

# Writing Across the Curriculum

Participant Handout



## Writing Across the Curriculum Session Agenda

Component	Objectives
Welcome	Connect with your fellow teachers and the Imagine Learning EL Team. Review the day's agenda and set the purpose.
What is Writing for Understanding?	Build your understanding of how Writing for Understanding is integrated in the EL Education curriculum to help students engage more deeply in texts and ideas.
How does Writing Connect to Content?	Explore the different ways writing helps students build understanding throughout the modules. Participants will take a deep dive into the Read-Think-Talk-Write cycle within grade band lessons.
Break	Get up and stretch.
How does EL Education Support Students with Writing?	Using the UDL principles as a guide, we will explore all of the supports built into lessons to help students with writing.
Lunch	Take a break to enjoy lunch with the team.
How do Students Experience the Writing Process?	Now that you understand the supports and structure of writing, we will walk through the process that we use with students beginning with a model essay.
Break	Get up and stretch.
Grade Level Planning for Writing	Time to work in your grade level teams to plan to support writing throughout upcoming lessons.
Closing	Review the day's learning and provide feedback.

### Session Learning Targets

- I can explain what writing for understanding is.
- I can identify the connections between writing and module content.
- I can explain how EL Education supports students with writing.
- I can plan for the writing process for all students using EL Education's Writing for Understanding.

## Writing Standard Progression: Opinion/Argumentative

Anchor Standard CCSS W.1 - Write arguments to support claims in an analysis of substantive topics of texts using valid reasoning and relevant and sufficient evidence.		
Grade 3	Grade 4	Grade 5
Write opinion pieces on topics or texts, supporting a point of view with reasons.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

## Writing Standard Progression: Informative/Explanatory

Anchor Standard CCSS W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 3	Grade 4	Grade 5
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically

## Writing Standard Progression: Narrative

Anchor Standard CCSS W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade 3	Grade 4	Grade 5
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>

## Describe Your Last Lesson's Read-Think-Talk-Write Cycle

A large, empty rectangular box with a dark blue border, intended for the user to describe their last lesson's Read-Think-Talk-Write Cycle.

### 3-5 RTTW Practice Lesson

## Finding the Gist and Unfamiliar Vocabulary: Page 26 of *One Well*

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Paragraph 1 <ul style="list-style-type: none"> <li>· Beginning with “Water has ...”</li> <li>· Ending with “... all life on Earth.”</li> </ul>			
Paragraphs 2-3 <ul style="list-style-type: none"> <li>· Beginning with “But Earth’s One Well ...”</li> <li>· Ending with “... on the planet.”</li> </ul>			
Paragraph 4 <ul style="list-style-type: none"> <li>• Beginning with “By becoming ...”</li> <li>• Ending with “... every drop counts!”</li> </ul>			

## Supporting Student Writing

Lesson:
Writing Task:
Scaffold(s) Included: (Indicate MMR, MMAE, or MME)

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## Writing Process QuickWrite

How does knowing the writing process used in your grade band help you plan to best support students?



## Weekly Planning with a Writing Focus

Lesson	Writing Task(s)	Writing Scaffolds/Supports	Connection to Future Writing Assignment

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## Poster Walk Notice & Wonder

I notice ...	I wonder ...
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## Debrief QuickWrite

Based on your original Glows & Grows, what have you learned to help your students Grow?

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