

Closing the Gap: Writing to Learn Across the Curriculum

K-12

“Writing is the litmus paper of thought...the very center of schooling.” Ted Sizer



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LeAnn Nickelsen, M.Ed. brings powerful, evidence-based tools and strategies that boost student achievement with lasting results. In fact, LeAnn is a national expert at:

- ✓ **Closing Learning Gaps in Struggling Students** getting high-poverty students to grade level
- ✓ **Differentiating Instruction & Growing Literacy** to meet every students' needs in all content areas
- ✓ **Follow-up Coaching for Confidence and Collective Efficacy** from relationships to lesson-planning, feedback and better student learning



BACKGROUND: She's a former teacher of the year, a Jensen-certified, brain-research trainer for over 20 years and has authored over 13 practical books including *Deeper Learning: 7 Powerful Strategies for In-Depth and Longer-Lasting Learning* (co-authored with Eric Jensen). Her unique customized options will ensure the new learning gets implemented because of extraordinary follow-up coaching skillsets. She's worked with over 450 schools in 40 states and gets rave reviews from both teachers and leadership alike.

APPROACH: LeAnn Nickelsen gives you the “whole package” as a trainer. She always listens first, then works to *customize and personalize* your event based on exactly what you and your staff/students need. She *role models* every skill for your staff to show HOW it's done. She shares real stories and examples from real schools to drive strong, get to grade-level achievement. This approach means you get a passionate, engaging and *highly practical* training that your staff can implement immediately to raise student learning.

THE BUZZ: Read what just one of her raving fans said about her recent work:

“LeAnn has been an amazing support for Westlawn Elementary over the last two years. She immediately understood our struggle and instantly began working on ways to transform our campus. LeAnn’s guidance helped us focus on opportunities for student and teacher growth. What LeAnn does is amazing...it is really a talent. She has tremendous resources and loads of energy. She contributed tremendously in changing our campus culture to having a growth mindset, and most importantly, helping us believe we as a campus could be successful. We have many rewards from collaborating with her, and she continues to help motivate and focus our campus. We believe the possibilities are endless! LeAnn’s ability to communicate with teachers and assess the educational and emotional needs of a student is outstanding. LeAnn truly loves working with teachers, giving it her all, listening to their needs and providing guidance.”

Nichole S. & Kiandra W., Texarkana, TX (2018)

Research About Writing

- Ask students to read about and discuss their topic before writing. These two skills help students to make more coherent, logical and precise thoughts and language. While writing, new thoughts are often created and built upon new insights gleaned from reading and the discussion. “Writing takes thinking to the next level.” (Schmoker, 2006, Ch. 5)
- When writing and note-taking are consistently implemented, science content is learned better (Reeves, 2008). In schools where writing and note-taking occurred in the science classrooms, 79% scored at the proficient level versus only at the 25% level for schools that did not have that practice. Writing matters!
- Writing develops higher-order thinking skills and critical thinking skills.
- Douglas Reeves, expert in assessment and content area reading/writing, said that writing is “the skills most directly related to improved scores in reading, social studies, science, and even mathematics (Reeves, 2002, p. 5).
- According to David Conley (2007), “If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce.”
- Giving students feedback on their writing, giving them time to correct that writing with the feedback in mind, produces great writers (Graham, Harris, and Hebert, 2011).
- Three important factors to remember about writing: emphasize real audiences, students’ own authentic purposes for writing, and the need for students to learn a wide-range of writing strategies. (IRA)
- The more choices teachers make for the students’ writing assignments, the fewer responsibilities left for the students. For a very large percentage of writing assignments, students should choose their own topics. (Best Practices, 2005)
- Effective writing programs include the complete writing process.
 1. Selecting topic, finding purpose for writing, and clarifying the audience.
 2. Prewriting – considering an approach, gathering thoughts or information; free-write or mapping
 3. Drafting – organizing material and getting words down
 4. Revising – further developing ideas and clarifying their expression
 5. Editing – polishing meaning and proofreading for publication
- Teachers must model the writing process. They should model each step and self-evaluate aloud. They should conference with students often by asking them real questions about the students’ thinking process and ideas. Small groups of students should give each other feedback as well for growth. (Best Practices, 2005)

Writing Ideas for Social Studies

- **Text, Talk, Task** (Adapted Schmoker, 2011) – Create an outcome for your lesson based on your standards at hand. Have students acquire information about this topic by asking them to read articles or texts. Then, give students questions stems to discuss with one another in small groups. Writing becomes easier when we have ideas discussed and confirmed by others. Finally, give the writing task to the students. The task should reflect the outcome, reading and discussion.
 - Example: (Schmoker, 2011) – Evaluate U.S. behavior during the westward movement, including the War with Mexico, the Louisiana Purchase, and the acquisition of Oregon.
 - Example: (Schmoker, 2011) – Give your informed but personal evaluation and opinions of which African, Asian, or European country you deem to have the highest quality of life, based on readings and demographic stats.
- **End of Unit Writing** – Have students answer the Essential Questions of the Unit in essay format with topic sentences and supporting details. Make sure it is open notes/texts and done in the classroom. They will need to construct their answers (make sure to talk about plagiarism).
- **Research Projects** – In each unit, students should do several small and large research projects based on interest. Teachers can provide the list of topics that support the curriculum. Ask students to create an opinion about the event, write an argumentative paper about it with supporting details, and then present it.

Writing Ideas for Science

- While reading text or articles in science that help students get to the daily outcome, they should always summarize their learning, argue for or against the learning, and/or respond to a question in writing.

- According to Schmoker, students should write at least two long papers each year in the science classroom. Their length increasing each year. The papers should be constructed in class so teachers can monitor, guide and check for understanding so proper feedback guides their learning.
- Science writing assessments should focus on content that is clear, correct and cited. Leave the “finer” writing points to the language arts teachers (Schmoker, 2011).
- Writing Lab Reports are powerful ways to process what was learned during the labs. Have a rubric/checklist for expectations and show the students an exemplar.
- RAFT Writing is powerful in the science classroom.
R = Role of writer
A = Audience
F = Format
T = Topic
Example: R = Frog; A = Tadpole; F = Letter; T = Life Cycle
Let students choose some of the pieces of RAFT, give them the expectations and rubric for writing, and have students give each other feedback on their ideas. This is a great creative writing activity!
- Interactive Notebook – many daily writing activities to reinforce content.
- Compare & Contrast writings (compare an animal cell to a plant cell). Use graphic organizer of Venn diagram first, then summarize in paragraph format.

Writing Ideas for Math

Writing in math helps students see conceptual relationships, to acquire insights, and to unravel the logic behind confusing concepts. Writing helps students create meaning behind formulas and problems.

Employers seek graduates who can interpret data and formulate explanations for the data results. They must be able to communicate clearly and effectively about the quantitative topics.

Marilyn Burns, math expert, said, "I can no longer imagine teaching math without making writing an integral aspect of students' learning. Writing in math class requires students to organize, clarify and reflect on their ideas."

IDEAS:

- During a multiple-choice quiz or test, ask students to write explanations for why any one of the choices is wrong. After a test, ask students to explain in writing why they missed a problem and how they can fix it to make it correct.
- Show students a vocabulary word web for the unit you are about to encounter and then ask students to explain what words mean and how they connect to bigger concepts.
- Ask students to write about the similarities and differences among two concepts (multiplication and division).
- Students can write as if they are the math concept. Ask them to become a decimal or fraction and explain their importance in this world, town, and their home.
- Use the Math Writing Prompts for daily journal entries or Exit Tickets at the end of the class
- Students write their own word problems.

How to Motivate Students to Write!

- 1.) Start the writing process with them! Do the following to help their brains get started: list, chart, web, cluster raw ideas; draw or sketch ideas, brainstorm in small groups; free-write; read and research the topic; research student questions.
- 2.) Make sure there is a purpose for the writing that is very interesting to the students. Writing how-to essays has been a wonderful way to get students involved – especially if they get to choose their topic and audience! How-To writings also appeal to most students since it is applicable in the world. Writing with a purpose is the primary motivator in producing quality work. (Some purposes: to complete a job application, to get a driver's license, to organize thoughts, to explain how to do something, to stay in touch, to explain an opinion, etc.)
- 3.) Student writing should have an authentic audience beyond the teacher! Give them opportunities to share their writing with younger or older students, grandparents, parents, friends, neighbors, people with different occupations, government officials convincing them of a passion, communities to help solve a problem, thank you notes for acts of kindness, pen pals, menu for math activity, comic strips, etc.
- 4.) Encourage students to write about their real daily-life experiences. Photos they take and post, Facebook comments, chats, blogs, etc.
- 5.) Let students choose MOST of their writing topics and writing formats (within your curriculum and some outside of curriculum if time). Let them write about what concerns them most.
- 6.) If the school recognizes the importance of writing, so will the students. Have cheers, chants, and bulletin boards displaying writing from students from all grade levels and all content areas.
- 7.) Give many opportunities to publish their writing. Have them select a piece to publish. Ideas: Parent Night (Young Writers Celebration), display at Barnes & Noble's, Gallery Walk at school,
- 8.) Always celebrate writing – great way to motivate. Examples: Author's Chair, Amazing Writing in 5th Grade Bulletin Board, Parent Luncheon, share with the principal, share with another class, etc.

9.) Teachers must provide the Criteria for Success so students know exactly what you are wanting. They need feedback often from the teacher and other students. They need lots of modeling to feel they can write well.

10.) Share lots of examples of good writing and list the reason why they are excellent! Share examples of your own writing too – they love to get to know you better. Show them your rough drafts, revision marks, brainstorm, and final copy too!

11.) Ask the students lots of questions to help them with their ideas on paper. Many times, students struggle to pull all the supporting details on paper, so gaps are often present. Rather than tell them what needs to change, ask them questions.

12.) Accept different forms of writing on the same topic. If the topic is the forest, accept reports, poems, creative writing stories, plays, or songs.

13.) Collect writing and place in a portfolio to show the importance of their rare collections. It shows the growth made as well which is very motivating!

14.) Before writing, show objects, images, pictures, and other items that help students see the details of what they will be writing about. Don't forget to discuss it too!

15.) Create a class newspaper so that many students write for a purpose and get to choose their topic of interest.

16.) Make writing a habit – something that just happens each day in small ways and sometimes big ways. Practice journal writing and give students a choice of about 2 prompts. Show them your journal entry to get them started. Always find a way to give them feedback on this journal so they feel it is worth the time.

17.) Be creative with how students showcase their writing. Some ideas could be: pop-up book, soft cover book with construction paper or material scraps, mounted and framed, Googled Imaged, Poster-Size ad, etc.

18.) Draw first, then write. This works for many students - you just might need to give them a time limit on the drawing.

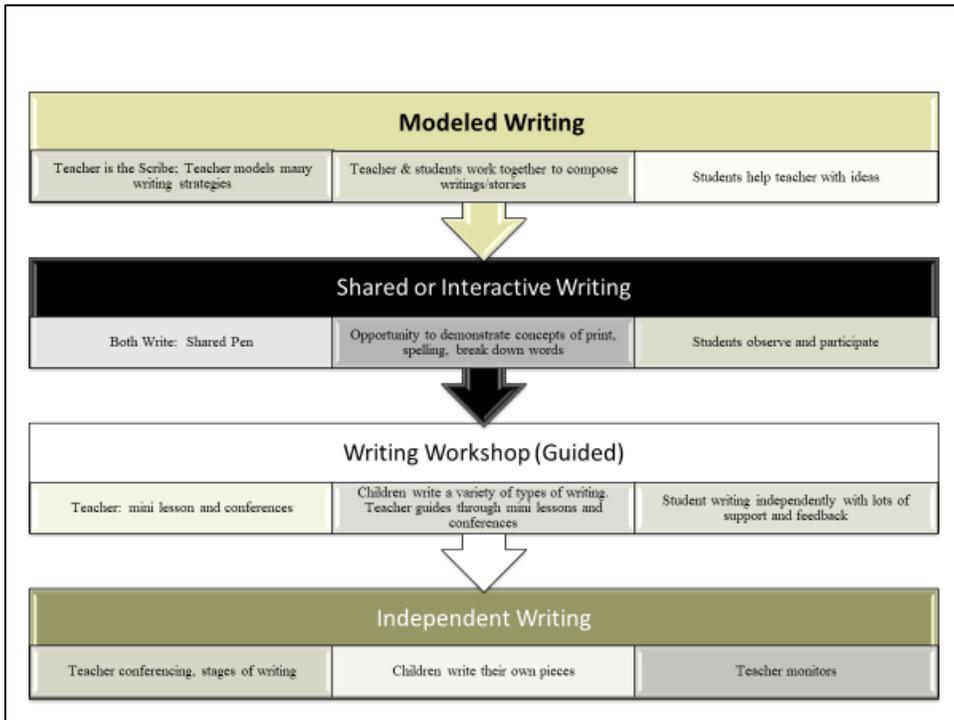
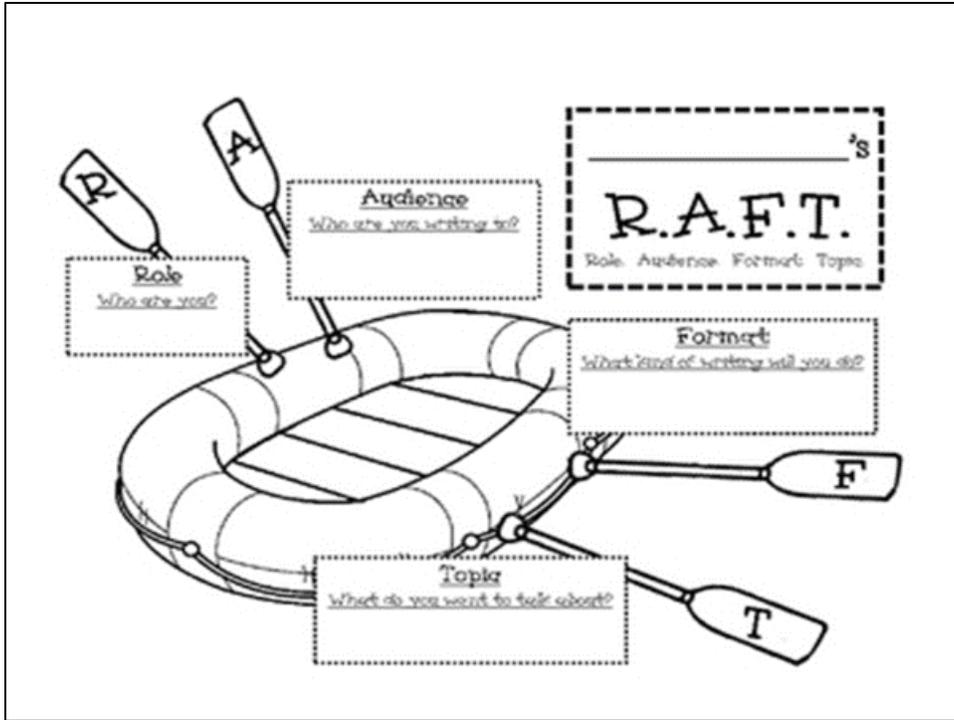
Window Pane Note-Taking

<p>1. Plan your writing details on a lesson plan template that your grade level/school agrees upon.</p>	<p>2. Explicitly teach students the skills of writing. Guided writing is so important. Do it in a Gradual Release of Responsibility way.</p>	<p>3. Teach them how to organize their writing.</p>
<p>4. Differentiate the Criteria for Success by creating 2-3 different checklists or student self-assessments with slight differences to meet students at their “slightly challenged” level.</p>	<p>5. Make time to give LOTS of verbal feedback for their writing.</p>	<p>6. Ensure that you writing activities are a variety: informal writing, proposed writing and published writing.</p>

Bringing It All Together – Writing Lesson

GOAL: Create a writing prompt that the students in your grade level will respond to soon. Use your grade level standards, and make this a challenging piece of writing with clear criteria. It will be a published piece of writing. What is the prompt to get them excited about the plan? It will take several days to complete. It can be tied to science/social studies.

<p style="text-align: center;">Writing Standard:</p> <ul style="list-style-type: none"><input type="checkbox"/> Narrative<input type="checkbox"/> Opinion/Argumentative<input type="checkbox"/> Informative <p>Write It Out:</p> <hr/>	<p style="text-align: center;">Potential Skill(s) to Teach the Students</p> <p>Mentor Text:</p>
<p>Writing Prompt:</p>	
<p>Criteria or Student List (use LeAnn’s blank template if you want):</p>	
<p>Other things to Know about this Writing and Lesson:</p>	



Word Choice Checklist

- I used the following lively, unique verbs:
- I used the following adjectives to describe the following nouns:
- I don't have any taboo words, but instead, I used:
- These are words that I put great thought into:
- I used the following similes and metaphors:
- My favorite words in this writing are:
- I used the following unique phrases:
- I can mentally picture the following part of my writing:
- My favorite dialogue sentences are:
- I feel that I achieved my writing goal by doing...
- I am going to change the following words:

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Text-Based Language

- ✓ On page ____, it said...
- ✓ The picture shows that...
- ✓ The caption said...
- ✓ The author said on p. ____,
- ✓ I think _____ because in the book it said...
- ✓ " "
- ✓ For instance...
- ✓ Based on what I read...

R.A.N. CHART

Reading and Analyzing Non-Fiction

(adapted from Tony Stead)

Purpose:

The R.A.N Chart is a visual and kinesthetic tool to help students organize their thoughts when reading and analyzing non-fiction text. It allows students to keep track of their note taking while doing informational reading and organize their notes into informational writing.

Construction:

1. Obtain one red folder and one green folder.
2. Open the red folder and green folders so they are flat. Tape the left side of the green folder to the right side of the red folder.
3. Fold the folders into one with the red being the cover.

Place stickers/labels on the folders:

Front Cover- (Red) - Reading and Analyzing Non-Fiction (adapted from Tony Stead)

First Page- (Red) – “K” What I think I know

Second Page- (Green) – “C” What I confirmed- “Yes! I was right”

Third page- (Green) – “L” What I learned- “What new things did I learn?”

Fourth Page (Green) – “W” What I wonder- “What do I still want to know?”

Back Cover (Red) – “M” Misconceptions I had- “What was I not able to prove?”

Directions for Implementation:

In this reading strategy, students begin by *brainstorming what they think they know* on a topic. These ideas are written on individual post-it notes and placed in the first page of the folder chart (“What I think I know”). Learners then read a text. When they find a **confirmation** in the text, that post-it is transferred to the second page (“What I confirmed”). After the first reading of the text, students review their post it notes. Then, they re-read the text to discover if there is any new information they learned that they would like to add to the third page, **new learning** (“What I learned”). *The fourth page can be for anything that students wonder and still want to know (“What I wonder”).* Students can also attend to any **misconceptions** they may have about the content. They can note these on post-its and add them to a fifth page- back cover (“Misconceptions I had”). These misconceptions may be revised by adding qualifiers (“sometimes” instead of “always”) and added to the new learning page. If an idea can be confirmed by adding a modifier (most of the time, often, rarely), it can be moved to the appropriate page. Post-it notes on the green pages are ones that can be included in a report or paper. Green= Go (include in report) Red= Stop (do not include in report)

Strategy: 3 x 3 Writing Frame

Silver, Harvey; Thomas Dewing; Matthew Perini. (2012). The Core Six: Essential Strategies for Achieving Excellence with the Common Core. Alexandria, VA: ASCD.

Description: This is a simple 3 x 3 graphic organizer to help students structure a good essay and plan out its beginning, middle and end. It is simple to use in all content areas.

<i>Beginning</i> <i>What are you trying to prove?</i>	<i>Middle</i> <i>What is your evidence?</i> <i>Prove It.</i>	<i>End</i> <i>How will you close the writing?</i>
Make your case or restate the question	Magic THREES: reasons, causes, and purpose. Make sure to ELABORATE on each reason with examples, research, etc.	State your purpose for writing again and create a question to continue to think about
Student Plan:	Student Plan:	Student Plan:

EXAMPLE: Harriet Tubman – Persuasive Writing

<i>Beginning</i> <i>What are you trying to prove?</i>	<i>Middle</i> <i>What is your evidence?</i> <i>Prove It.</i>	<i>End</i> <i>How will you close the writing?</i>
Make your case or restate the question	Magic THREES: reasons, causes, and purpose. Make sure to ELABORATE on each reason with examples, research, etc.	State your purpose for writing again and create a question to continue to think about
Student Plan: <i>Harriet Tubman is a person to be admired and respected today.</i>	Student Plan: <i>1. Brave – Risked her life to free people from slavery</i> <i>2. Smart – Helped create the paths to the Underground RR</i> <i>3. Not Selfish – Sacrificed her own life to make sure her children and grandchildren would never be slaves</i>	Student Plan: <i>Harriet Tubman saved many people from a life of slavery. She should be remembered for her courage.</i>

Color Coding to Organize

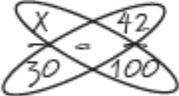
Color	Purpose
Green	Go! Start by telling the reader what the WHOLE piece of writing is about. Claim or thesis.
Yellow	Slow Down for the Big Ideas to support the main idea
Red	Stop! For Details
Green	Conclude: Go back and remind the reader what the writing was about

Criteria for Informational Writing

0 - Not there
 1- Parts of the criteria were included
 2- Good effort; more elaboration needed
 3 - All criteria in writing

Criteria	Student	Peer	Teacher
1. I introduced a topic clearly with topic sentences (claim). My lead grabbed reader's attention.			
2. The middle section of my writing was organized/grouped logically.			
3. I used headings, illustrations, graphics, and multimedia appropriately.			
4. My topic was developed with evidence such as: facts, definitions, concrete details, quotations or other information and examples related to the topic.			
5. The answer has at least three text-based or note-based references to support it (sourced accurately, truly support answer).			
6. Ideas are linked appropriately with words, phrases and clauses.			
7. At least _____ vocabulary words are used to explain the answer (underline) (Tier 2 or 3).			
8. I wrote a strong concluding statement related to the information in my writing. It makes the reader think.			
9. Conventions (spelling, grammar, usage, punctuation, capitalization, etc.)			

Name: _____		Rate:	0	1	2	3	4	5
Solve:	Explain how to solve:							
	_____						Success looks like:	
	_____						<input type="checkbox"/>	
	_____						<input type="checkbox"/>	
	_____						<input type="checkbox"/>	
Answer:	_____						<input type="checkbox"/>	
	_____						<input type="checkbox"/>	

Name: <u>Rhiana S.</u>		Rate:	0	1	2	3	4	5
Solve:	Explain how to solve:							
What is 42% of 30?	You build the equation, then you criss						Success looks like:	
	cross the 42 percent and the 30						<input checked="" type="checkbox"/> Complete sentences	
$100X = 1260$	then multiply them. Then you criss						<input checked="" type="checkbox"/> Percent	
is $\frac{\quad}{\quad}$ %	cross the variable and the 100, then						<input checked="" type="checkbox"/> Variable	
of 100	you put $100x = \dots$ Then you move the						<input checked="" type="checkbox"/> 3 Steps	
Answer:	decimal twice since it's 100 and you						<input type="checkbox"/>	
12.6	get your answer.							

Writing Criteria Checklist

Type of Writing: _____ Name of Student: _____

Criteria	Me	Peer	Comment

Dynamic Duo Feedback

Directions: Use the teacher-provided rubric to determine the score you believe you deserve on this work (project, writing, lab, etc.). List the evidence to support your score. Have a partner do the same for your paper on the right-hand side.

My Work Deserves the Score of: _____	This work deserves the Score of _____
Name of Author of Work:	Name of Assessor:
Evidence to Support my Score (Use words from the Rubric and share specific examples from your work)	Evidence to Support this Score (Use words from the Rubric and share specific examples from your partner's work)
Strengths of the Work:	Strengths of the Work:
How I will improve it after this analysis:	

PQP+ Feedback Form

Author of the Writing: _____ Author of THIS Feedback: _____

Date: _____

PRAISE <ul style="list-style-type: none">• I like the way...• I like the part...• I noticed that...• This reminds me of...	1. 2.
QUESTION <ul style="list-style-type: none">• Ask questions about things you want to know more about or don't quite understand:• Why did you...• How could you have...• Did you think about...• What if you did...	1. 2.
POLISH <ul style="list-style-type: none">• Give suggestions to improve the writing. Writer can accept or reject any suggestions.• Explain why and how the suggestion could improve the writing.	1. 2.
+ Plan to Change <p>What pieces of feedback will you incorporate into your writing? What is your plan for improving your writing after this process?</p>	By Author:

TAG Feedback

Tell	Tell something you liked about his/her writing. <ul style="list-style-type: none">• I liked how you...• My favorite part is...• The best idea from your writing is...because...
Ask	Ask a question about his/her writing. <ul style="list-style-type: none">• What happened after?• How was this character feeling when...• Why did you place this here?• Could you have...• Who is in your picture?
Give	Give a suggestion about what you think could make the writing better. <ul style="list-style-type: none">• I suggest that you...• I think you should fix...• Add the following details...

Conferring with Writers

(Adapted from Lucy Calkins Approach)

Purpose

- Move the writer to the next writing level by coaching him/her on the individual needs
- Identify writer's strengths and growth opportunities

Component	Information
Research Listen & Diagnose	<ul style="list-style-type: none"> • Listen to the student read his/her writing - right from where he/she is • OR look at a piece of writing from the past to determine what you want to help students move forward with • Diagnose: <ul style="list-style-type: none"> ✓ One thing they're doing well ✓ One thing they need to work on
Compliment	<ul style="list-style-type: none"> • <i>Always</i> start by complimenting the scholar on ONE thing he/she is doing well • Gives student confidence as a writer • Reinforces something he/she may not even realize is being done • Scholar buys in to whatever you're going to say next
Teach & Model	<ul style="list-style-type: none"> • Teach ONE thing • Don't sugar coat—tell the student what he/she <i>is NOT</i> doing well • Explicitly state what they need to do differently • Model • Make sure you're teaching the writer in a way that allows him/her to apply skill to ALL types of writing, not just the one at hand
Try	<ul style="list-style-type: none"> • Ask the student if he/she is ready to try • Student can go back to seat to correct OR correct on the spot – make sure to follow-up and check it! • Praise or reteach – Try again if needed
Connect/Link	<ul style="list-style-type: none"> • Restate teaching point and remind student to do this <i>every</i> time he or she is writing • Remind student you will be holding him/her accountable • OPTION: Create a Bookmark so student is reminded of this point while writing the next time.

Writing Conferring Notes

Student: _____

Date:	Compliments:	Teaching Point & Other Notes:

The Important Book

The most important thing about _____:

Write 3 other facts about _____:

1.

2.

3.

The most important thing about _____:

Let's Write! The Essential Component for All Learning

By: Olathe Public Schools, Kansas

All pre-K-12 classrooms incorporate writing for a range of tasks, purposes, and audiences. "If we could institute only **one** change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce".

(David Conley *College and Career Ready*.)

The following chart outlines three types of writing infused into each grade level. *CORE SIX* Silver, Dewing, Perini (2012)

	Informal Writing During Learning	Constructed response, or prompted writing (Readable Writing)	Process Writing (Polished Writing)
Descriptions and purposes	<p>Referred to as Provisional Writing</p> <p>A form of quick writing that slows down and opens up the thinking process</p> <p>Purpose: to capture interest, draw out prior knowledge, review and check understanding of content, provoke thinking, spur reflection</p> <p>Time: Two to five minutes for generating, clarifying, or extending ideas or to react to important content</p> <p>Assessment: Observation during the process, occasional collection to monitor completion of assigned task, and awareness of understanding for purpose of guiding instruction</p>	<p>Similar to a classroom essay, prompted or constructed response, readable writing requires students to clarify their thoughts and develop an organized structure for an audience. Carefully crafted writing prompts align with different writing purposes (informative/explanatory; argument; narrative, comparison, analysis, description)</p> <p>Purpose: Develops writing ability specific to the discipline; captures key learning content and student understanding from the course; aligns with higher level thinking through prompted responses</p> <p>Frequency: Assign regularly (recommended 12 per year per course) Time depends on assignment: on-demand writing in class, or combination of writing in class and refining ideas beyond class</p> <p>Assessment: When assessed, teacher assesses depth of understanding and ability to construct "soundly reasoned" responses.</p> <ul style="list-style-type: none"> • Shared with an audience (peer partner, group) • Teacher may collect and score a minimum of 4-6 of 12 assignments completed 	<p>Students complete the writing process from collection and organization of initial ideas (prewriting) to producing a "polished" final draft.</p> <p>Purpose: Requires students to synthesize, apply inquiry, demonstrate conceptual understanding, and apply organizational and complex language skills. Focuses on critical content and integrated learning in a single or multiple disciplines. Demonstrates student independence and preparation.</p> <p>Time: Writing moves through progressive phases over time</p> <p>Frequency: Best planned as a collaborative disciplinary team for awareness of expectations. Frequent shorter "research" (1-2 days) supports success with longer assignments.</p>

		<ul style="list-style-type: none"> • Criteria or rubric shared when assignment is introduced (establishes the criteria of <i>readable</i> writing: quality of thinking, ideas accuracy, evidence; courtesy to the reader in using correct writing conventions, grammar, spelling) • Student models develop understanding 	<p>Assessment: Multiple assessments may be scheduled throughout the process.</p> <ul style="list-style-type: none"> • Outline of writing process expectations with due dates • Criteria or rubric • Formatting expectations taught and supported through examples • Writing tools referenced • Student writing models used during instruction • Multiple opportunities for peer(s) sharing and feedback • Feedback process taught/modeled
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Examples of Writing Opportunities (partial list) - ELEMENTARY			
	Daily/Informal Writing	Constructed Response/Prompted Writing	Process/Polished Writing
Informational Writing	Interactive Notebook Journal/Learning Log Brainstorming Note taking Making Tracks Listen Right Information Equation Exit/Entrance Slip	Constructed response Science Lab Report Report/Analysis Write Up Summarizing Analysis of multiple sources of information Essay Blog	Research (short assignment 1 – 2 days and extended projects) Report Six Trait Writing piece RAFT paper Essay contest News article Nonfiction book How-to book Biography Science Fair Project

Argument/ Opinion Writing (elementary)	Interactive Notebook Journal/Learning Log Brainstorming Note taking Making Tracks Exit/Entrance Slip	Constructed response Science Lab Report Summarizing Analysis of multiple sources of information Book Review Essay Blog	Research (short assignment 1 – 2 days and extended projects) Six Trait Writing piece RAFT paper Essay Contest Letter Editorial Reviews Speech
Narrative Writing	Response/reaction Brainstorming Making Tracks Finding the Spark Story Map Journal Exit/Entrance Slip	Constructed response Essay Character study	Story to explain an imaginary figure/real life person Six Trait Writing piece Personal narrative Fiction

Stop-N-Think with Check Points

Stop #1 -	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet
Stop #2 –	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet
Stop #3 –	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet
Stop #4 –	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet
Stop #5 –	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet

Steps for Students to Take When Drafting a Response:

BEFORE WRITING:

- Students should **read** and **discuss** information that will prepare their brains to write about the topic.
- Students should understand the Criteria Checklist (kid friendly list of requirements) of the writing prompt. What it will take to be successful with this assignment: What is expected; how they will be evaluated?
- Students should see an exemplar of what is expected and how it was scored using the checklist above.

1. Students should **read the question** slowly and **mark** key words in the question. We recommend that they circle the verb(s) of how to think and underline the specific content or key terms they will need to focus on in the answer.

2. Students should **restate the question** in their own words (verbally).

3. Students should then restate the question as a topic sentence to start the writing prompt (Turn a question into a statement stem – write it now). Make sure they use key words from the question.

4. Student should reflect on how they will answer this prompt. They need to **THINK** and **VISUALIZE** what the answer is. Students create a **PLAN** (graphic organizer) so they include all of the pieces required for the writing.

5. Students will now **answer the question** thoroughly. If the answer is “right there” the student might need to **skim the text** they read and **collect the necessary information** to answer this prompt. If the question requires an inference (most questions will), students need to understand they will pull from the text AND their own schema (their experiences and background knowledge). At this point, they write the answer(s) to the question. Strategies to help students FIND answers in text: While first reading the article or text, use text tagging symbols to “jot a thought” with pencil. This will prime the brain to remember certain pointers during that read.

- While reading the text, encourage students to take note of the pictures they encounter. Picture clues can help students draw inferences.
- Ask students to highlight the answers first or a clue to the answer. Think if this really makes sense, and then declare it as the answer.
- Before thinking about the answer, ask kids to rehearse the prompt question and key words they found while they were skimming (this will keep the focus on their working memories)
- Give students a plastic or paper-form of a magnifying glass to “assist” with the search for the answer(s) in the text.
- MODEL, MODEL, MODEL how to do these pieces!

6. Students need to **give reasons why this answer or evidence from text works** (cite evidence). This step is called Text Evidence: Proving what we know or proving my answer. They will want to use key phrases that prove it such as:

- On page ____ it said...
- The picture shows...
- The caption said...
- The author said on page ____...
- For example, ...
- The article/book/text said...
- I think _____ because...
- According to the author/text...
- Because...
- For instance, ...
- Based on what I read...

7. **Complete by writing out** the plan in complete sentences and in logical order. (Refer to your plan). Make sure there is a beginning, middle and end.

AFTER WRITING:

Reread your answer to make sure you answered all parts of the question.

Reread for fluency and convention check.

Evaluate your masterpiece with the Criteria Checklist given to you before writing.

LIST OF RELATED CITATIONS

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