

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 6	Grade 7	Grade 8
<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● Introduce claim(s) and organize the reasons and evidence clearly. ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from the argument presented. 	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish ● the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented.

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 6	Grade 7	Grade 8
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and 	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.

<ul style="list-style-type: none">• Establish and maintain a formal style.• Provide a concluding statement or section that follows from the information or explanation presented.	<p>domain-specific vocabulary to inform about or explain the topic.</p> <ul style="list-style-type: none">• Establish and maintain a formal style.• Provide a concluding statement or section that follows from and supports the information or explanation presented.	
--	---	--

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 6	Grade 7	Grade 8
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows 	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences 	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the

<p>from the narrated experiences or events.</p>	<p>and events.</p> <ul style="list-style-type: none">• Provide a conclusion that follows from and reflects on the narrated experiences or events.	<p>action and convey experiences and events.</p> <ul style="list-style-type: none">• Provide a conclusion that follows from and reflects on the narrated experiences or events.
---	---	---

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

6-8 RTTW Practice Lesson

Analyze Poetry Note-Catcher

Poem Title and Poet:

Analysis

Reread the poem. With a partner, complete the chart below.

<p>Gist How is the poem organized?</p> <p>What is the gist of each section (line, couplet, or stanza) of the poem?</p>	
<p>Structure How does structure (including rhyme and repetition) contribute to meaning?</p>	<p>Language How does the language (including word choice and figurative language) in the poem influence meaning?</p>
<p>Theme What is a theme of this poem?</p>	

Supporting Student Writing

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

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

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

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

Poster Walk Notice & Wonder

I notice ...	I wonder ...
--------------	--------------

Debrief QuickWrite

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

--