

# 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.

Kindergarten	Grade 1	Grade 2
Using a combination of drawing, dictating, and writing to compose opinion pieces which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (ex: My favorite book is....)	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

## 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.

Kindergarten	Grade 1	Grade 2
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## 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.

Kindergarten	Grade 1	Grade 2
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

## K-2 RTTW Practice Lesson

# Dangers That Bats Face and Reasons Bats Are Important: Class Notes

Dangers That Bats Face (red)	
Reasons Bats Are Important to Plants (yellow)	Reasons Bats are Important to Other Animals (blue)

## 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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