



SESSION 1: INTRODUCTION + MODEL LESSON

Integrating Writing Tasks with Close Reading

**WELCOME! TODAY, WE WILL EXPLORE HOW WRITING ENHANCES
READING COMPREHENSION AND LOOK AT A MODEL LESSON YOU
CAN IMPLEMENT IN YOUR 8TH GRADE ELA CLASSROOM.**

SESSION OBJECTIVES

- Understand the purpose of integrating writing with close reading
- Experience a modeled lesson using a grade-level text
- Identify key instructional strategies to replicate in your classroom

WHY THIS MATTERS

- Writing about reading strengthens comprehension, retention, and engagement.
- It allows students to process meaning and prepare for STAAR short constructed response items.

Reference: Graham & Hebert, 2010, "Writing to Read"

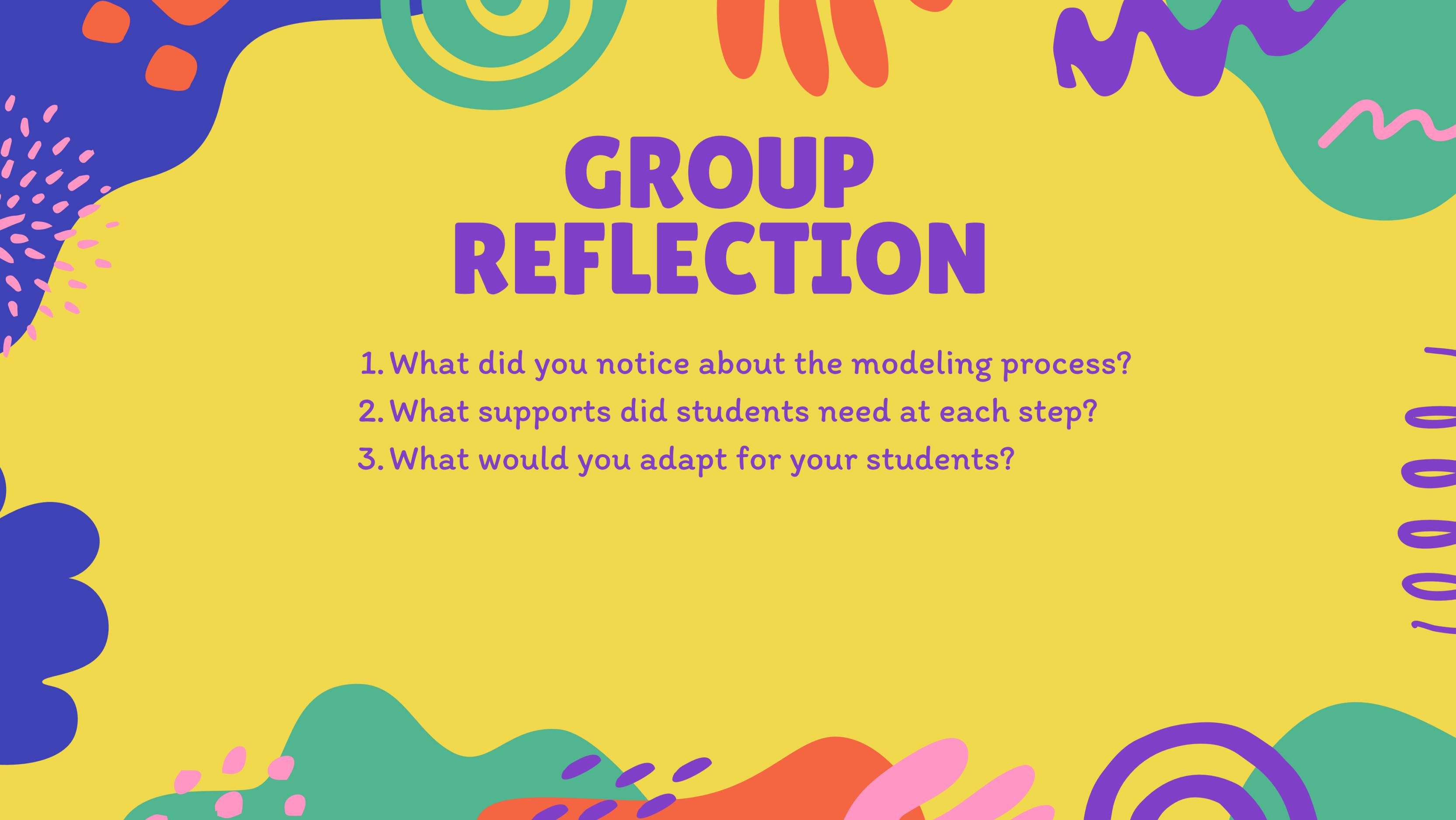
WHAT DOES TEA EXPECT?

- Short Constructed Responses aligned to genre-specific reading standards
- Evidence-based responses using text support
- Grade-level appropriate writing and analysis

MODEL LESSON OVERVIEW

Text: "Four Skinny Trees" from *The House on Mango Street*

- Step 1: First read — meaning and context
- Step 2: Annotate for figurative language
- Step 3: Respond to a writing prompt using CER (Claim, Evidence, Reasoning)



GROUP REFLECTION

1. What did you notice about the modeling process?
2. What supports did students need at each step?
3. What would you adapt for your students?

MODEL WRITING PROMPT

Prompt: How do the four skinny trees symbolize Esperanza's inner strength? Use evidence from the text to support your response.

- Scaffold: Use the CER structure to build your response.

EXIT TICKET

Prompt: In one sentence, how can writing help students understand what they read?

- Share via Google Form, SeeSaw, or aloud with a partner.



**THANK
YOU**

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