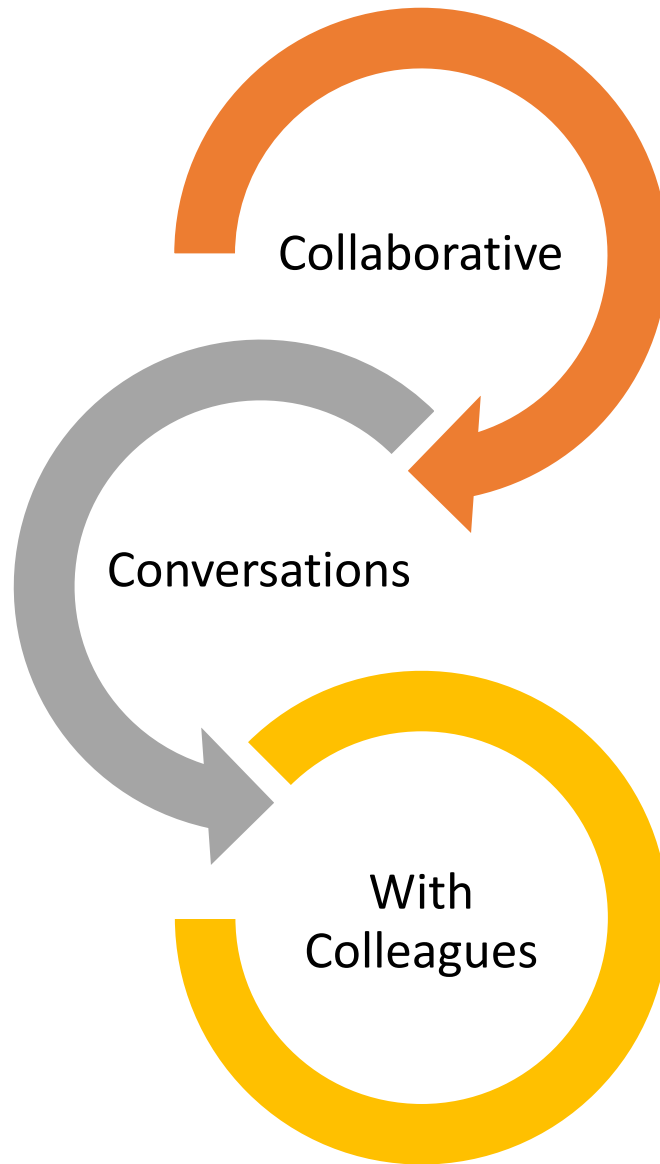


Building a Culture of Writing



Professional Learning Guide (K-5)
Writing Across the Curriculum

How to Use this Guide

This guide is designed to support facilitators with planning for the webinar and conducting the 90-minute follow-up session after the webinar. The guide is also designed to support Tier I participants who are self-directed and participating in the series at their own pace. Included in this guide are the following:

- descriptions of each session outlining the content
- guiding questions for participants to think about as they view the webinar
- references for the research-based practices shared by presenters
- activities to deepen participants' understanding of webinar content
- resource materials to support participants with developing plans for classroom implementation

Following the webinar, facilitators will then guide participants through a series of discussions and activities designed to deepen their understanding of webinar content. Participants will also work to create next steps for individual classroom implementation. Upon returning to their building and implementing the high-quality instructional strategies shared in the webinar, participants are encouraged to further collaborate with colleagues in their schools through Professional Learning Communities and/or peer observations. It is suggested that participants share practices with colleagues across *all* content areas.

The outline for the 90-minute, face-to-face session is as follows:

<i>Discussion of Webinar Content</i>	Suggested time: 10 minutes
<i>Small Group Work</i>	Suggested time: 15 minutes
<i>Break</i>	Suggested time: 5 minutes
<i>Plan for Implementation</i>	Suggested time: 40 minutes
<i>Share plan</i>	Suggested time: 10 minutes
<i>Reflection</i>	Suggested time: 10 minutes
	Total time: 90 minutes

Things to Consider for Tier 2 and Tier 3 Facilitators

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Facilitators can have participants share their responses orally, complete a written response or “hold” their thinking. Following the webinar is **Opening Moves**. This is a Think-Pair-Share activity that engages participants in collaborative conversations as they reflect on the webinar content and debrief the concepts and ideas shared by Presenters and Co-Presenters. Facilitators will then guide participants through the **Work Period** where they will participate in a small group activity to deepen their understanding of the instructional practices highlighted during the webinar, create a plan for classroom implementation, and share their plan with the group. The session ends with **Closing Moves** where participants will engage in a reflection activity.

Before viewing:

The **Activator** should be done prior to viewing the webinar and take no more than 10 minutes. The activator questions are designed for participants to ponder as they prepare to engage in the webinar. Facilitators can also choose to have participants write a response using the following:

Carousel Brainstorming

Post activator questions on poster paper.

Divide your group into smaller teams to match the number of questions you have.

Give a different color marker to each team, and have each team start at a particular question.

At each question, participants should brainstorm responses or points they want to make about the posted question.

After 2-3 minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.

View with a Question in Mind

Before viewing the webinar, have participants review the session overview and objective(s). From these, ask them to develop a question that comes to mind. After developing the question, encourage them to view the webinar with their question in mind and note new learning, important information, connections, and questions they may have.

Harvey, S., & Daniels, H. (2009). *Comprehension and collaboration: Inquiry circles in action*. Portsmouth, NH: Heinemann.

After viewing:

“Opening Moves” is a post-webinar activity that engages participants in collaborative conversations as they reflect on the webinar content. It is designed as a Think-Pair-Share activity but again facilitators can utilize alternative methods for a collaborative reflection. Here are a few suggestions:

The National School Reform Faculty’s 4 “A”s Protocol

- What **Assumptions** do the presenters in the webinar hold?
- What do you **Agree** with in the presentation?
- What do you want to **Argue** with in the presentation?
- What parts of the presentation do you want to **Aspire** to?

Resource:

http://www.nsrharmony.org/system/files/protocols/4_a_text_0.pdf

Visible Thinking Protocol

I used to think _____, but now I think _____ **or**

I used to think _____ and I still think _____

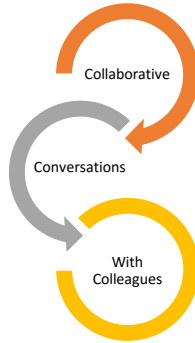
Have participants share and explain their shifts in thinking.

Resource:

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm

Things to Consider for Tier I Participants

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Participants can complete a written response or “hold” their thinking as they prepare to view the webinar. While Tier I is self-paced, it is suggested that participants view the entire webinar in one session and make note of key ideas. Following the webinar is **Opening Moves**. This is an activity designed to debrief the concepts and ideas shared by Presenters and Co-Presenters. Tier I participants will complete a written response to the questions in this section. Following **Opening Moves** is the **Work Period**. Tier I participants will notice that the **Work Period** engages participants in a *small group* activity to deepen their understanding of the instructional practices highlighted during the webinar and allows time for participants to create a plan for classroom implementation. **Although Tier I participants will likely work through the series independently, they are still encouraged to work through the activity.** After creating a plan for implementation, participants are further encouraged to share their new learning and plan with a colleague. The session ends with **Closing Moves** where participants will complete a written reflection.



Session 4: Writing Across the Curriculum

Lead Presenter: Dr. Roberta Gardner

Co-Presenter: Dr. Beth Friese

Session Overview: Building on previous discussions of teaching writing, assessment, and genres, in this 90 minute webinar, we will explore several ways principles of writing can be applied across the curriculum. Beyond familiar essays and research syntheses, informational writing can be creative, dynamic, and unconventional.

The co-presenter will share her experiences teaching research and writing in the library media center. She will discuss both the challenges and the successes of teaching students how to transform their learning into multiple genres of writing. Examples of student work will be included.

Objective: By the end of this session, participants will be able to

- provide instruction that supports students in their ability to synthesize information and explain their understanding of key concepts and ideas

Activator

Questions to Consider

- How often do you have students conduct research?
- How is the new information students learn shared?
- What is your current approach to having students write from informational text?

Guide for Follow-up Session

Materials: Chart paper Markers

Opening Moves

Discussion of Webinar Content (Think-Pair-Share)

Suggested time: 10 minutes

- What concepts or ideas did you hear and/or see that were consistent with what you already know or believe about teaching students how to write across the curriculum?
- Share ways in which the webinar provided *new* understandings about writing instruction.

Work Period

Suggested time: 15 minutes

- a. Have participants pair up into groups of 2.
- b. Say, “Different curricular areas offer a variety of opportunities for writing. Part of the writing process is considering the different genres that might be appropriate for sharing knowledge about a given topic. For example, writers might express their knowledge about history through letters, diaries, timelines, or maps. Topics in science might invite labeled diagrams, lab reports, or brochures. Mathematics learning might be demonstrated through step-by-step procedural writing or real-world narrative applications.”
- c. With their partner, have participants choose a curricular topic or unit of study.
- d. Explain to participants that they will work with their partners to identify some of the genres they might use to demonstrate learning about their particular topic. Encourage them to think broadly about the types of writing that might be worthwhile and try to include a range of writing that can incorporate words, images, and perspectives. Suggest to them that they can also include types of writing that they may want to experiment with as a writer. Have participants list their ideas on chart paper.
- e. Have each group select their top four genres they would like to use to present multiple perspectives on their selected topic.
- f. Allow time for each group to share their top four genres and their reasoning for their choice.

Break

Suggested time: 5 minutes

Step 2. Create a Plan for Implementation

Suggested time: 40 minutes

Say, “Reflect on the shifts in ELA standards that require students to build knowledge through content-rich, non-fiction text and use evidence from text when writing. Keeping your students’ needs in mind, how can you implement some of the strategies shared by presenters into your instruction? Plan a lesson using a new approach to engaging students in informational writing.”

Step 3. Share plan

Suggested time: 10 minutes

Have participants organize themselves into groups of 2-3. Allow time for them to share their plan with the group.

Closing Moves

Reflect on what we have learned

Use the **Chalk Talk** protocol to debrief session

http://www.nsrffharmony.org/system/files/protocols/chalk_talk_0.pdf

Write Chalk Talk stems on chart paper and post them around the meeting space. Provide participants with markers.

Chalk Talk Stems

- I used to think _____ but now I think _____
- Helping students learn to express themselves with confidence in **all** subject areas can contribute to...
- Something I can begin doing differently tomorrow is...
- Something that still concerns me is...

Say, “We are going to use Chalk Talk to debrief today. Chalk Talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. You can comment on other people’s ideas simply by drawing a connecting line to the comment.”

Invite participants to walk around and write as they feel moved. There are likely to be long silences—that is natural.

How you choose to interact with the Chalk Talk influences its outcome. You can stand back and let it unfold or expand thinking by:

- circling other interesting ideas, thereby inviting comments to broaden
- adding your own reflections or ideas
- writing questions about a participant's comment
- connecting two interesting ideas/comments together with a line and adding a question mark

Invite participants to do the same kinds of expansions. Allow them to comment for about 10 minutes (set timer). Thank them for their attention and participation in the session.

References

Allen, C. A., & Swistak, L. (2004). Multigenre research: The power of choice and interpretation. *Language Arts, 81*, 223-232.

Youngs, S., & Barone, D. (2007). *Writing without boundaries: What's possible when students combine genres*. Portsmouth, NH: Heinemann.