transitions*)
   a. Use the Transition Word List to support varying your transitions
4. Before turning it in you will be exchanging your summary with a peer using a summary peer checklist.

Writing Process Supports:
Writing is a process. Not all writers need the same tools at the same stages, but while we are learning together to write better, we will use these ones for this assignment
- How to Write a Summary (set of steps to use as a checklist)
- Transition Word List (resource to help you generate, add or revise transition words)

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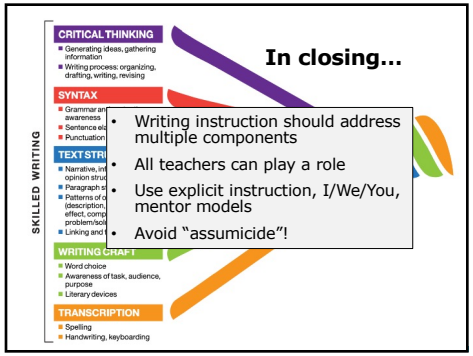

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Avoid "assumicide"!

- Consider the underlying skills required to complete a content literacy task and determine if you are making assumptions about students' ability to use these skills.
- If they do not have these skills, try to provide a scaffold that will work around a skill.

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Win a KTL book!

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- *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**

https://keystoliteracy.com/blog/

Free Instructional Resources

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

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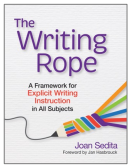

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