



Supporting Comprehension in Secondary Classrooms, Session Four:

Show What You Know: Using Writing Frames to Display Comprehension

mimtsstac.org

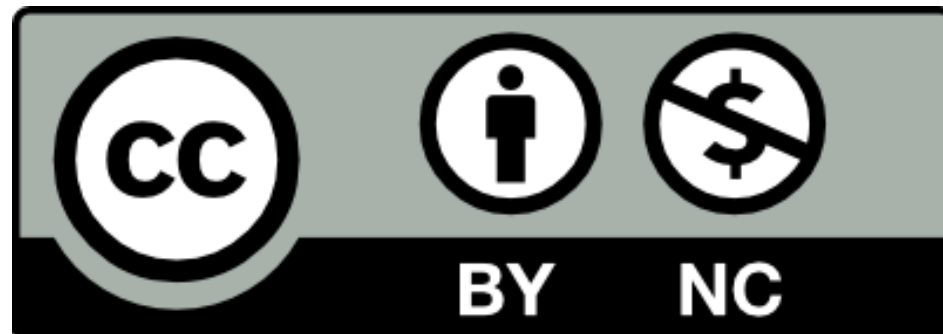


Acknowledgments

The content for this training day was developed based on the work of:

- Institute of Education Sciences Practice Guide: Teaching Secondary Students to Write Effectively
- Anita Archer
- Judith Hochman
- Steve Graham
- Natalie Wexler

Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

Purpose

This session will provide educators with instructional supports and activities that support the display of student comprehension through written expression

Agenda

1.0 Supporting Comprehension

2.0 Instructional Recommendations

3.0 Implementation Considerations

4.0 Wrap Up

Let's Get Set Up For Success

- You will be asked to write your thoughts throughout the presentation today. Please choose one of the following methods to fully participate in this session:
 - Have a writing utensil and a piece of paper
 - Have a digital document open along with the presentation to type notes



I. Supporting Comprehension

Comprehension is Complex!

- Comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” ~ RAND Reading Study Group, 2002
- “Comprehension is an outcome, and it’s based on being able to read words accurately, know what they mean, have adequate background knowledge, and also being able to make inferences.” ~Sharon Vaughn, Ph.D.

Addressing Comprehension Systematically

Before Reading

- Explicit vocabulary instruction
- Pre-teaching or activating background knowledge
- Previewing of an article/chapter/segment of a chapter
- Establishing purpose

During Reading

- Inclusive passage reading procedures
- Active engagement strategies
- Text-dependent questions
- Note-taking
- Getting the gist
- Comprehension monitoring

After Reading

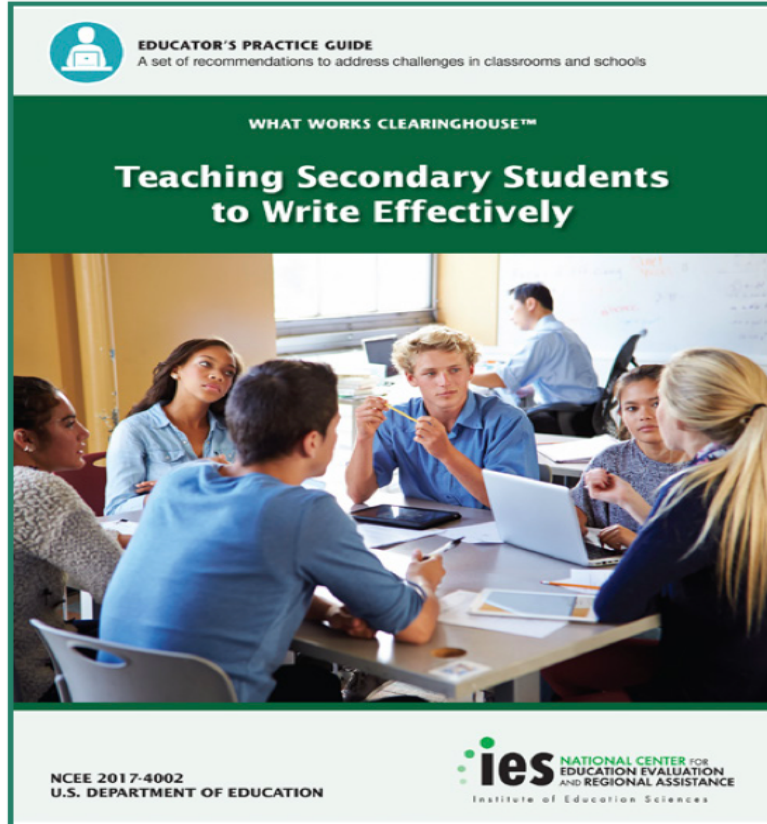
- Writing in response to reading
- Graphic organizers
- Summarization
- Structured academic discussion
- Retrieval practice of critical content



Activity 1.1: Personal Reflection

- Please review the previous slide and answer the following questions in the chat:
 - Which practices do you use, or support the use of, within the classroom to support comprehension?
 - Are there other practices that you use or support? If so, please share in the chat
 - Of the practices mentioned on the previous slide, are there any that you would like more information or training on?

The Research

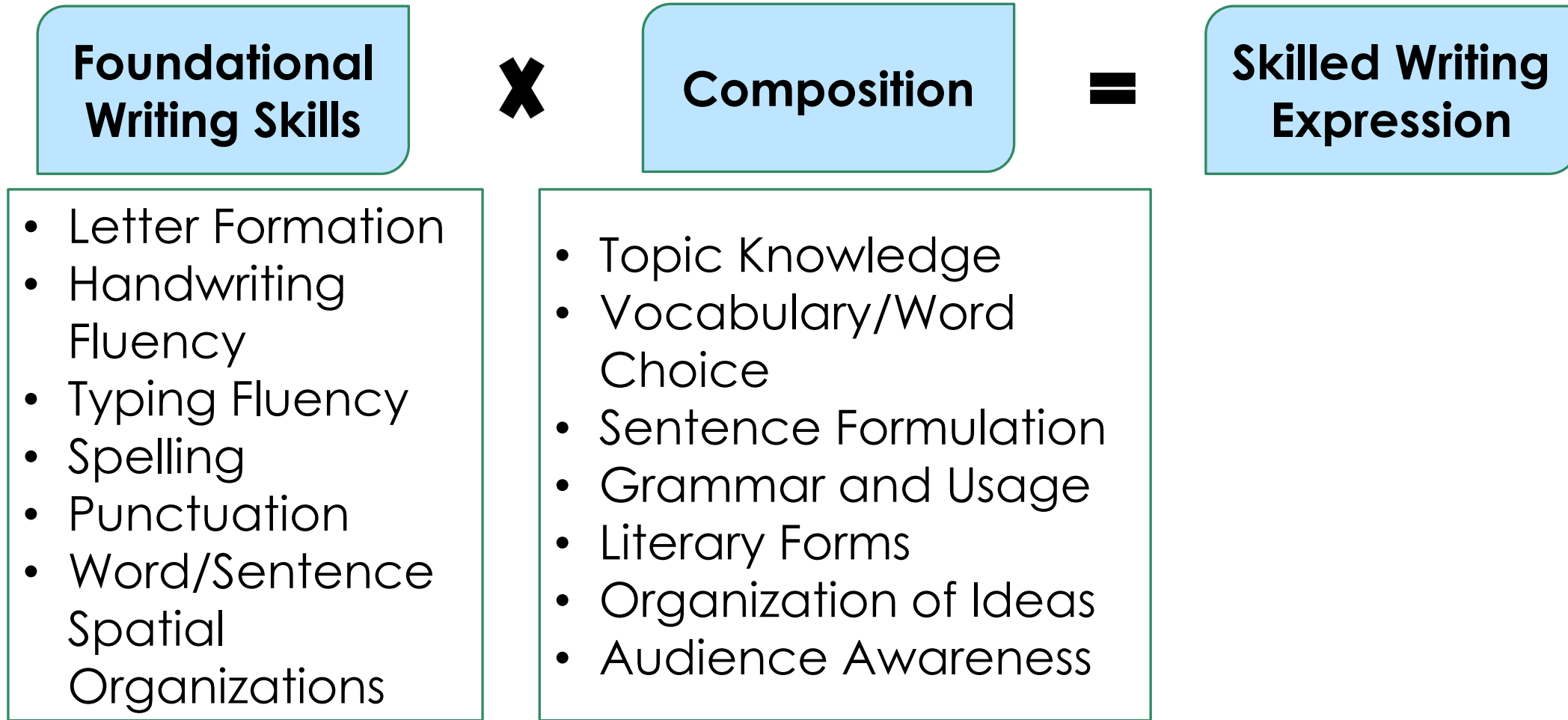


- Teaching Secondary Students to Write Effectively, Recommendation One:
 - Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle

Recommendation One Details

- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle
 - Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing
 - Instruct students on how to choose and apply strategies appropriate for the audience and purpose
 - Model strategies for students
 - Provide students with opportunities to apply and practice modeled strategies
 - Engage students in evaluating and reflecting upon their own and peers' writing and use of modeled strategies

A Consideration: The Simple View of Writing



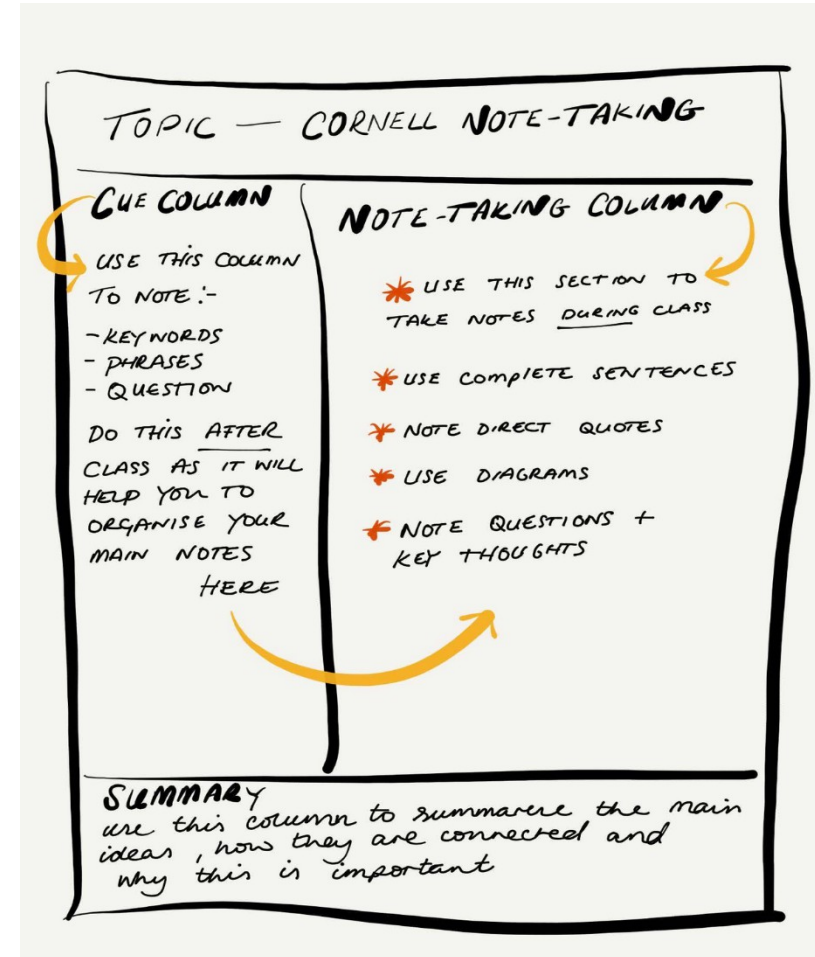
Berninger and Amtmann (2003)

An Additional Complexity to Consider

- As we navigate new terrain in the age of artificial intelligence, educators must consider the impact and influence of digital writing tools and resources now available to students
- There are great benefits as well as concerns

Activity 1.2: Writing Supports

- Take a moment to consider the advantages and disadvantages of AI-powered writing resources like Grammarly
- On your personal note-taking document (paper or electronic), please list any advantages and disadvantages that come to mind as you think about students using the tool



II. Instructional Recommendations

Setting the Stage

Preparing Students to Show What They Know

- Prior to writing activities, consider opportunities for students to:
 - Review of notes created throughout the reading experience
 - Structured academic discussions
 - Brainstorming

An Example: Brainstorming and Collaboration

- As a retrieval practice opportunity, give students a prompt that requires them to develop a list of main points from previously covered content
- Provide a share–out opportunity with peers
- Following the share out, have students note:
 - New information
 - Any misinformation
 - What they should review again, so they remember next time



Activity 2.1: Brainstorming Collaboration Practice

- First, return to your list of advantages and disadvantages of AI-powered writing assistant resources, such as Grammarly. Draw a line below your final item
- Next, one courageous individual will share their list of advantages with the group. The rest of the group should note consistencies
- After that, another individual will add any other advantage that was not mentioned previously for the first person to add to their list

Instructional Recommendations, part 2

Sentence Level Supports

The Power of the Sentence

- While much of the writing at the secondary level focuses on extended writing, providing short writing opportunities often supports:
 - retention of content
 - organization of thoughts
 - increasing writing stamina, fluency, and engagement
- “Of course students must learn to write at length...But a writer who can’t compose a decent sentence will never produce a decent essay—or even a decent paragraph.” ~The Writing Revolution, pg.10

Strengthening the Sentence

- Elaborate basic sentences with conjunctions: Because, But, So
 - Because (Explains why something is true)
 - Example: The judge thought the food was ravishing because...
 - But (Indicates alternative thought or change in direction)
 - Example: The judge thought the food was ravishing, but...
 - So (Explains what happens as a result of something else)
 - Example: The judge thought the food was ravishing, so...

Additional Subordinating Conjunctions

Consider the following examples for more sentence variety:

- Before
- After
- If
- When
- Even though
- Although
- Since
- While
- Unless
- Whenever

An Intermediate Level Task: Subordinate Conjunctions

- Once students are familiar with the proper use of conjunctions, consider increasing the complexity of the task by giving them a conjunction and content area vocabulary term only
 - Example: Unless/hydrogen
 - Example response: Unless hydrogen and oxygen form a compound, they are explosive and dangerous. (The Writing Revolution, pg. 46)



Activity 2.2: Reflection

- Think about your content area or the educators you support. Which format of subordinating conjunctions activity (basic or intermediate) would be beneficial for your students to practice?
- Is this type of practice conducive in your content area?
- Please add your response to the chat

Strengthening the Sentence: Meaningful Sentence Activities

- Level One: Students write a sentence using a vocabulary word that answers 3-4 of the 5W & H questions. (Who, what, when, where, why, and how)
- Example Word: Irrigation
 - During the summer months, farmers often use irrigation due to the hot, dry conditions that can damage crops if left unaddressed

Meaningful Sentences: Level Two

- Students use multiple vocabulary terms to develop sentences that answer 3-4 of the 5W and H questions (who, what, when, where, why, and how)
- Example Vocabulary Terms:
 - Fujita Scale
 - Damage
 - Categories
- Example Sentence:
 - Scientists identify categories based on the Fujita scale when measuring the degree of damage a tornado causes

Sentence Expansion Exercises

- Step One: The teacher provides a content-area simple sentence
 - Example: Writing strategies support students
- Step Two: Students identify details to add to the simple sentence
 - Why:
 - How:
 - What:
- Step Three: Students craft an expanded sentence



Activity 2.3: Group Practice

- Let's use the example sentence from the previous slide to create an expanded sentence:
 - Example: Writing strategies support students
- Identify details to add to the example sentence
 - Why:
 - How:
 - What:
 - Or another important detail worth including
- Create an expanded sentence and add it to the chat

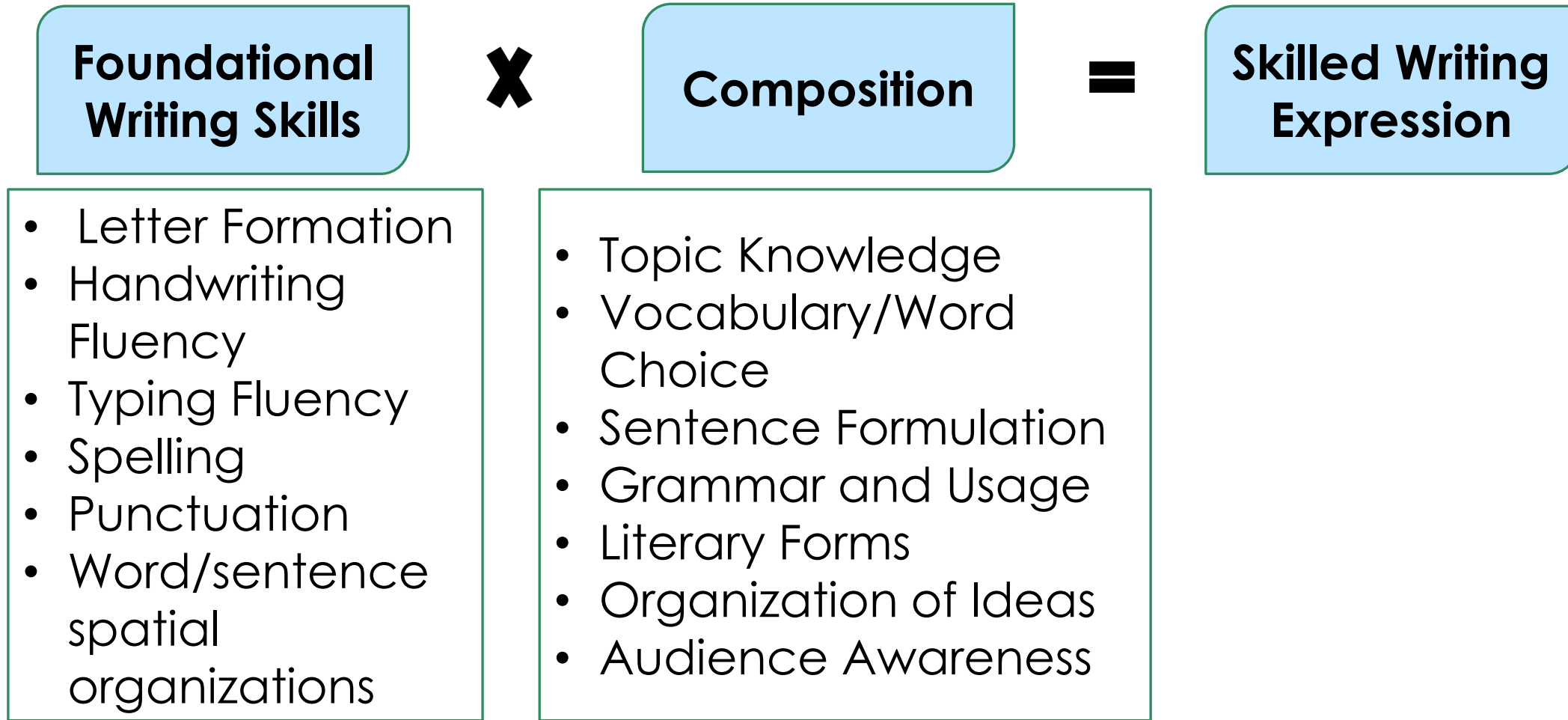
Instructional Recommendations, part 3

Writing Frames

Writing Frame Definition

- A partially formed, structured piece of writing crafted in academic language that is used to prompt and scaffold students as they are learning to summarize information based upon text structure and purpose

Remember The Simple View of Writing



Berninger and Amtmann (2003)

Benefits of Using Writing Frames

Well developed writing frames control for a part or all of the following bold print foundational and composition writing skills identified in the Simple View of Writing

Foundational Writing Skills

- **Handwriting/Typing Fluency**
- **Spelling**
- **Punctuation**
- **Word/sentence spatial organizations**
- **Letter Formation**

Composition

- **Vocabulary/Word Choice**
- **Sentence Formulation**
- **Grammar and Usage**
- **Organization of Ideas**
- Audience Awareness
- Topic Knowledge
- Literacy Forms

Additional Benefits of Using Writing Frames

- Reduces the cognitive load that the aforementioned skills require if students are not fluent in them
 - Frees up students' cognitive desk space (i.e., working memory) to focus on the content
- Allows practice of the proper use of the content's vocabulary
- Increases confidence in verbal responses when the completed summaries are read aloud

Example Writing Frames

- Informational text
- Narrative text
- Compare and Contrast
- Cause and Effect
- Explanation
- Analysis
- Process
- Problem/Solution
- Argument
- Opinion
- Description
- Character Analysis
- Exit Ticket
- Peer Feedback



Activity 2.4: Resource Review

- Access the “Text Summarization using Writing Frames” Handout
- Review each of the writing frame examples briefly
- Identify any writing frame example that you could use as a support for students within your classroom instruction



Activity 2.5: Feedback

- Think about your classroom or the educators that you support
- Complete the following questions in the poll provided:
 - Which writing frame(s) would be beneficial to use within your classroom? What type of assignment would it support? (For example: In social studies, using the graphic frame to support the analysis of a historical timeline)
 - Based on what you see in classrooms, what additional writing frame examples would be helpful for secondary educators?

Implementation Considerations

As you move forward

- Remember the model-practice-reflect instructional cycle. It is similar to the gradual release of responsibility
- Providing students with opportunities to retrieve and process their thoughts prior to writing enhances their responses
- Clarify your goal: identify the purpose of the writing task to determine the method of feedback
- Be patient: as with all skill development, it will take time and extensive practice opportunities for students to build fluency

References

- Graham, S., Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Carnegie Corporation.
- Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.
- Hochman, J., Wexler, N. (2017). *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*. Jossey-Bass.

Stay Connected to the MiMTSS TA Center



@MiMTSSSTACenter

facebook.com/MiMTSSSTACenter

#MiMTSS



tinyurl.com/MiMTSSListserv

TA Offering, updates



@MiMTSSSTACenter

youtube.com/@MiMTSSSTACenter

Videos & Playlists



@MiMTSSSTACenter

instagram.com/MiMTSSSTACenter

#MiMTSS

