



Building a Bridge To Skilled Literacy Through Reading and Writing Connections

Florida Organization of Instructional Leaders
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FLORIDA DEPARTMENT OF
EDUCATION
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Session Objectives

- Develop an understanding of how the reading and writing connection strengthens literacy skills and supports mastery of B.E.S.T. ELA benchmarks.
- Review three instructional practices that help educators and students recognize and utilize the connection between reading and writing.
- Reflect on systems in place to support the reciprocity between reading and writing.



What practices do you have in place in your district that promote the connection between reading and writing?



The Reading & Writing Connection



The Reading Rope Weaves Into Writing

Reading Rope

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

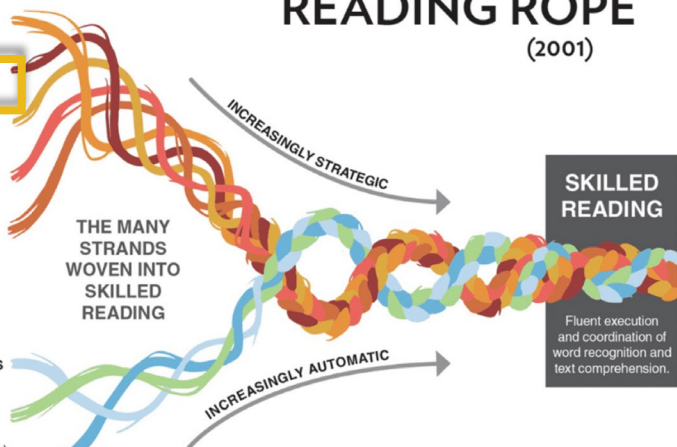
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

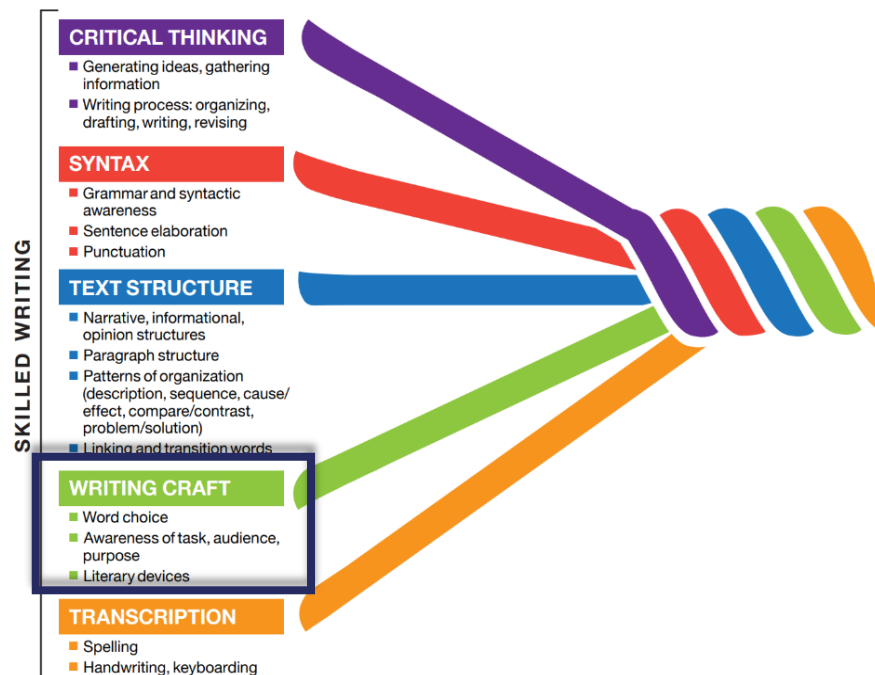
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Writing Rope



Vocabulary

Writing Craft



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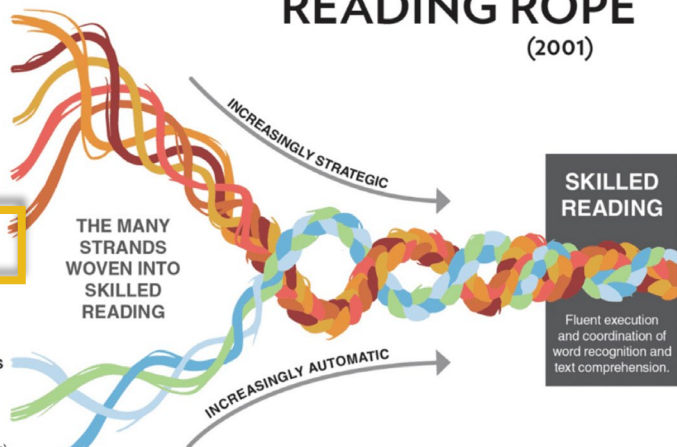
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SIGHT RECOGNITION
(of familiar words)



SKILLED READING

Fluent execution and coordination of word recognition and text comprehension.

Writing Rope

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT

- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding

SKILLED WRITING



Literacy Knowledge



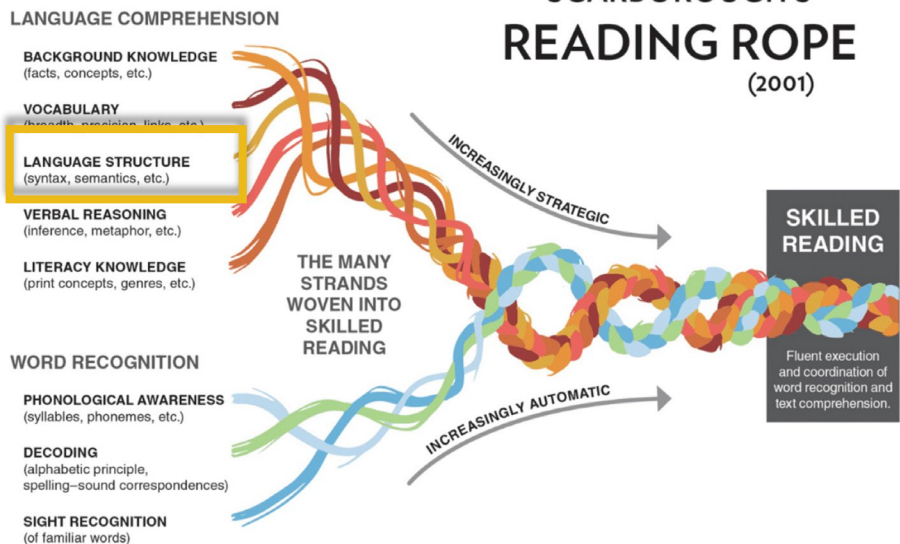
Text Structure



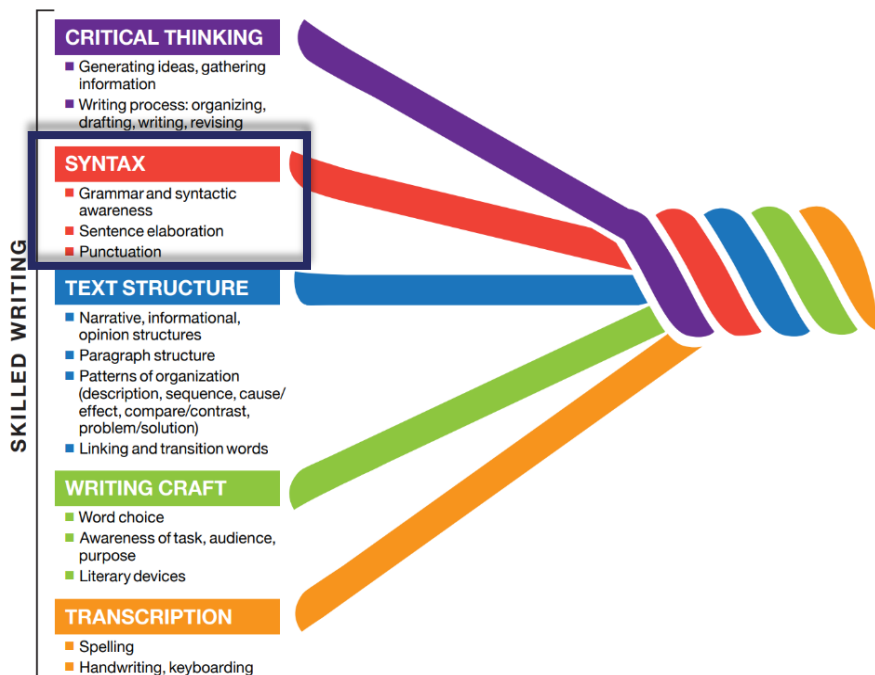
The Reading Rope Weaves Into Writing

Reading Rope

SCARBOROUGH'S READING ROPE (2001)



Writing Rope



Language
Structure/Syntax

Syntax



B.E.S.T. ELA Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
	Vocabulary (V)	Finding Meaning	Academic Vocabulary
Morphology			V.1.2
Context and Connotation			V.1.3

Communication Benchmarks	Reading Benchmarks
<p>C.1.3 Argumentative</p>	<p>Which reading benchmarks connect to this type of writing?</p>
<p>Kindergarten Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p>	<p>R.2.4 Argument</p> <p>R.2.1 Structure</p> <p>R.2.2 Central Idea</p>
<p>1st Grade Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	
<p>2nd Grade Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.</p>	

Communication Benchmarks	Reading Benchmarks
<p>C.1.4 Expository</p>	<p>Which reading benchmarks connect to this type of writing?</p>
<p>3rd Grade Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.</p>	<p>R.2.1 Structure</p> <p>R.2.2 Central Idea</p> <p>R.2.3 Author's Purpose</p>
<p>4th Grade Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.</p>	
<p>5th Grade Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.</p>	

Key Word Conversations

- Choose one card from the center of your table.
- Reflect on how the key word is relevant to the connection between reading and writing.
- Discuss the key word and connect to content from today's session and/or real-world examples.
- Take turns among group members, connecting the key words to each other when possible.

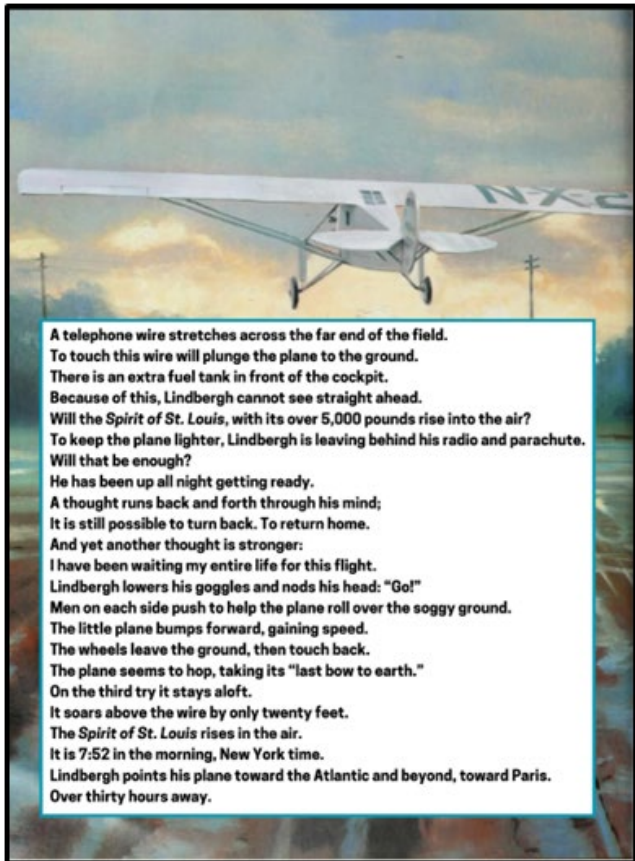


The Reading & Writing Connection: Mentor Texts



Mentor Texts to Support Both Reading and Writing

Excerpt from *Flight* by Robert Burleigh
(3rd Grade B.E.S.T. ELA Booklist)



Reading and Writing Instructional Opportunities:

R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.



Reflection

- How are teachers in your district/schools leveraging mentor texts to impact students' reading and writing skills?
- If teachers are not routinely engaged in the authentic use of mentor texts, what processes could be put into place to support this practice?

The Reading & Writing Connection: Writing in Response to Reading



Writing in Response to Reading

Planning

Explicit,
Systematic
Instruction

Student
Experiences

Plan **explicit, systematic series of experiences** that lead students to the successful writing of both short and long responses, such as essays, that grow from their reading of complex, grade-level text.

Writing in Response to Reading

Writing Prompt

Write an expository essay about how the Framers of the United States Constitution designed the government to prevent one person from becoming too powerful.

Instruction

Based on this prompt, what would I need to teach in reading? How would I connect that to what I am teaching in writing?

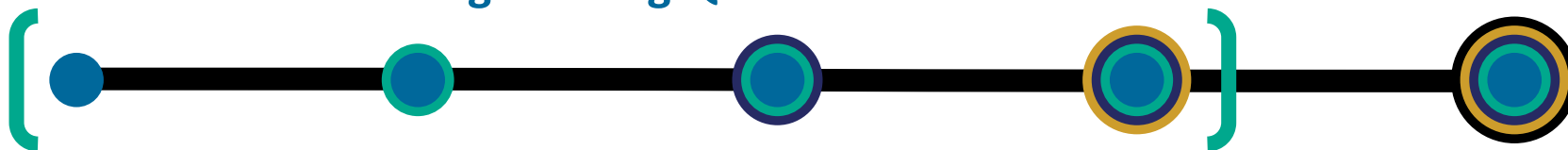
Writing in Response to Reading: Reading and Writing Reciprocity

Writing	Reading
<ul style="list-style-type: none"> Cite evidence to support the central idea. 	<ul style="list-style-type: none"> Teach students to use specific evidence from the text to support the central idea.
<ul style="list-style-type: none"> Use academic vocabulary to express ideas. 	<ul style="list-style-type: none"> Identify authors' use of academic vocabulary in texts through explicit instruction and allow opportunities for use in discussion.
<ul style="list-style-type: none"> Use varied transitional strategies to connect ideas within and among paragraphs. 	<ul style="list-style-type: none"> Build students' understanding of how authors use transitions to support the central idea.

Writing in Response to Reading



During Reading Questions



Short

Short

Short

Short

Culminating

Writing in Response to Reading

Short Response

Summarize the roles of the three branches of the U.S. Federal Government.

Based on how it is used in the passage, summarize how checks and balances work in the U.S. Federal Government.

Short Response

Complete the sentence frames to write a summary of the text: Somebody wanted ____, but _____. So _____. Then _____.

Short Response

How do the people have controlling power in the United States?

What might be some examples of governments giving into the temptations of power?

Short Response

What responsibility do the people have in the United States' system of government?

Culminating Task

Write an expository essay about how the Framers of the United States Constitution designed the government to prevent one person from becoming too powerful.



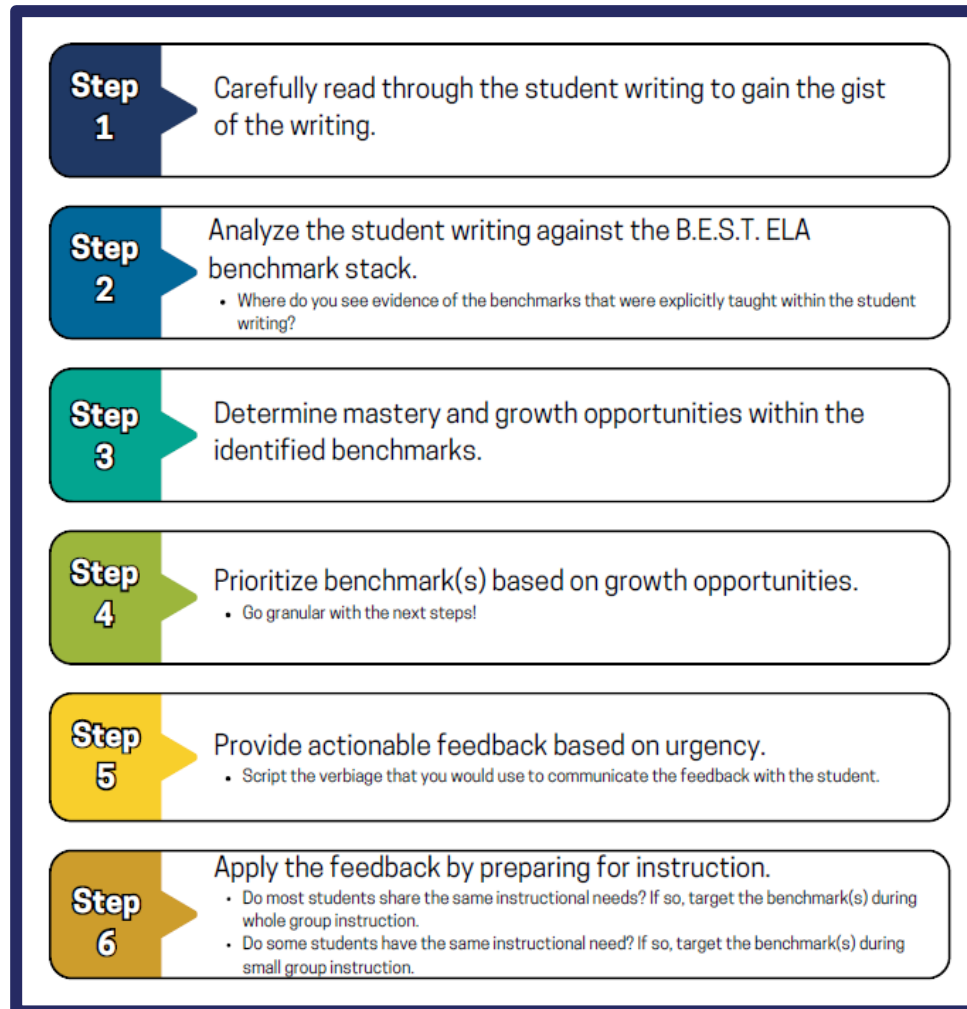
Reflection

- What current instructional practices and resources are you leveraging to support the systematic integration of reading and writing instruction?
- If students are not routinely engaged in planned instruction that integrates reading and writing, what processes could be put into place to support teachers with this practice?

The Reading & Writing Connection: Student Writing Analysis



Student Writing Analysis Protocol





Student Writing Analysis Protocol

91

2 Which description gives you a better understanding of a character: the first-person description of the store manager in "Here, Boy," or the third-person description of Vern in "Ready to Race"? Why? Cite specific text evidence to support your answer.

I get a better description of the character Vern from the third person narrator. To begin with Vern works in a stable with horses. Vern is nice, he's quit, he's old, and tall and thin. Vern in the stables he's quit and when Charlotte comes to the stables she wants to see her horses. ^{in here boy this is what we learned} And the manager crys and was in berising when the dog mas up the store.

I get a better description of the character Vern from the third person narrator. To begin with Vern works in a stable with horses. Vern is nice, he's quit, he's old, and tall and thin. vern in the stables he's quit and when charlotte comes to the sables she wants to see her hores. ^in here boy this is what we learned And the maneger crys and was in berising when the dog mas up the store.

Benchmark Stack

- R.1.3
- C.1.3
- C.3.1
- EE.1.1
- EE.3.1
- EE.5.1

Student Writing Analysis Protocol

Student task: Reading Response Which description gives you a better understanding of a character: the first-person description of the store manager in “Here, Boy,” or the third-person description of Vern in “Ready to Race”? Why? Cite specific text evidence to support your answer.			Date 12/11/23	Notes: Student Writing Self-Check <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> I remembered to: <input type="checkbox"/> State an answer to the question. <input type="checkbox"/> Cite specific evidence from the text(s) to support the answer. <input type="checkbox"/> Check spelling, grammar, and punctuation. </div>		
	ELA.4.R.1.3: Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text.	ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration and an organizational structure with varied transitions.	ELA.4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.	ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.	ELA.K12.EE.3.1: Make inferences to support comprehension.	ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.
S1	explain difference		spelling	direct quote		handwriting
S2	explain difference	more evidence		direct quote		paragraph structure
S3			spelling, punctuation	end quote		
S4	identify and explain difference	logical reasons and evidence	capitalization, spelling	cite evidence	inferences	paragraph structure
S5	identify and explain difference	logical reasons and evidence	capitalization, spelling, punctuation	direct quote, cite evidence	inferences	paragraph structure
S6	explain difference	more evidence	capitalization	direct quote		
S7	identify and explain difference		capitalization, spelling, punctuation			handwriting
S8			capitalization, punctuation, sentence structure			handwriting



Reflection

- How are teachers in your district/schools leveraging student writing analysis to impact students' reading and writing skills?
- If teachers are not routinely engaged in student writing analysis, what processes could be put into place to support this practice?

Next Steps





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