Ways to use reading and writing in the classroom, no matter the subject area.

- **Text Dependent Analysis (TDA)** can use any text source as the point of analysis. The teacher can pull a relevant reading passage from the text book, online sources, magazines, etc. Every TDA begins with a reading. Then poses a question for the students to address in their writing. The TDA has specific steps and often requires students to cite text evidence in their writing.

- **Before, During, After (BDA)** uses the concept of chunking tasks into smaller segments. BDAs ask students to complete an activity “before” they read a section of text, then complete a “during” activity as they read and then complete an “after” element based on what they have previously completed. These type of activities easily lend themselves use the text book as a source of information. These activities are very easily student driven and once modeled at the beginning of the school year, require very little hands on instruction to start.

- **Bell Ringers/Warm Ups** lend themselves to writing about anything. They can easily review two previously taught concepts and asking students to compare/contrast or highlight points from what they have learned.

- **Free Write Fridays** gives students an opportunity write about any subject they are interested. Building in a consistent opportunity for students to write every week makes writing seem less scary.

- **Journaling** similar to Free Writing. Asking students to journal on a specific topic allows them to explore their writing without requiring a specific format.

- **Writing Prompts** provide the students with direction in their writing. For instance, in Social Studies we might use a prompt like, “As a citizen of Ancient Greece, my day would look like...” or in Science, you could use a prompt like, “If I were the cytoplasm in a cell, my job would be...” Writing prompts are limitless – as a teacher, you can create any prompt that accompanies your subject area.

Where can you find information for students to use in their writing?

- **Primary Sources and Secondary Sources**, when available are excellent sources. History classes often have this content readily available. By simply asking your colleague, these materials can be used in any class as the materials for students to use in their writing.

- **Text books** – even when you do not use the text book for your class instruction, the text book is rich with material that can be used as the basis for writing.

- **Magazines** like *Scholastic*, *National Geographic*, *Sports Illustrated*, etc., often have information that can be used for writings. Using magazines that appeal to the student’s interests often makes the writing process easier.

- **Online sources** require students to use the computer to research a topic of interest. The use of online sources can be open to the student’s choice or directed by the teacher.

- **Media Center/Library** students can use their school library to help them find materials to support their writing. The Media Specialist will almost always welcome your students and help them find the materials they need to complete their writing task.
A Great Overview for how you can help your students write:

7 Ways to Support Student Writing in Any Content Area

1. Understand how the writing process works.
   Good writing comes from pre-writing, drafting, revising, editing, then publishing. Include more of these steps and student writing will improve.

2. Model.
   If you write with students—modeling how you plan, execute, and revise your own writing—students will understand how the process works.

3. Provide sentence stems.
   Show students how to phrase concepts by giving them common sentence starters, e.g., Evidence for this can be found in _____.

4. Write in class.
   ...instead of at home. With you there, students can get feedback and help.

5. Make students read their writing out loud.
   Not as a performance at the end, but as part of revision. Reading your writing out loud—even just to yourself—is the fastest way to find problem areas.

6. Grade with them.
   Find (or make) sample pieces similar to what students will write, then score them as a class, using a rubric as a guide.

7. Let them re-write.
   Revising a piece after it has been scored can result in bigger learning gains than starting fresh.

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