



From Short to Long Responses: Systematic Intermediate Writing Instruction



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Objectives

- Explore a systematic approach to integrate writing during reading of complex, grade-level texts.
- Engage in a process to revise student writing for coherence and development.

From Short to Long Responses: *Planning*

Selecting

Select a grade-level **text set**.

Developing

Develop a **culminating writing task** for the grade-level text set.

Develop **short response questions**, progressing from simple to complex, which scaffold both student comprehension and student responses to the **culminating writing task**.

Planning

Annotate and organize ideas with **P.O.W.** (Picking Ideas, Organizing Ideas, Writing).

Revising

Craft **coherence** by intentionally introducing, transitioning, developing and closing ideas.

Guidance and Support

Design a **systematic** approach to support incremental student writing during reading.

Peer Feedback

Structure opportunities for students to **talk** about their writing and make revisions along the way.

The Writing Situation: *Culminating Task*

14-18

stitution
and You

38-40

36-37

WINNING AUTHOR
FRITZ

Shh!
We're writing the
Constitution



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.

Partner 1

Partner 2



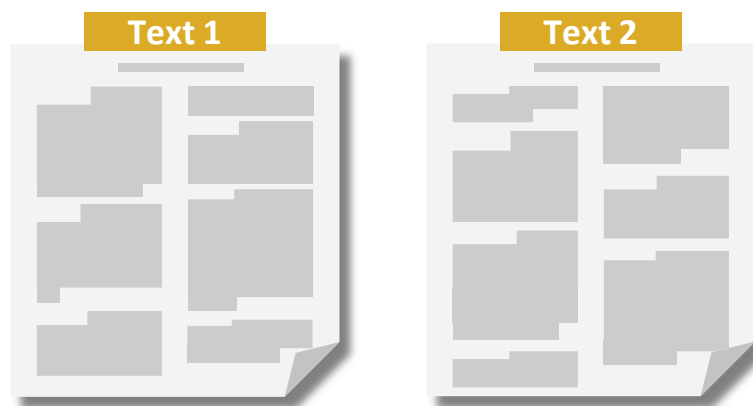
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Systematic Instruction

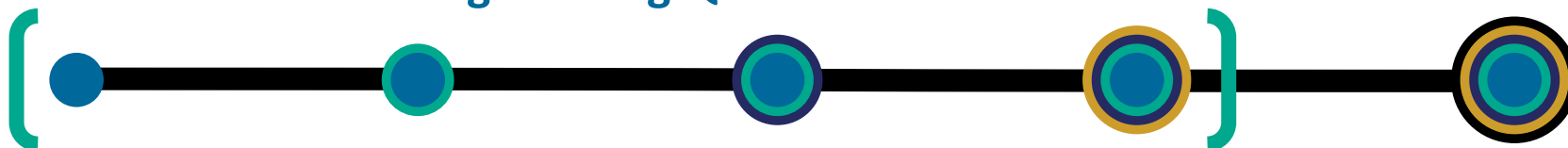
Explore a systematic approach to integrate writing during reading of complex, grade-level texts.

Systematic Approach to Writing an Essay

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



During Reading Questions



Short Response

Short Response

Short Response

Short Response

Culminating Task

Systematic Approach to Writing an Essay

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?

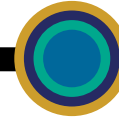
Short Response

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.

Systematic Approach to Writing an Essay



The people have controlling power in the United States because they vote to elect leaders. They vote to elect a president every four years. Also, the people elect Congress (Shh! We're Writing the Constitution). The people vote these leaders and lawmakers into the government, so they protect the people's rights. Where do they get this controlling power? The Framers gave these powers to the people in the Constitution 230 years ago (The U.S. Constitution and You).

Short Response

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

How well does the student author cite evidence to support their response?



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Revising From Short to Long Responses

Engage in a process to revise student writing for coherence.

Improving Writing: *Guidance and Support*

After a series of benchmark-based reading lessons utilizing complex, grade-level texts, students then review all their short responses to evaluate which elements of their writing can be used to develop a long response, such as an essay.

Short Response
1
Short Response
3
Short Response
5

Short Response
2
Short Response
4
Short Response
6



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.

Improving Writing: *Guidance and Support*

Score Point	Purpose/Structure	Development	Language
4 Above grade-level accomplishment demonstrated.	<ul style="list-style-type: none"> • Central idea is focused on the task and consistently maintained throughout. • Organizational structure strengthens the response and allows for advancement of the central idea. • Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the response. • Effective introduction and conclusion enhance the essay. 	<ul style="list-style-type: none"> • Skillful development demonstrates thorough understanding of the topic. • Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the central idea. • Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay. • Evidence is appropriately cited. 	<ul style="list-style-type: none"> • Integration of academic vocabulary strengthens and furthers ideas. • Skillful use of varied sentence structure contributes to fluidity of ideas. • Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. • Tone and/or voice strengthens the overall response.

Improving Writing

ELA.4.C.1.5: Improve writing by planning, revising, and editing, with **guidance and support** from adults and feedback from peers.

Central Idea

ELA.4.R.2.2: Explain how relevant details support the **central idea**, implied or explicit.

Improving Writing: *Planning*

(P)ick Ideas

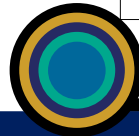
1. Annotate short responses for information that responds to the culminating writing task.
2. Decide which paragraphs best support a response to the culminating writing task.

Improving Writing: *Planning by Picking Ideas*

Question #4: How do the people have controlling power in the United States?

The people have controlling power in the United States because they vote to elect leaders. They vote to elect a president every four years. Also, the people elect Congress (Shh! We're Writing the Constitution). The people vote these leaders and lawmakers into the government, so they protect the people's rights. Where do they get this controlling power? The Framers gave these powers to the people in the Constitution 230 years ago (The U.S. Constitution and You).

Then the President must sign the law before it can be passed. The judicial branch provides another step in the process if there is a disagreement about the law. Also, the Supreme Court can strike down a law if they find it to be unconstitutional during a court case.



Question #6: What responsibility do the people have in the United States' system of government?

Question #3: Complete the sentence frames to write a paragraph.
_____. So _____. Then _____.

The people who wrote the Constitution wanted to make sure that there was no way to make a government completely safe. They created a system of checks and balances. Then no one could take over for the country without the others having a say.

Culminating Writing 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.

so the government can work.

t. The people have to choose their leaders and lawmakers who will follow the Constitution and You, the people also have to "serve on juries, to make sure so the government has enough money to do its people's job to keep up with these responsibilities

Improving Writing: *Planning by Picking Ideas*

Question #1: Summarize the roles of the three branches of the U.S. Federal Government.

One branch of the federal government is the legislative branch. This branch is also called Congress because the Congress people make laws. Another branch is the executive branch. It has the President of the United States as the leader and many other people called cabinet members. The job of the executive branch is to make sure citizens follow the laws that Congress makes. The final branch is the judicial branch. It includes the U.S. Supreme Court and other U.S. courts. The role of the judicial branch is to interpret the laws that Congress makes and decide if someone has broken the laws.

Question #2: Based on how it is used in the passage, summarize how checks and balances work in the U.S. Federal Government.

Checks and balances means that each branch has to check in on what the other branch does to make sure no branch is becoming too powerful. They make sure no branch has more power than the others: "their object was to create a kind of obstacle game which would keep the government balanced" (Shh! We're Writing the Constitution). Both houses of Congress must agree on a law before it can be sent to the executive branch. Then the President must sign the law before it can be passed. The judicial branch provides another step in the process if there is a disagreement about the law. Also, the Supreme Court can strike down a law if they find it to be unconstitutional during a court case.

Question #3: Complete the sentence frames to write a summary of the text: Somebody wanted ____, but _____. So _____. Then _____.

The people who wrote the Constitution wanted to make sure no one person could become too powerful, but there was no way to make a government completely safe from all tyranny. So the writers of the Constitution created a system of checks and balances. Then no one branch of government could make all the decisions for the country without the others having a say.

Question #4: How do the people have controlling power in the United States?

The people have controlling power in the United States because they vote to elect leaders. They vote to elect a president every four years. Also, the people elect Congress (Shh! We're Writing the Constitution). The people vote these leaders and lawmakers into the government, so they protect the people's rights. Where do they get this controlling power? The Framers gave these powers to the people in the Constitution 230 years ago (The U.S. Constitution and You).

Question #5: What might be some examples of governments giving into the temptations of power?

Some countries have governments that give into the temptations of power. The U.S. Constitution and You describes many ways that some governments are tempted by power. Some countries have rulers who are in charge their whole lives. Other governments force people to follow a specific religion. The government punishes those who don't believe the government's religion. Some governments put people in jail and punish them for no reason.

Question #6: What responsibility do the people have in the United States' system of government?

The people have many responsibilities in the U.S. government. The people have to choose their leaders and lawmakers by voting. It is important to choose leaders and lawmakers who will follow the Constitution and make good decisions. According to The U.S. Constitution and You, the people also have to "serve on juries, to protect the right to jury trials." The people have to pay taxes so the government has enough money to do things. The U.S. has a government of the people. It is the people's job to keep up with these responsibilities so the government can work.

Improving Writing: *Planning*

(P)ick Ideas

1. Annotate short responses for information that responds to the prompt.
2. Decide which paragraphs best support a response to the prompt.

(O)rganize Ideas

3. Organize the order of the short responses into body paragraphs.
4. Identify which information might go in the introduction.

Improving Writing: *Planning by Organizing Ideas*

Organize the order of the short responses into body paragraphs.

Question #2: Based on how it is used in the passage, summarize how checks and balances work in the U.S. Federal Government.

Checks and balances means that each branch has to check in on what the other branch does to make sure no branch is becoming too powerful. They make sure no branch has more power than the others: "their object was to create a kind of obstacle game which would keep the government balanced" (Shh! We're Writing the Constitution). Both houses of Congress must agree on a law before it can be sent to the executive branch. Then the President must sign the law before it can be passed. The judicial branch provides another step in the process if there is a disagreement about the law. Also, the Supreme Court can strike down a law if they find it to be unconstitutional during a court case.

Question #3: Complete the sentence frames to write a summary of the text: Somebody wanted ____, but ____, So ____, Then ____.

The people who wrote the Constitution wanted to make sure no one person could become too powerful, but there was no way to make a government completely safe from all tyranny. So the writers of the Constitution created a system of checks and balances. Then no one branch of government could make all the decisions for the country without the others having a say.

Question #4: How do the people have controlling power in the United States?

The people have controlling power in the United States because they vote to elect leaders. They vote to elect a president every four years. Also, the people elect Congress (Shh! We're Writing the Constitution). The people vote these leaders and lawmakers into the government, so they protect the people's rights. Where do they get this controlling power? The Framers gave these powers to the people in the Constitution 230 years ago (The U.S. Constitution and You).

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With your partner, organize the short responses that you circled on **Handout #2**.

Improving Writing: *Planning*

(P)ick Ideas

1. Annotate short responses for information that responds to the prompt.
2. Decide which paragraphs best support a response to the prompt.

(O)rganize Ideas

3. Organize the order of the short responses into body paragraphs.
4. Identify which information might go in the introduction.

(W)rite a Central Idea

5. Summarize the selected body paragraphs.
6. Write a central idea from the body paragraphs which responds to the writing prompt.

Improving Writing: *Planning by Writing*

Craft a central idea statement from the body paragraphs.

Central Idea

To prevent **one person from becoming too powerful**, the Framers gave the people the power to vote leaders into a **government with checks and balances**.

Some governments give in to the temptation of power.

The people have power through their vote.

The Framers wanted to prevent one person from having all of the power, so they created a system of checks and balances.



Culminating Writing 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.



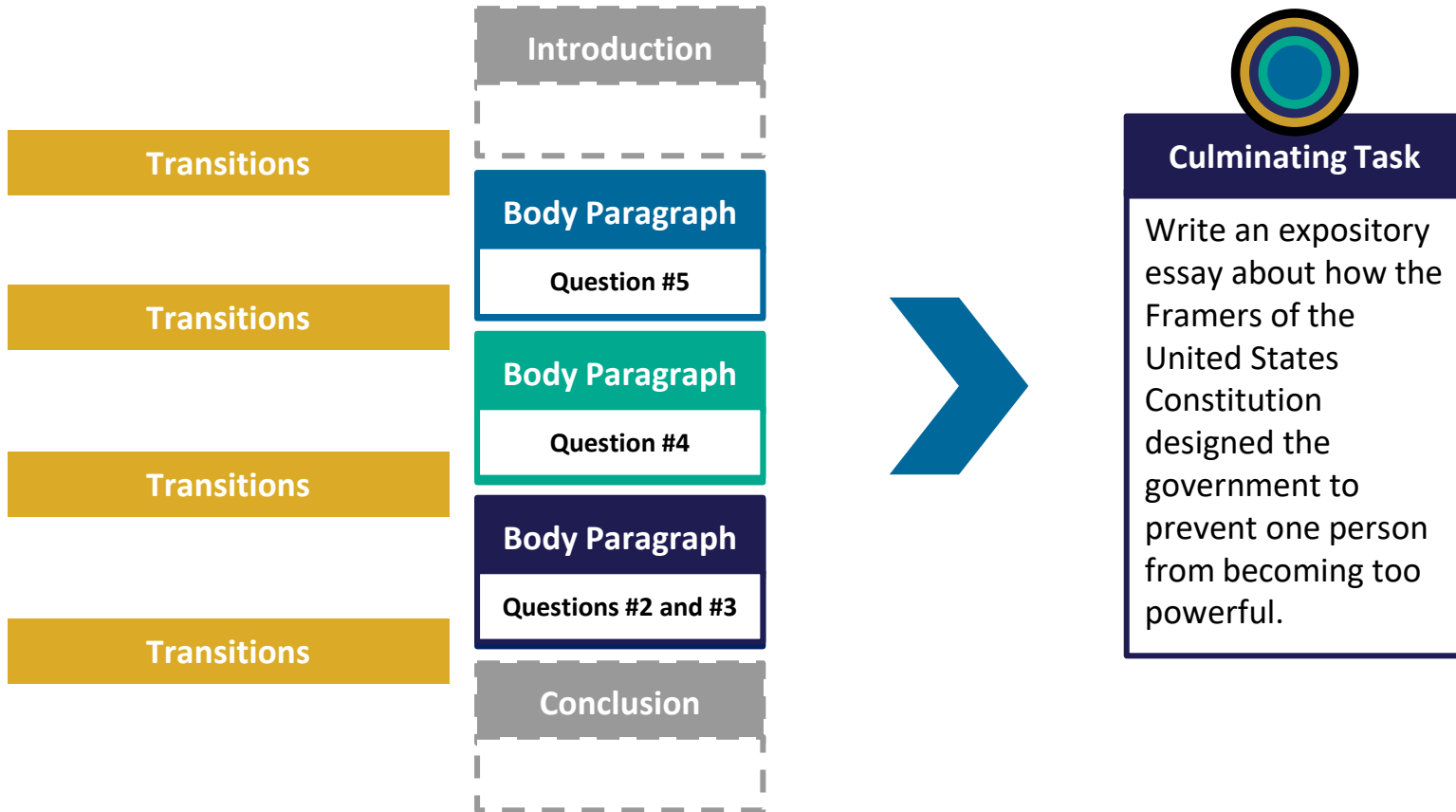
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Revising for Coherence

Engage in a process to revise student writing for coherence.

Improving Writing: *Revising for Coherence*

After students have selected the short responses that will be their body paragraphs, they engage in a three-step process to revise the short responses into a long response, such as an essay.



Revising for Coherence: *Academic Vocabulary*

Score Point	Purpose/Structure
4 Above grade-level accomplishment demonstrated.	<ul style="list-style-type: none"> • Central idea is focused on the task and consistently maintained throughout.
	<p style="text-align: center;">Language</p> <ul style="list-style-type: none"> • Integration of academic vocabulary strengthens and furthers ideas. • Skillful use of varied sentence structure contributes to fluidity of ideas. • Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. • Tone and/or voice strengthens the overall response.

Student Tasks

1. **Create** a list of **academic vocabulary** related to the **central idea** that should appear in the essay.

Constitution
government
president
lawmakers

Turn and Talk

With a partner, list words related to the topic using the text and your own background knowledge.

Revising for Coherence: *Academic Vocabulary*

Score Point	Purpose/Structure
4 Above grade-level accomplishment demonstrated.	<ul style="list-style-type: none"> • Central idea is focused on the task and consistently maintained throughout.
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Student Tasks

1. **Create** a list of **academic vocabulary** related to the **central idea** that should appear in the essay.
2. **Identify** which **academic vocabulary** must appear in both the **introduction** and the **conclusion**.

Turn and Talk

With a partner, circle which academic vocabulary must be included in both the introduction and the conclusion.

Revising for Coherence: *Academic Vocabulary*

Score Point	Purpose/Structure
4 Above grade-level accomplishment demonstrated.	<ul style="list-style-type: none"> • Central idea is focused on the task and consistently maintained throughout.
	<p style="text-align: center;">Language</p> <ul style="list-style-type: none"> • Integration of academic vocabulary strengthens and furthers ideas. • Skillful use of varied sentence structure contributes to fluidity of ideas. • Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. • Tone and/or voice strengthens the overall response.

Student Tasks

1. **Create** a list of **academic vocabulary** related to the **central idea** that should appear in the essay.
2. **Identify** which **academic vocabulary** should appear in both the **introduction** and the **conclusion**.
3. **Identify** which **academic vocabulary** should appear throughout the **body paragraphs** to develop the **central idea**.

Turn and Talk

With a partner, check off which academic vocabulary should appear throughout the body paragraphs.

Revising for Coherence: *Academic Vocabulary*

Score Point	Purpose/Structure
4 Above grade-level accomplishment demonstrated.	<ul style="list-style-type: none"> Central idea is focused on the task and consistently maintained throughout.
	Language
	<ul style="list-style-type: none"> Integration of academic vocabulary strengthens and furthers ideas. Skillful use of varied sentence structure contributes to fluidity of ideas. Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. Tone and/or voice strengthens the overall response.

of the U.S. Constitution



One way the Framers designed the government to

prevent one person from becoming too powerful is by

giving the people controlling power. This controlling

to elect

power means that people would vote in the President and

The right to vote

Congress members. voting gives the people a voice. The

people can vote to show that they like what the President

or Congress member has done or not.

4. **Revise** writing to integrate the **academic vocabulary** into the **body paragraphs**, defining and elaborating on the **academic vocabulary** as necessary.

Revising for Coherence: *Introduction*

Some countries are run by one person who has all of the power, like a king. When the Framers were writing the U.S. Constitution, they wanted to avoid tyranny because they had so much trouble under the rule of the King of England. So the Framers of the Constitution designed the government to prevent one person from becoming too powerful by designing three branches of government with checks and balances and giving the people controlling power.

Purpose of an Introduction for Expository Writing

Introduce the topic and central idea.

Possible Components

- **Opening:** an **opening** of an introduction to get the reader sufficiently interested to want to continue reading. (Consider the topic, audience and purpose when crafting a lead.)
- **Background Knowledge:** relevant details the reader might need to understand the **context** of the topic and central idea.
- **Central Idea:** a clear statement directly **addressing the writing prompt** that previews the body paragraph topics.



Revising for Coherence: *Conclusion*

The Framers of the Constitution were very wise to create so many ways to stop one person from becoming too powerful. Some governments in the world give into the temptations of power. The system of checks and balances in the U.S. is important to keep one branch of government from being tempted by the power to make and enforce laws. Also, the people have controlling power to make sure the government leaders are following the will of the people. **The only way one person can have too much power is if the people do not do their part in the government.**

Purpose of a Conclusion for Expository Writing

Provide closure to a writing piece by emphasizing or summarizing information, sharing final remarks or making an impression on the reader.

Possible Components

- **Summary**: summarize the **central idea** and relevant details.
- **Closing**: leave the reader with a sense of **closure** by referring back to the **opening** in the introduction, explaining why the topic **matters**, describing a **powerful image** or using a relevant, compelling **quotation**.

Revising for Coherence: *Transitions*

Score Point	Purpose/Structure
<p>4</p> <p>Above grade-level accomplishment demonstrated.</p>	<ul style="list-style-type: none"> Central idea is focused on the task and consistently maintained throughout. Organizational structure strengthens the response and allows for advancement of the central idea. Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the
	<p>Language</p> <ul style="list-style-type: none"> Integration of academic vocabulary strengthens and furthers ideas. Skillful use of varied sentence structure contributes to fluidity of ideas. Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. Tone and/or voice strengthens the overall response.

Purpose of Transitions

Use transition words and phrases to connect sentences, paragraphs or sections in a writing piece.

- Transitions among paragraphs:** Transitional words or phrases that link the ideas of different paragraphs together.
- Transitions within paragraphs:** Transitional words or phrases that link ideas within paragraphs together.

Revising for Coherence: *Transitions Among*

Transition **among** paragraphs by linking **similar** or **contrasting** ideas in both paragraphs.

Body Paragraph 1
Short Response #5

Some countries have **governments that give into the temptations of power**. *The U.S. Constitution and You* describes many ways that some governments are tempted by power. Some countries have rulers who are in charge their whole lives. Other governments force people to follow a specific religion. The government punishes those who don't believe the government's religion. Some governments put people in jail and punish them for no reason.

However, the United States Constitution prevents the government from giving into these temptations of power.

In contrast to other countries,

Body Paragraph 2
Short Response #3

The people who wrote **the Constitution wanted to make sure no one person could become too powerful**, but there was no way to make a government completely safe from all tyranny. So the writers of the Constitution created a system of checks and balances. Then no one branch of government could make all the decisions for the country without the others having a say.

Revising for Coherence: *Transitions Among*

Transition **between** paragraphs by linking **similar** or **contrasting** ideas in both paragraphs.

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 add information or continue a line of thought

also, another, besides, further, furthermore, in addition, likewise, moreover, similarly

With a partner, create a transition **between paragraphs** using one or more of the transitional words or phrases provided.

Revising for Coherence: *Transitions Within*

Transition **within a paragraph**.

Paragraph 2
Response #3

The people who wrote the Cons no one person could become
too powerful, but there was no **In other words,** mpletely safe from all tyranny.

balances. Then no one branch of government could make all the decisions for the
country without the others having a say. + The process of checks and balances
means that each branch has to check what the other branch does to make sure the
government is balanced. It is like a game to make sure no branch has more power

Body Paragraph 2
Short Response #2

it can be sent to the executive branch. Then the President must sign the law before it can be
officially passed. The judicial branch provides another step in the process if there is a
disagreement about the law. The Supreme Court can strike down the law if they find it to be
unconstitutional during a court case.

Revising for Coherence: *Transitions Within*

Transition **within** a paragraph.

To add information or continue a line of thought

also, another, besides, further, furthermore, in addition, likewise, moreover, similarly

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

With a partner, create a transition **within** a paragraph using one of the transitional words or phrases provided.

Review Objectives

- Explored a systematic approach to integrate writing during reading of complex, grade-level texts.
- Engaged in a process to revise student writing for coherence.

Reflect

1

What was most **valuable** from today's learning?

2

What is your **next step** to implement this learning?

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We value your feedback!

Please complete
the **evaluation** for
this session in the
Whova App.

1. Open the Whova App.
2. Open the 'Agenda' and click on the session you just attended.
3. Click on 'Session feedback' or 'Rate session' and complete the five-question evaluation.



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