Write Here, Right Now
- Content Area Writing

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Learning Model:

- **Targets** (Design) – Learning Plan
- **Process** (Implement) – Research-Based Strategies
- **Mastery** (Assess) – Formative/Summative Assessment

LEADS Focus:

- 1.4 Activities
How do I teach both **content** and **writing**?

- Teaching students to write doesn’t require special expertise or training.
- Rethink the instructional delivery.
  - You can **guide**, **motivate**, **question**, **prompt**, **encourage**, **wonder**, **provide practice**, and **provide honest, actionable feedback** a student can use to continue improving.
Note-Taking Device

Click here for your personal copy
or
use your own paper.
Essential Question:

What are some ways I can get students to do more writing in my content area?
1½ - minute Quick Write

Q1 - What are some **benefits** to writing in class?

Q 2 - What does **writing currently** look like in my content area?
Round Robin Sharing - 1 min

Q1 - What are some benefits to writing in class?
Q2 - What does writing CURRENTLY look like in my content area?

- Start with Person 4B and continue going around the table sharing responses.
- Put a tally/check mark beside anything that someone else says that's also on your paper.
- 1 minute
Table Share Out

▷ Decide on one thing to share out.
▷ Person 3A will represent the table.

Q1 - What are some benefits to writing in class?
Q 2 - What does writing CURRENTLY look like in my content area?
College & Career Readiness

Cross-disciplinary standards
B. Writing across the curriculum
   1. Write clearly and coherently using standard writing conventions.
   2. Write in a variety of forms for various audiences and purposes.
EQ:

What are some ways I can get students to do more writing in my content area?
**EQ:** What are some ways I can get students to do more writing in my content area?

<table>
<thead>
<tr>
<th>Discipline and Sample CER Tasks</th>
<th>Academic Level</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explaining demonstrations or graphs</td>
<td>Elementary</td>
<td>The liquid on the outside of a glass of ice water comes from the air outside the glass.</td>
</tr>
<tr>
<td>Using CER to replace part of a lab report</td>
<td>Secondary/Higher Education</td>
<td>Air is matter.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explaining processes or patterns</td>
<td>Elementary</td>
<td>A positive number multiplied by a negative number equals a negative number.</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explaining a historical political cartoon</td>
<td>Secondary/Higher Education</td>
<td>The slope of the line on the graph is 2.5.</td>
</tr>
<tr>
<td>Providing evidence for a historical decision</td>
<td>Elementary</td>
<td>When horses were brought to America, they made life easier for the Native Americans.</td>
</tr>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing commentaries on quotations, anecdotes, or observations</td>
<td>Elementary</td>
<td>In the story, Carter isn’t really a bully.</td>
</tr>
<tr>
<td>Explaining authors’ intent</td>
<td>Secondary/Higher Education</td>
<td>In To Kill a Mockingbird, the mockingbird represents innocence.</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesizing the idea and affect conveyed by an art object or music</td>
<td>Elementary</td>
<td>The mother in the photograph is happy.</td>
</tr>
<tr>
<td>Explaining the skills used in the creation of an art object or piece of music</td>
<td>Secondary/Higher Education</td>
<td>The upward lines in the painting are an expression of hope.</td>
</tr>
</tbody>
</table>
EQ: What are some ways I can get students to do more writing in my content area?
Think-Write-RoundRobin

Think & Write - 30 secs; no talking
▷ Ways to use the discipline examples and/or the Writing Chopped strategy in your content area

RoundRobin - Stand-Share-Sit
▷ Starting with Person 2B, go around the table sharing what you wrote.
Give One, Get One

On 2 sticky notes:

▷ Record an idea for writing in your content area.
▷ Find someone NOT at your table to Give One, Get One - 1 min GO!
▷ Repeat one more time - 1 min
▷ Return to your seat. Now you have several ideas to take back with you!
Academic Language

Sentence Frames / Prompts

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Purpose of Academic Language Scripts

**Sentence frames** are open-ended structures that are created for specific content or a particular activity. They are useful for students to formulate a structured thought that builds their academic language fluency in the following areas and can be supplemented with a word wall or word bank.

- Sequencing
- Compare and Contrast
- Cause and Effect
- Description and Elaboration
- Claim and Evidence

Reflective Questions & Open-Ended Prompts
Examples

Reflective Questions:

- What did I learn in class? How did I learn it?
- What do I want to learn more about?
- What questions did I have that were answered?
- How does the material connect to ideas or information I already know?
- How can I use it?
- How would I explain to someone else how to do what I learned today? (This one is especially good for math.)

Open-ended Prompts:

- Today’s lesson affected my learning by…
- Something I’m still confused about is _____ because…
- One thing I’d like to know more about is ___ because…
- I can relate what I learned today and what I learned in another class by…
- What I learned will help me because…
- The most important idea I got from the discussion was ___ and I can use it to…
Create a One-Pager

Reflection -
- “The most important thing I got from today’s session was _____, and I can use it to…”

Summary - DLIQ
- What I DID
- What I LEARNED
- What was INTERESTING
- Any QUESTIONS I may have

Key Take-Aways

Content Area/Course(s)

Level (Elem, Sec)

Visual Representation of your learning

EQ: What are some ways I can get students to do more writing in my content area?
Debrief

EQ: What are some ways I can get students to do more writing in my content area?
Exit Ticket

Please leave your feedback on a sticky note at the door as you leave.  

*Thanks for coming!!*