Using Writing Frames to Promote Effective Writing

2015 SPAC Conference
Deb Fulton
Nichole Kopco
Pam Kastner

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
Writing is not caught. It must be taught.

Anita L. Archer, Ph.D

PA Core Standards  English Language Arts  Grades Pre-K-5
1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Informative/Explanatory: Focus, Content, Organization, Style, Conventions of Language
- Opinion/Argumentative: Focus, Content, Organization, Style, Conventions of Language
- Narrative: Focus, Content, Organization, Style, Conventions of Language
- Response to Literature
- Production and Distribution of Writing: Writing Process
- Technology and Publication, Conducting Research
- Credibility, Reliability and Validity of Sources
- Range of Writing
Writing products dependent on foundation skills

**Outcome:** Writing Opinions, Informational Texts, Narratives

**Example Foundation Skills:** reading, expressive vocabulary, word usage, fluent handwriting or typing, spelling, grammar, capitalization, punctuation, sentence formation, sentence sense, paragraph formation

Writing requires language:

- Oral language
- Vocabulary
- Background knowledge
- Text complexity knowledge
Needed: “What” and “How”

**WHAT**
- Critical attributes
- Rubrics
- Examples
- Descriptions in the Standards

**HOW**
- Writing Process
  - Plan
- Planning
- Writing
  - Write
- Revising
  - Revise
- Editing
  - Edit
- Rewriting
  - Rewrite
- Publishing
  - Publish

How : Organize: Tools to support writers

- Sentence Frames
- Think Sheets
- Graphic Organizers
- Organizational Templates
- Organizational Mnemonics
- Strategies
Sentence Frames
What Words Clearinghouse Practice Guide

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Examples</th>
<th>How the Teacher Can Implement the Activity</th>
</tr>
</thead>
</table>
| Sentence framing  | Teachers provide sentence frames to guide students' sentence writing. Frames can range from simple to complex. | I like __________. I like to ______ and ______. My __________ is ______. When I ______, I like to ______. She didn't go to ______ because ______. | 1. Develop a sentence frame for students to use.  
2. Model the use of the sentence frame.  
3. Have students use the sentence frame to construct their own sentences.  
4. Have students share their sentences with peers and discuss their word choices.  
5. Slowly fade the use of the sentence frame during instruction until students can write sentences independently. |

- Give students a framework to support thinking and writing
- Encourage use of content vocabulary
- Provide scaffold academic language
- Increases oral language proficiency

Think Sheets

Think Sheet - Story

(7) Title

(3) Setting

(1) Main Character(s)

(2) Problem

(4) Beginning

(5) Middle

(6) End

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Graphic Organizers

Sequence Ladder

Looking at Both Sides of an Issue

NO

Question

YES

REASONS

Conclusion

Organizational Templates/Mnemonics

**Topic Sentence**
- Tell what you believe!

**Reasons**
- 3 or more
  - Why do I believe this?
  - Will my readers believe this?

**Explain**

**Reasons**
- Say more about each reason.

**Ending**
- Wrap it up right!
PA Core Standards English Language Arts
Grades Pre-K-5
1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**Opinion/Argument** - to convince

**Informative Text** - to explain or inform

**Narrative** - to convey an experience

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Narratives - To Convey an Experience

- **Definition**
  - A written product
  - That conveys real or imagined experiences
  - Using time as the structure

- **Purpose**
  - To entertain
  - To inform
  - To instruct
  - To persuade

- **Genre**
  - fictional stories, memoirs, anecdotes, autobiographies

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Narrative Organization & Style Standards

**CC.1.4.3.P:** Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

**CC.1.4.4.P:** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

**CC.1.4.5.P:** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

**CC.1.4.3.Q:** Choose words and phrases for effect.

**CC.1.4.4.Q:** Choose words and phrases to convey ideas precisely.

**CC.1.4.5.Q:** Write with an awareness of style.
- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Description

When describing ..., the word that comes to mind is ...
One reason is ...
Another reason is ...
Finally, ... is ... because ...
Thus, ..., is the best description of ...
Character Analysis

The character ... in ... can best be described as ...

This is evident when ...

... also shows this trait when he/she...

Further, his/her...is evident when ...

Thus, ... is a good way to describe ...
Summary – Narrative Frame

The title of this story was ......

The setting of the story was ..... 

...... was the main character of the story.

In the story, we learned that .... was ..... 

His/her main problem/conflict/goal was ...

At first, ... tried to resolve this problem/conflict/goal by ... 

Later, he/she tried to resolve the problem/conflict/goal by...

In the end, the following happened: ...

Problem/Solution Outline

Who
What
Where
When
Why
How

Attempted Solutions
1. 1.
2. 2.

End Results

Think Sheet – Story

(1) Title
(2) Setting
(3) Main Character(s)
(4) Problem
(5) Beginning
(6) Middle
(7) End
Let's try using the descriptive paragraph rubric:

It was dusk when we entered the tiny grocery store on the edge of the deserted road. The store was lit by a single bulb hanging near the entrance. The aisles in the store were narrow allowing only one shopper at a time. Ancient wooden shelves lining the aisles were cluttered with dust-covered cans and boxes. Yellowed labels on the cans held the secret of the store.
Sentence Frames – Examples

Making Predictions

Guessing what will happen next based on information or illustrations in the story.

1. Because the main character ____, I predict s/he will ____.
   *Because the main character ran away from home, I predict that he will...*

2. At first I thought ____, but now I believe ____.

3. I think ____ will ____ because ____ usually ____.

4. Since ____, I can assume that ____ will ____.
   *Since it's been raining all week, I can assume that the game will be cancelled.*

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Writing Sandwich

Opening Statement

Point #1

Point #2

Point #3

Closing Statement
Using frames: Anita Archer Video

Although I already knew that...
I learned some new facts from the video titled ...
I learned ...
I also discovered that...
Another fact I learned was ...
However, the most important/interesting thing I became aware of was...

http://explicitinstruction.org/video-elementary/elementary-video-6/

Opinion/Argumentative Focus,
Content, & Organization Standards

**CC.1.4.3.G:** Write opinion pieces on familiar topics or texts.

**CC.1.4.3.H:** Introduce the topic and state an opinion on the topic.

**CC.1.4.3.I:** Support an opinion with reasons.

**CC.1.4.3.J:** Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

**CC.1.4.4.G:** Write opinion pieces on topics or texts.

**CC.1.4.4.H:** Introduce the topic and state an opinion on the topic.

**CC.1.4.4.I:** Provide reasons that are supported by facts and details.

**CC.1.4.4.J:** Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

**CC.1.4.5.G:** Write opinion pieces on topics or texts.

**CC.1.4.5.H:** Introduce the topic and state an opinion on the topic.

**CC.1.4.5.I:** Provide reasons that are supported by facts and details; draw from credible sources.

**CC.1.4.5.J:** Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.
Persuasive Standards

- **1.4.3.C:** Intentionally Blank
- **1.4.4.C:** Intentionally Blank
- **1.4.5.C:** Write persuasive pieces. Include a clearly stated position or opinion. Include supporting details, citing sources when needed.

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WriteSteps | Differences Between Opinion, Persuasive, and Argument Writing

### OPINION
- Opinion writing takes a stand on a topic and supports opinions with facts, definitions, and details.

### PERSUASIVE
- Persuasive writing focuses on convincing the reader to agree with the author. The author uses logic and facts to persuade the reader.

### ARGUMENT
- Argument writing is used to support claims in an outline of a topic. The writer uses facts, evidence, and reasons to develop claims and opposing claims.

**Key Transitional Words and Phrases**

**K-5**
- Support a point of view
- Relevant and informative
- Facts and details
- Concluding statement or section

**6-12**
- Support claims
- Analysis of subject matter topics or texts
- Valid reasoning
- Relevant and sufficient evidence
- Claims
- Coherence and logic
- Formal style
- Objective tone
Opinions - To persuade

• Definition
  • A reasoned, logical argument
  • Demonstrating that the writer's position, belief, or conclusion is valid

• Purpose
  • Change reader's point of view
  • Bring about some action on reader's part
  • Ask reader to accept writer's explanation

• Genre
  • essay, letter, editorial

Opinion

I think that ...
I feel this way because ...
Another reason I feel this way is ...
Most importantly, I think ...
For these reasons, I believe that ...
Opinion

Though not everybody would agree, I want to argue that...
I have several reasons for arguing this point of view.
My first reason is...
A further reason is...
Furthermore...
Therefore, although some people might argue that...
I have shown that...

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Your turn: Group and individually

Organizer for Opinion Essay   Name

Your opinion statement:

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>

Your opinion statement:

<table>
<thead>
<tr>
<th>Audience:</th>
</tr>
</thead>
</table>

Reason #1:
Facts/my experiences to answer "so what?"

Reason #2:
Facts/my experiences to answer "so what?"

Reason #3:
Facts/my experiences to answer "so what?"

Examine your Pro/Con list and circle your three most persuasive reasons.
Looking at Both Sides of an Issue

<table>
<thead>
<tr>
<th>NO</th>
<th>Question</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REASONS

Conclusion

<table>
<thead>
<tr>
<th>Question</th>
<th>Student Rating</th>
<th>Teacher Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Does the introduction grab the reader's attention?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Does the introduction tell the topic of the essay?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Does the introduction state the author's position on the topic?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Does the introduction preview the reasons for the position?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>BODY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does the body include at least three major reasons that support the author's position?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Does the author elaborate on and explain each of the major reasons using logical arguments, evidence, and examples?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7. Did the author acknowledge and respond to the opposing side's view?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8. Are the paragraphs well-organized and easy to understand?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9. Are transition words and phrases used to connect ideas within and between paragraphs?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>CONCLUSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Does the conclusion summarize the author's position?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>11. Does the essay have a definite conclusion that wraps up the essay?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>CONVENTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Did the author correctly spell words?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>12. Did the author use correct capitalization?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>13. Did the author use correct punctuation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Did the essay hold the reader's attention from beginning to end?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>15. Is the essay clear and easy to understand?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>16. Did the author stay focused on the same position throughout the paper?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Informative Text - 
To Explain or Inform

- **Definition**
  - Text
  - That conveys information accurately

- **Purpose**
  - To increase reader's knowledge of subject
  - To help reader understand a procedure or process
  - To provide reader with enhanced understanding of concept

- **Genre**
  - literary analyses, reports, summaries, comparisons, instructions, manuals, memos, resumes

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Informational Standards

- **1.4.3.B**: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, reports, instructions).

- **CC.1.4.3.B**
  - Identify and introduce the topic.

- **CC.1.4.3.C**
  - Develop the topic with facts, definitions, details, and illustrations, as appropriate.

- **1.4.4.B**: Write multi-paragraph informational pieces (e.g., descriptions, letters, reports, instructions).

- **1.4.5.B**: Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions). Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).
Informatıve/Explanatory Focus & Content Standards

CC.1.4.3.A: Write poems and stories. Include detailed descriptions of people, places, and things. Include literary elements.

CC.1.4.3.B: Identify and introduce the topic.

CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.


CC.1.4.4.B: Identify and introduce the topic clearly.

CC.1.4.4.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.5.A: Write poems, multi-paragraph stories, and plays. Include detailed descriptions of people, places, and things. Include literary elements and devices.

CC.1.4.5.B: Identify and introduce the topic clearly.

CC.1.4.5.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
Explanation

There are a number of reasons why....
The most important reason is...
Another reason is ...
A further reason is ...
So you can see why...

Process

To ..., you need to follow these basic steps.
First, you need to"...
Next ...
Then...
When you finish, you should have ....
Summary - Informational Text

In this section of the chapter, a number of critical points were made about...

First, the authors pointed out that...

This was important because...

Next, the authors mentioned that...

Furthermore, they indicated...

This was critical because...

Finally, the authors suggested that...

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Example #1: Rubric for Descriptive Paragraph

<table>
<thead>
<tr>
<th>Critical Attribute</th>
<th>You</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Organization)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The first sentence tells what is being described.</td>
<td>01234</td>
<td>01234</td>
</tr>
<tr>
<td>2. All the other sentences tell more about what is being described.</td>
<td>01234</td>
<td>01234</td>
</tr>
<tr>
<td>3. The length is adequate.</td>
<td>01234</td>
<td>01234</td>
</tr>
<tr>
<td>(Sentence)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Complete sentences are used.</td>
<td>01234</td>
<td>01234</td>
</tr>
<tr>
<td>5. The sentences begin with different words.</td>
<td>01234</td>
<td>01234</td>
</tr>
<tr>
<td>6. The sentences vary in length.</td>
<td>01234</td>
<td>01234</td>
</tr>
<tr>
<td>(Word choice)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Descriptive words are used.</td>
<td>01234</td>
<td>01234</td>
</tr>
<tr>
<td>8. Overused words (e.g., nice, big, little) have been replaced with more precise or interesting words.</td>
<td>01234</td>
<td>01234</td>
</tr>
<tr>
<td>(Control)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The description paints a clear and accurate picture of what is being described.</td>
<td>01234</td>
<td>01234</td>
</tr>
<tr>
<td>10. The description is easy for the reader to understand.</td>
<td>01234</td>
<td>01234</td>
</tr>
</tbody>
</table>
Sentence Frames - Examples

**Compare and Contrast**

**Compare = same**

1. ___________ and ___________ are ___________.

2. Both ___ and ___ have ___________.

**Contrast = different**

3. ___________ and ___ are both similar because they both ___.

4. There are several major differences between ___ and ___. The most notable is ___________.

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Compare and Contrast

Although...and...are different..., they are alike in some interesting ways. For example, they both...
They are also similar in
The...is the same as...
The ...resembles...
Finally they both...

Project Write (Vanderbilt)
http://kc.vanderbilt.edu/projectwrite/tree-individual.html
Improving Writing Performance: A Strategy for Writing Persuasive Essays

This Module highlights the differences between students who write well and those who struggle. Elements of the writing process are illustrated to help middle school students write good papers. The process outlines and demonstrates the process for teaching students the POWER method, a writing strategy to help students produce better persuasive essays.

Work through the sections of this Module in the order presented in the star graphic above.

1. Challenge
2. Initial Thoughts
3. Perspectives & Resources
4. Wrap Up

If you want to learn more about how to navigate an IRIS module, please view our tutorial at:

http://iris.peabody.vanderbilt.edu/module/pow/

Project Write:

Stages of Instruction

Here we explore all of the stages of IRIS instruction and discuss the stages of instruction. You can access the (Optional) video in the list and see how the topics we worked with in the S3 module with all students in S3 are translated. As a tool, please note that these lessons were delivered in the original grade level, but a more advanced version is available for higher grades or more advanced learners.

History of Instruction

In recent years, the stages of instruction have been developed and adapted to varying degrees. These stages provide a framework for educators to help students write better essays. By using these stages of instruction, educators can help students develop stronger essays with clearer, more organized ideas. All of the stages are identified for students to progress through the stages of instruction and achieve understanding of the stages. Each stage provides a specific focus and allows students to build on their existing knowledge and skills.

The stages of instruction are:

1. Challenge
2. Initial Thoughts
3. Perspectives & Resources
4. Wrap Up

Visit the website for more information about the stages of instruction.
Self-Regulated Strategy Development Stages of Instruction

1. Develop and Activate Knowledge Needed for Writing and Self-Regulation
2. Discuss It (Discourse is critical!)
3. Model It
4. Memorize It
5. Support It
6. Independent performance
**P**
Pick my idea

**O**
Organize my notes

**W**
Write and say more

---

**Topic Sentence**
- Tell what you believe!

**Reasons**
- 3 or more
  - Why do I believe this?
  - Will my readers believe this?

**Explain Reasons**
- Say more about each reason.

**Ending**
- Wrap it up right!
**TOPIC Sentence**
Tell what you believe!

**REASONS – 3 or More**
Why do I believe this?
Will my readers believe this?

**EXPLAIN**
Reasons
Say more about each reason.

**ENDING**
Wrap it up right!
**Linking Words**

My first reason*
One reason
Another reason
Another important reason
One more reason
An additional reason
A second reason
My third reason
My final reason
Finally
In conclusion

*REMEMBER - DO NOT USE FIRST, SECOND, THIRD ONLY!

**Attention Getters**

1. Fun Statement
2. Question
3. Exclamation
4. Short story
5. Interesting Fact

**Wrap it Up Right!**

1. Connect to Reader
2. Interesting and Engaging
3. Restate belief
4. Summarize reasons

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<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Explanation</th>
<th>Signal Words</th>
<th>Graphic Organizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim and Field</td>
<td>Ideas, events, or facts are presented as causes in conjunction with the resulting outcomes or effects</td>
<td>accordingly</td>
<td>as a result</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>Similarities and differences are presented between two or more topics or concepts</td>
<td>although</td>
<td>as opposed to</td>
</tr>
<tr>
<td>Description</td>
<td>Provides information about a topic</td>
<td>as number of</td>
<td>as in</td>
</tr>
<tr>
<td>Problem and Solution</td>
<td>Problem is presented followed by one or more solutions</td>
<td>a problem</td>
<td>accordingly</td>
</tr>
<tr>
<td>Question and Answer</td>
<td>Question is posed and then followed by answers</td>
<td>how</td>
<td>I could be that</td>
</tr>
<tr>
<td>Sequence</td>
<td>Events are described in numerical or chronological order</td>
<td>after</td>
<td>afterword</td>
</tr>
</tbody>
</table>

fcrr
Websites for Writing:

- PaTTAN: videos, resources [http://www.pattan.net/category/Educational%20Initiatives/Reading](http://www.pattan.net/category/Educational%20Initiatives/Reading)

Websites for Writing:

- Project Write: [http://kc.vanderbilt.edu/projectwrite/](http://kc.vanderbilt.edu/projectwrite/)
- West Virginia Department of Education: [https://wvde.state.wv.us/strategybank/GraphicOrganizersforWriting.html](https://wvde.state.wv.us/strategybank/GraphicOrganizersforWriting.html)