

TEACHING WRITING TO LEARN CONTENT

AT THE SECONDARY LEVEL

Presenters:

Maria Elena Faz-Enriquez

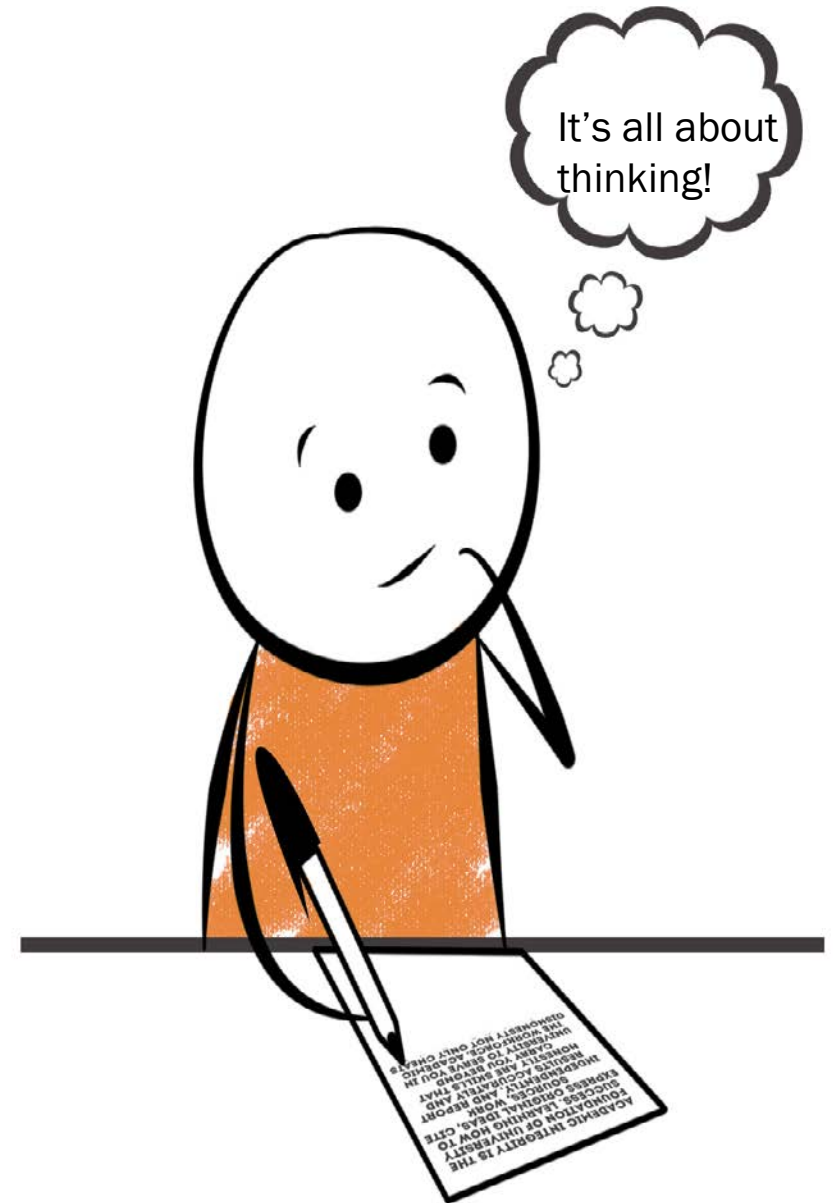
ESL Strategist at Secondary Level

Sonia Pena

ESL Strategist at Secondary Level

Today's Objective:

Teaching students (ELLs)
how to write
with support to learn
content.



Research states that along with
reading comprehension,

The Writing Skill = Academic Achievement



It is essential for
success in post-secondary education.

The 2017 NAEP (National Assessment of Educational Progress) writing assessment scores for **grades 8 and 12** were as follows:

- **73%** of eighth graders and **73%** of twelve graders do not reach proficient in their grade level.
- About a third of high school students intending to enter higher education do not meet readiness benchmarks for college-level English composition courses, and among certain ethnic groups, the percent is higher: **50%**.
- Once in college, **20%** of first-year college students require a remedial writing class and more than half of them are unable to write a paper relatively free of errors.
- At least a quarter of new community college students enroll in remedial writing courses.

Effective Writing

includes two sets of skills:

Learning to Write

- Composing skills using the writing process:
(prewriting, drafting, revising, editing, publishing)
- Transcription skills (punctuation , capitalization, spelling, handwriting/keyboarding)
- Knowledge of text structure.

Writing to Learn

Using writing as a tool to promote content learning.
Students write what they think on paper.



Writing to learn tasks are based on:

1. Reading
2. Classroom discussion
4. Teacher presentation
5. Media such as video
6. Hands on activities

These tasks need to be increased to help students:

- learn subject matter
- Clarify and organize their thoughts
- Improve their retention of content
- Develop their ability to think

In Writing to Learn Activities.

- Students explain concepts or ideas
- Ask questions
- Make connections
- Speculate
- Engage in critical thinking and problem solving



We want to use writing as a tool for *learning* rather than a test of that learning in all subjects!!

From grades six through twelve, content teachers are in a unique position to teach students how to write like a **scientist, mathematician, historian, or literary author.**



Anytime we deliver content to students, our next step should be to have students interact with the content in some way.

Using simple class activities that give students a chance to grapple with the content like **graphic organizers, sentence stems, cloze paragraphs etc...**are excellent supports.

Their use must be increased and consistent.

Name _____ Date _____

Cause and Effect

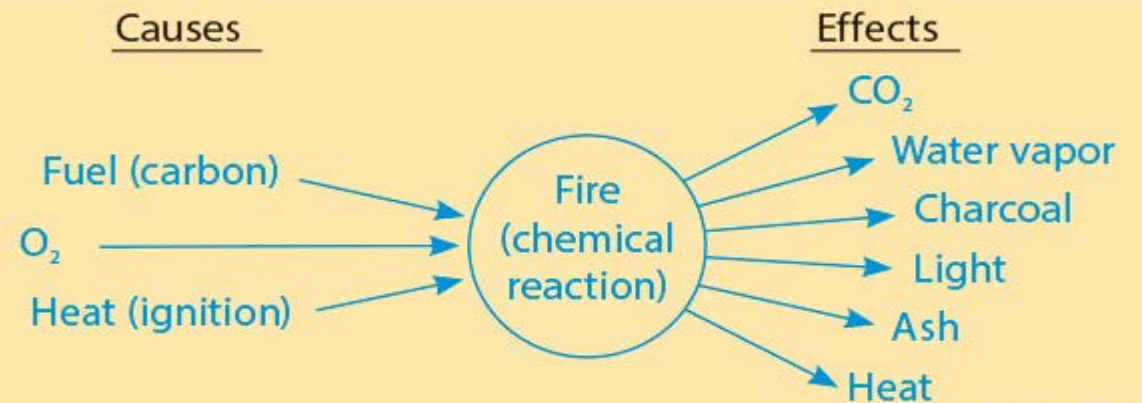
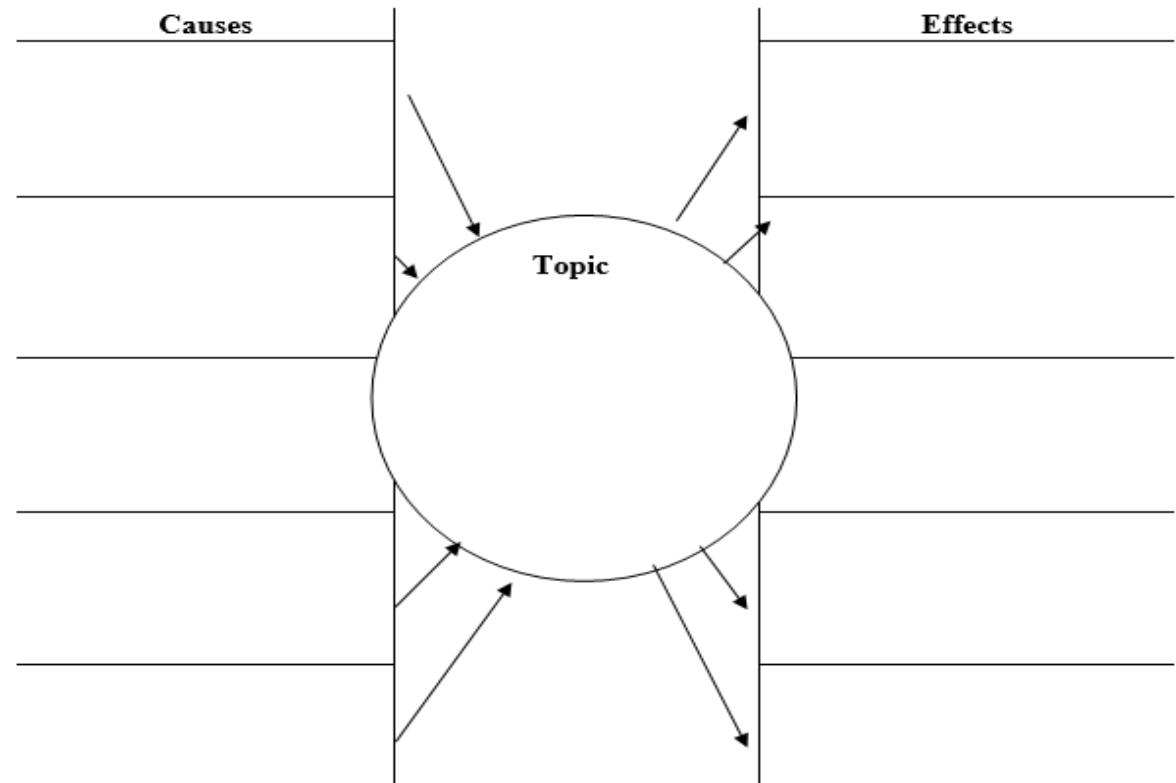
The cause is *why* something happened. The effect is *what* happened.

Cause	Effect
Text	Text
Text	Text
Text	Text
Text	Text

© Rosie's Superstars 2016

Cause-Effect Chart

Name: _____ Date: _____

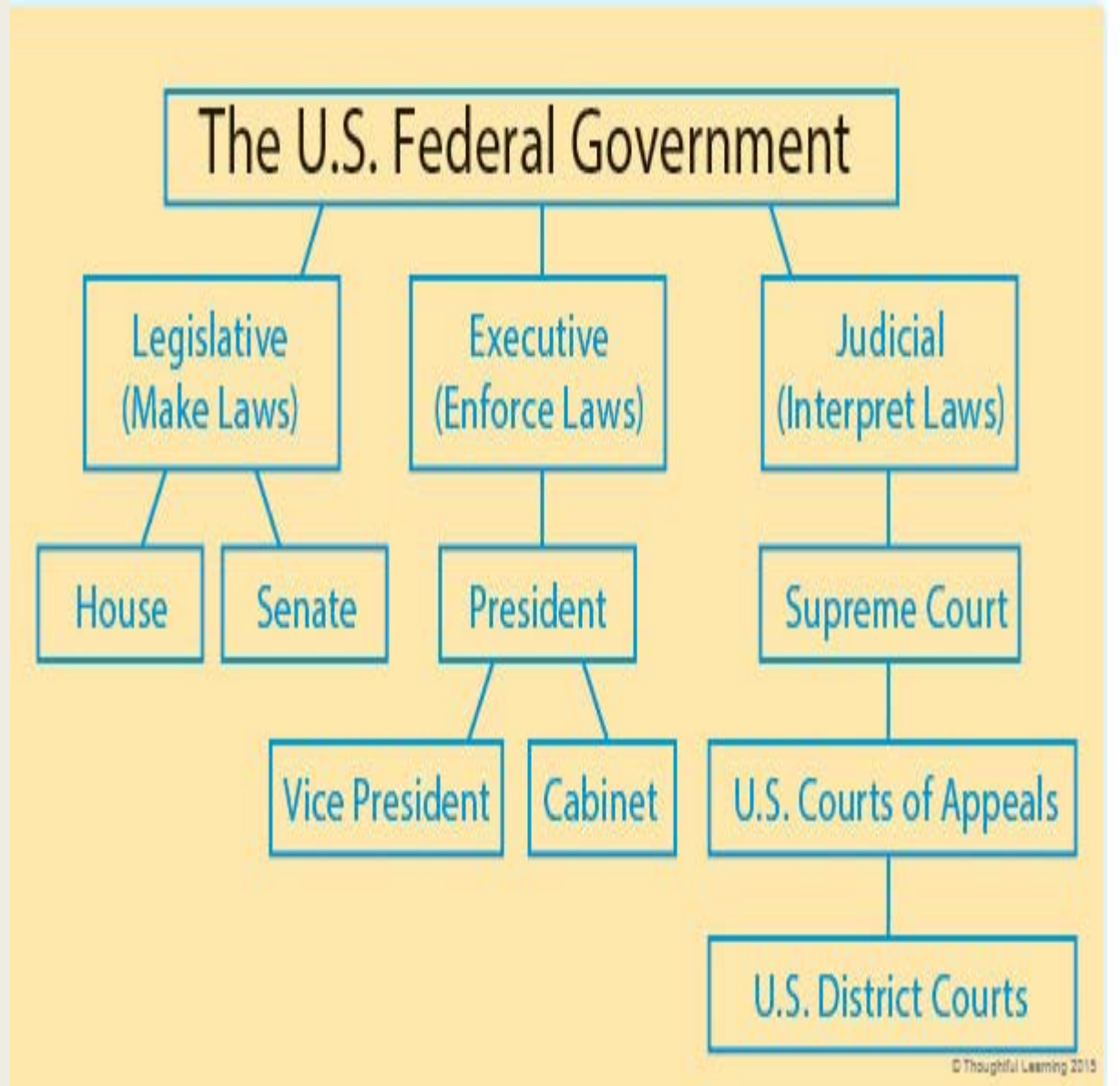


Line Diagram

Name: _____ Date: _____

Your Turn

Build your line diagram using the text boxes below. Click within a box to write in it. Click and drag a box to move it. Click and drag corners and edges to change the box's size. Double-click a box to select it, change its properties, or copy and paste it to make a new box. Draw lines to join boxes.



Next time.....

Instead of assessing student learning with a quiz, try having students:

- complete a **graphic organizer** that shows the relationships between various terms or concepts
- or
- use this type of activity as one question on a quiz or assessment.

Although this will not work for all content, it might be just right for evaluating whether a student understands the bigger picture of a body of content.

Using **PAST** questions to analyze a prompt

Purpose

*Why am I writing?
What is my goal?*

Audience

Who will read the writing?

Subject

What is the subject of my writing?

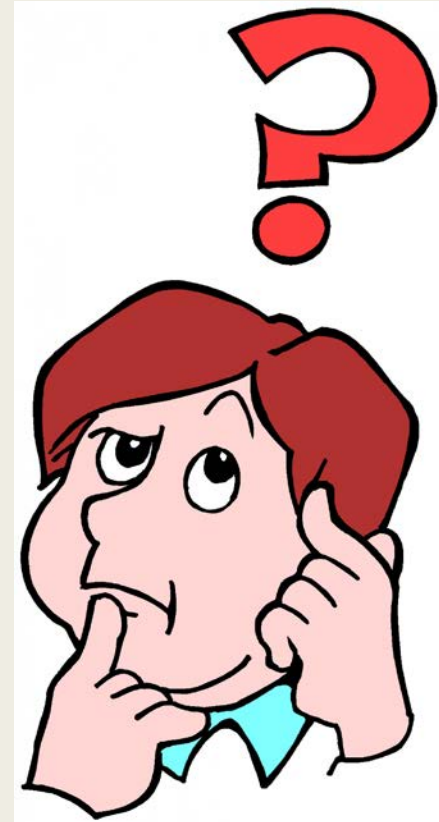
Type

What type of writing should I do?

Purpose	<ul style="list-style-type: none"> • argue: present facts and reasons that support your opinion or position • compare: tell how two things are alike • contrast: tell how two things are different • define: tell what something means, what it is, or what it does • describe: tell how something looks, sounds, smells, tastes, and/or feels • explain: tell how something works, how it happens, or how to do it • list: number of facts, ideas, reasons, or other details about the topic • persuade: give reasons that would convince someone to agree with your position • predict: tell what you think will happen in the future 	
Audience	<i>Who will read the writing?</i> When a prompt does not identify an audience, it's safe to assume that your teacher is the audience.	
Subject	<i>What is the subject of my writing?</i> Knowing the subject helps you focus on your topic.	
Type	<i>What type of writing should I do?</i> Most prompts will tell you what form of writing to create (for example, a persuasive paragraph or a comparison-contrast essay)	

A GOOD QUESTION


- can open minds,
- shift paradigms,
- help create thinkers



The right type of question can facilitate deep learning.

Simple (*little*) Questions will give you yes or no answers with a closed end.

Big Questions will give you a big response.

Question Types		Answers on Bloom's Taxonomy
	Do? Is?	Remembering
	Who? What? Where? When?	Understanding
	Why? How?	Applying Analyzing
	Should? Would?	Evaluating Creating

How can we get students to write their own big questions ?

How can we help them understand that they can shift from shallow questions to deeper and deeper questions CORRESPONDING WITH Blooms taxonomy?

SEE, THINK, WONDER STRATEGY

- In a science class, students are asked to practice how to describe their observations of rocks and in writing, generate their own questions about rocks with language supports

See	Think	Wonder
I see many lines on the rock.	I think they are called layers.	I wonder if the layers can tell the age of the rock.
Little question: Is this an igneous rock?		
Big question: What would I expect to see in an igneous rock?		

REVERSE QUESTIONING

SELECT A PARAGRAPH OF A CHAPTER ON YOUR CONTENT AND HAVE STUDENTS WRITE 3 QUESTIONS ANSWERED IN THE PARAGRAPH

The Steel Industry

Some of the most important advances in technology happened in the steel industry. Steel is iron that has been made stronger by heat and the addition of other metals. In the mid-1850s Henry Bessemer invented the Bessemer process , a way to manufacture steel quickly and cheaply by blasting hot air through melted iron to quickly remove impurities. Before, turning several tons of iron ore into steel took a day or more. The Bessemer process took only 10 to 20 minutes.

1. Who was Henry Bessemer?
2. Why is the Bessemer process important?
3. When did this important advance take place?

How about math word problems?

You have 15 yards of ribbon for your gift boxes. Each box gets the same amount of ribbon. How much ribbon will each of your 20 gift boxes get?"

1. How many yards of ribbon do I have?
2. What amount does each box get?
3. How many boxes do I have?

Writing Descriptions

that

SHOW

instead of

TELL



When you write, you can present information in two main ways—through telling and showing. "Telling" gives the reader information; "showing" recreates experience.

Telling

You **explain** a subject to readers.

Our raft approached a set of rapids. They were the biggest challenge we faced. We weren't sure we would make it. We made it.

Showing

Readers **see**, **hear**, **smell** and **touch** the subject.

The **rumbling** grew as our raft **bobbed** toward the drop in the river. The air **moistened** and smelled of **morning dew**. Ahead of us, copper water **plunged** down a set of **boiling** rapids, which **carved** their **curving** way among jagged cliffs. My **mouth went dry** with a tang of fear. "Hold on, everybody!" I shouted.

Sensory Chart

Name: _____ Date: _____

<i>See</i>	<i>Hear</i>	<i>Smell</i>	<i>Taste</i>	<i>Touch</i>

Sensory chart	Sensory	Detail	How? What Kind? Which one?
SEE		<i>Move down</i>	<i>Wobble Plunge flounder</i>
HEAR		<i>Loud</i>	<i>Deafening Blasting Roaring</i>
SMELL		<i>Fresh</i>	<i>Country side Morning dew Green earth</i>
TASTE			
TOUCH		<i>wet</i>	<i>moistened Soaked dripping</i>

By increasing Writing to learn activities we will be able to:

- **gauge how well students grasp information**
- **identify where they need elaboration of key concepts.**

Students will be better grounded in the fundamentals and ready to engage in more sophisticated analysis of ideas.

They will be better prepared to face communication challenges if they write consistently. Specifically, students will learn more about the material if you assign, writing for your courses.